

# **2017-18 Single Building District Improvement Plan Updated**

Eagle's Nest Academy

Eagle's Nest Academy

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## **Overview**

### **Plan Name**

2017-18 Single Building District Improvement Plan Updated

### **Plan Description**

2017-18 SIP Updated Oct 2017

## 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 Eagle's Nest Academy will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$13000
2	All students at Eagle's Nest Academy will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$204720
3	All students at Eagle's Nest Academy will be given opportunity to be successful in school.	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$93650
4	All students at Eagle's Nest Academy will become proficient at mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$30000
5	All students at Eagle's Nest Academy will respond to the tiered intervention supports.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$85500

## Goal 1: All students at Eagle's Nest Academy will become proficient writers.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing narrative text in Writing by 06/29/2018 as measured by NWEA/MAP scores, WriteWell rubric scores and M-STEP.

### Strategy 1:

Narrative Writing - Teachers will be trained in the use of EL writing curriculum and implemented with fidelity.

Category: English/Language Arts

Research Cited: Graham, S., Harris, K. R., MacArthur, C. A., & Schwartz, S. (1991). Writing and writing instruction for students with learning disabilities: Review of a research program. *Learning Disability Quarterly*, 14(2), 89-114.

Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 73-89.

Pressley, M., & Wharton-McDonald, R. (1998). The nature of effective first-grade literacy instruction. The National Research Center on English Learning & Achievement. Retrieved from <http://www.albany.edu/cela/reports/pressley1stgrade11007.pdf>

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25, 71-86

Troia, G. A., Lin, S. C., Monroe, B. W., & Cohen, S. (2009). The effects of writing workshop instruction on the performance and motivation of good and poor writers. *Instruction and assessment for struggling writers: Evidence-based practices*, 77-112.

Tier: Tier 1

Activity - Daily Writing - All Block EL Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily writing practice with a focus on narrative writing during ELA All Block (3-6) and Labs (K-2). Teachers will provide scholars with a writing time to implement for final drafts of narrative writing along with other materials (3 prong- two pocket folders, pencils, erasers, tri-conderoga triangular pencils, and pencil grips).	Direct Instruction, Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$3000	General Fund	Principal, Curriculum content coach, teachers

Activity - Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained in the EL Education English Language Arts and writing curriculum.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Title II Part A	Principal, school improvement team, Curriculum Content coach, teachers
Activity - Job-embedded training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive coaching to ensure fidelity of the curriculum. Teachers will participate in PLCs on the topic of writing, reading and authentic assessments.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Title II Part A	Coaches, teachers, principal

## Goal 2: All students at Eagle's Nest Academy will become proficient readers.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading grade level texts in Reading by 06/29/2018 as measured by NWEA MAP, BenchMark reading assessments, and the M-Step.

### Strategy 1:

All students at Eagle's Nest Academy will become proficient readers. - Teachers will use Common Core Curriculum for Reading with fidelity.

Category: English/Language Arts

Research Cited: Dole, J. A., Duffy, G. G., Roehler, L. R., & Pearson, P. D. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*, 61, 239-264.

Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive ReadAlouds: Is There a Common Set of Implementation Practices?. *The Reading Teacher*, 58(1), 8-17.

Fisher, D., Frey, N., & Lapp, D. (2008). Shared readings: Modeling comprehension, vocabulary, text structures, and text features for older readers. *The Reading Teacher*, 61(7), 548-556.

Hiebert, E.H. & Reutzel, D.R.(Eds.) (2010). *Revisiting silent reading: New directions for teachers and researchers*. Newark, D.E.: International Reading Association.

Moss, B. & Young, T.A. (2010). *Creating lifelong readers through independent reading*. International Reading Association.

Pearson, P.D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M.L. Kamil, P.B. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research: Volume II* (pp. 815-860). White Plains, NY: Longman.

Pressley, M., & Block, C. C. (2002). Summing up: What comprehension instruction could be. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 383-392). New York: Guilford Press.

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Tier: Tier 1

Activity - Professional Development Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Education school designer will provide job embedded professional development about how to use Units of Study for Reading with fidelity. Teachers will attend training in EL Education curriculum on site and off site.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$10000	Title II Part A	Administration, EL Learning Coach, Teachers
Activity - Guided Reading Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided reading libraries that are aligned to EL Education Units of Reading Study.	Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$7000	Other	Principal, Title I Coordinator, Curriculum Content Coach
Activity - Reading Training and PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in reading curriculum and conduct Professional Learning Communities on guided reading.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Title II Part A	Principal, School Improvement Team, Curriculum Content Coaches, teachers
Activity - Teacher Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Assistants will collaboratively work with teachers to help targeted students on essential components of reading (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies) using EL Education curriculum and intervention materials.	Academic Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$100000	Title I Part A	Principal, Teachers, Teacher Assistants
Activity - Literacy Specialist and Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Literacy Specialist/Curriculum Coach will work with students who are at Tier II for RTI, whose reading and language skills are below grade level. Reading Specialist will work with Tier III students for RTI.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$75000	Title I Part A, Section 31a	Administration
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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be used to help increase reading comprehension and fluency. Parents will have access to use Study Island at home. @250 students	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1720	Title I Part A	Coaches and Teachers

Activity - Make it Take it Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops for parents will be held to increase reading proficiency. Free books and materials will be provided to families to help increase the reading achievement.	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$3000	Section 31a, Title II Part A	Coaches, teachers, school family coordinator

Activity - Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use Reading A-Z and Raz Plus to help increase reading proficiency.	Academic Support Program	Tier 1	Implement	08/14/2017	06/29/2018	\$3000	Title I Part A	Administration, teachers and staff

### Goal 3: All students at Eagle's Nest Academy will be given opportunity to be successful in school.

#### Measurable Objective 1:

collaborate to ensure that attendance is maintained at 90% or more for each child attending Eagle's Nest Academy by 06/29/2018 as measured by daily attendance rates..



**Strategy 1:**

Student Attendance - The entire Eagle's Nest Academy staff will ensure that every child will attend school 90% of the time by ensuring that every child is welcomed, feels safe and secure, and is provided active learning opportunities based on the child's interest. Furthermore, they will monitor attendance and encourage the child and his or her caregiver to make sure that the child attends school regularly.

Category: Other - Attendance

Research Cited: Chang, H.N. & Romero, M., 2008. Present, Engaged, and Accounted For The Critical Importance of Addressing Chronic Absence in the Early Grades. National Center for Children in Poverty.

Ginsburg, A., Jordan, P. & Chang, H., 2014. Absences Add Up: How School Attendance Influences Student Success. Retrieved 12/10/2015 from [http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up\\_September-3rd-2014.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absences-Add-Up_September-3rd-2014.pdf)

Tier: Tier 1

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance clerk will do everything possible to ensure that students attend at least 95% of the time. Parenting Education will be offered. Parents will participate in educational workshops to help increase attendance. Materials for parents will be purchased. Alarm clocks will be purchased for families that need it.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1650	General Fund, Title II Part A	Attendance clerk

Activity - School/Student/Family Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Truancy Clerk and teachers will ensure that every child is welcomed, feels safe and secure and build positive relationships with families. Strong partnerships will be encouraged by Truancy Clerk to ensure that the child and his or her caregiver will attend school regularly. The school will provide alarm clocks to ensure families are awake in time to get their child to school. Gas cards will be given to families that are having financial struggles to get their child to school. Truancy Clerk and Parent Liaison will build positive relationships with the scholars and their families. Home visits are done by the truancy clerk and parent liaison when truancy is an issue.	Other - Relational Capacity Building, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$55000	Section 31a, Section 31a	All staff

Activity - Truancy Clerk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Truancy Clerk will monitor and implement proactive efforts to decrease truancy rates. Truancy Clerk will work on getting truant scholars to school. Free transportation will be provided to scholars to get to school. Truancy Clerk will work with Student Family Coordinator so they can provide families support and assistance. Truancy Clerk will work with Genesee County Prosecutor to report excessive absences and extreme truancy cases.	Academic Support Program, Other - Parent Involvement, Parent Involvement	Tier 1	Evaluate	08/14/2017	06/29/2018	\$30000	Section 31a	Administration
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**(shared) Strategy 2:**

Homelessness - The McKinney Vento liaison will identify and work with homeless families.

Category: Other - McKinney Vento

Research Cited: <https://www2.ed.gov/programs/homeless/guidance.pdf>

Tier: Tier 1

Activity - McKinney Vento Compliance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Community Coordinator and other school staff will deter all barriers to the enrollment, attendance or success of homeless students. The school will provide school stability for a student experiencing homelessness by providing transportation to and from the school. The school staff will ensure that homeless students are provided services in such a way that they are not isolated or stigmatized. The school staff will support collaboration between the school and community agencies serving homeless students. School uniforms will be given to any homeless student.	Other - Homelessness	Tier 1	Implement	08/14/2017	06/29/2018	\$2000	Title I Part A	McKinney Vento Liaison, Family Community Coordinator

**Measurable Objective 2:**

collaborate to ensure that the McKinney Vento Homeless assistance is provided by 06/29/2018 as measured by collecting data on number of students served and how they were served.

**(shared) Strategy 1:**

Homelessness - The McKinney Vento liaison will identify and work with homeless families.

Category: Other - McKinney Vento

Research Cited: <https://www2.ed.gov/programs/homeless/guidance.pdf>

Tier: Tier 1

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Activity - McKinney Vento Compliance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Community Coordinator and other school staff will deter all barriers to the enrollment, attendance or success of homeless students. The school will provide school stability for a student experiencing homelessness by providing transportation to and from the school. The school staff will ensure that homeless students are provided services in such a way that they are not isolated or stigmatized. The school staff will support collaboration between the school and community agencies serving homeless students. School uniforms will be given to any homeless student.	Other - Homelessn ess	Tier 1	Implement	08/14/2017	06/29/2018	\$2000	Title I Part A	McKinney Vento Liaison, Family Community Coordinator

### Measurable Objective 3:

collaborate to ensure that English Language Learners needs are met by 06/29/2018 as measured by collecting academic achievement data on students who recieve services..

### Strategy 1:

ELL services - The ESL (English as a Second Language) program will be established to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living for K-6 following the Planned Course of Instruction developed for regular education.

Category: Learning Support Systems

Research Cited: Furman, C. (2007, May 10). Reaching Jigme. New York Teacher: United Federation of Teachers City Edition, XLVIII (16): 47.

Nieto, S. (2000). Linguistic diversity in multicultural classrooms. In Affirming diversity: Creating multicultural communities.(pp. 189-217). New York: Addison, Wesley, and Longman.

Tier: Tier 1

Activity - ELL Support and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 1		08/14/2017	06/29/2018	\$5000	Title I Part A	Administrati on, Specialist, Teachers

## Goal 4: All students at Eagle's Nest Academy will become proficient at mathematics.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in achieving grade level mathematics in Mathematics by 06/29/2018 as measured by NWEA MAP, Bridges math assessments, and the M-Step.

### Strategy 1:

Bridges Mathematics - Teachers will receive professional development about the Bridges Mathematics Program. They will be coached in implementation and how to use Bridges with fidelity.

Category: Mathematics

- Research Cited: Archer, A. L. and C. A. Hughes. (2011). *Explicit Instruction: Effective and Efficient Teaching*. New York: The Guilford Press. Bamberger, H. J., C. Oberdorf, K. Schulz-Ferrell. (2010). *Math Misconceptions, PreK–Grade 5: From Misunderstanding to Deep Understanding*. Portsmouth, NH: Heinemann. Baroody, A. J. (2006). "Why Children Have Difficulties Mastering the Basic Number Combinations and How to Help Them." *Teaching Children Mathematics*, 13 (1): 22–31. Baroody, A. J., N. P. Bajwa, M. Eiland. (2009). "Why Can't Johnny Remember the Basic Facts." *Developmental Disabilities Research Reviews*, 15: 69–79. Bennett, A. B. and L. T. Nelson. (2004). *Mathematics for Elementary Teachers: A Conceptual Approach*, 6th ed. New York: McGraw Hill.
- Beto, R. (2004). "Assessment and Accountability Strategies for Inquiry-Style Discussions." *Teaching Children Mathematics*, 10 (9): 450–454.
- Blanton, M. L. and J. J. Kaput. (2003). "Developing Elementary Teachers' 'Algebra Eyes and Ears.'" *Teaching Children Mathematics*, 10 (2): 70–77.
- Bresser, R. (2003). "Helping English-Language Learners Develop Computational Fluency." *Teaching Children Mathematics*, 9 (6): 294–299.
- Burk, D. and A. Snider. (2007). *Bridges in Mathematics Grade K*. Salem, OR: The Math Learning Center. ——— (2007). *Bridges in Mathematics Grade 1*. Salem, OR: The Math Learning Center. ——— (2007). *Bridges in Mathematics Grade 2*. Salem, OR: The Math Learning Center.
- Burns, M. and R. Silbey. (2000). *So You Have to Teach Math? Sound Advice for K–6 Teachers*. Sausalito, CA: Math Solutions Publications.
- Carpenter, T. P., M. L. Franke, L. Levi. (2003). *Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School*. Portsmouth, NH: Heinemann.
- Chapin, S. H. and A. Johnson. (2006). *Math Matters: Understanding the Math You Teach, Grades K–8*, 2nd ed. Sausalito, CA: Math Solutions Publications.
- Chapin, S. H., C. O'Connor, N. C. Anderson. (2009). *Classroom Discussions: Using Math Talk to Help Students Learn*. Sausalito, CA: Math Solutions Publications.
- Conklin, M. (2010). *It Makes Sense! Using Ten-Frames To Build Number Sense*. Sausalito, CA: Math Solutions Publications.
- Dacey, L. and D. Polly. (2012). "CCSM: The Big Picture." *Teaching Children Mathematics*, 18 (6): 378–383.
- Dean, C. B., E. R. Hubbell, H. Pitler, B. Stone. (2011). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2nd ed. Alexandria, VA: ASCD.
- Dougherty, B., A. Flores, E. Louis, C. Sophian, R. M. Zbiek. (2010). *Developing Essential Understanding of Number and Numeration for Teaching Mathematics in Pre-K–2*. Reston, VA: National Council of Teachers of Mathematics.
- Empson, S. and L. Levi. (2011). *Extending Children's Mathematics: Fractions and Decimals*. Portsmouth, N.H.: Heinemann.
- National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards for Mathematics*. Washington D.C.: Author. ——— (2012). *K–8 Publishers' Criteria for the Common Core State Standards for Mathematics*. Washington D.C.: Author. National Mathematics Panel. (2008). *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. Washington, DC: U.S. Department of Education. National PTA. (2011). *Parents' Guide to Student Success*. Alexandria, VA: Author.
- National Research Council. (2002). *Helping Children Learn Mathematics*. Washington, D.C.: National Academy Press.
- Standards-based Mathematics Instruction: A Casebook for Professional Development*. New York: Teachers College Press. Sullivan, P. and P. Lilburn. (2002). *Good*

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Sutton, J. and A. Krueger. (Eds.) 2002. ED Thoughts: What We Know About Mathematics Teaching and Learning. Aurora, CO: Mid-continent Research for Education and Learning.

Thomas, J. N., P. D. Tabor, R. J. Wright. (2010). "First Graders' Number Knowledge." Teaching Children Mathematics, 17 (5): 298–308.

Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2014). "The Bridge between Today's Lesson and Tomorrow's. Educational Leadership, 71 (6): 10–14

Van de Walle, J., K. Karp, J. By-Williams. (2010). Elementary and Middle School Mathematics: Teaching Developmentally, 7th ed. Boston: Pearson Education.

Van de Walle, J. A. and L. H. Lovin. (2006). Teaching Student-Centered Mathematics, Grades K–3. Boston: Pearson Education.

Tier: Tier 1

Activity - Mathematics Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the use of Bridges math curriculum, Number Corners, and mathematical concepts (including manipulative use, number sense, and problem solving). They will be coached on the use and curriculum implementation will be monitored. Teachers will be trained in mathematical pedagogy and practices by Bridges Math, EL Education and Pedagogical Solutions.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$8000	Title II Part A	Teachers, principal, coaches

Activity - Bridges Mathematics Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Bridges Math curriculum for instruction.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/15/2016	06/30/2017	\$16000	Other	teachers, coaches, principal

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will purchase math manipulatives to supplemental support for Bridges Curriculum (protractors, base ten blocks, Ellison Die Cut Machine, and geoboards).	Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$4000	Title I Part A	Title 1 Staff

### Strategy 2:

Math Interventionist - Math Interventionist will instruct the highest at-risk scholars as identified by the RTI process and using progress monitoring. Math Interventionist will push in and team teach with teachers when necessary to support at-risk scholars.

Category: Mathematics

Tier: Tier 3

Activity - Response To Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive Response To Intervention training to implement in their classrooms alongside the math coach. The training will allow staff to have a universal system in place.	Academic Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$2000	Title II Part A	All instructional staff, coach, and support staff.

## Goal 5: All students at Eagle's Nest Academy will respond to the tiered intervention supports.

### Measurable Objective 1:

demonstrate a behavior Students will respond to intervention supports office referrals and school wide intervention data. by 06/29/2018 as measured by at least 90% of our students will respond to the tiered intervention supports.

### Strategy 1:

Behavior Intervention - The behavior interventionist will help implement the tiered intervention system. Behavior interventionist will collaboratively work with classroom teachers to manage and enforce school behavioral expectations, including attendance classroom alignment with school-wide goals. Classroom teachers will consistently provide teaching and instruction in the classroom on universal and targeted as determined by data and behavioral student need behaviors.

Category: School Culture

Research Cited: Bradshaw, C., Debnam, K., Koth, C., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of school-wide positive behavior supports. *Journal of Positive Behavior Interventions*, 11 (3), 145-160.

Burk, M., Davis, J., Lee, Y., Hagan-Burke, S., Kwok, O. & Sugai, G. (2012). Universal screening for behavioral risk in elementary schools using SWPBIS expectations. *Journal of Emotional and Behavioral Disorders*, 20(1), 38-54.

Childs, K., Kincaid, D., & George, H. (2010). A model for statewide evaluation of a universal positive behavior support initiative. *Journal of Positive Behavior Interventions*, 12 (4), 195-197.

Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." *Journal of Positive Behavior Interventions*, 9(4), 203-213.

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

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McIntosh, K, Campbell, A., Carter, D., & Zumbo, B., (2009) Concurrent validity of office discipline referrals and cut points used in school-wide positive behavior support. *Behavioral Disorders*.

McIntosh, K., Fisher, E., Kennedy, K., Craft, C., & Morrison, G., (2012). Using office discipline referrals and school exclusion data to assess school discipline. In S Jimerson, A. Nickerson, M. Mayer & M Furlong (Eds.) *Handbook of School Violence and School Safety*. New York, Routledge. 305-315.

Spaulding, S., Irvin, L., Horner, R., May, S., Emeldi, M., Tobin, T., & Sugai, G. (2010). School-wide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions: Empirical Patterns from 1,510 Schools Nationwide. *Journal of Positive Behavior Intervention*, 12, 69-85.

Sulzer-Azaroff, B., & Mayer, G. R. (1994). *Achieving educational excellence: Behavior analysis for achieving classroom and schoolwide behavior change*. San Marcos, CA: Western Image.

Taylor-Greene & Kartub, D. (2000). Durable implementation of School-wide Behavior Support: The High Five Program. *Journal of Positive Behavior Interventions*, 2(4), 231-232.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.

Vaughn, B., White, R., Dunlap, G., & Strobeck, S. (in press). A case study of a classroom intervention for problem behaviors: Collateral effects and social validation. *Journal of Positive Behavior Interventions*.

Tier: Tier 2

Activity - PBIS - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior interventionist will help increase productive behaviors and assist in building a positive school culture. Behavior interventionist will work with parents, students, administration and instructional staff to reduce time out of classroom for identified students using school-wide PBIS strategies.	Behavioral Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$40000	Title I Part A	Principal, Behavior interventionist, social worker, office staff and instructional staff.

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Activity - Sensory - Behavior Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The sensory area in each classroom will be for breaks for scholars that are in need of movement or a sensory break during instructional time. The sensory area will include bean bags, alternative lighting, fidget devices, weighed vests and other materials to calm and soothe scholars. Character books will be available for scholars to read. Student Support Assistants will help students stay in classrooms to deescalate behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$2500	Title I Part A	Administration, Behavioral Specialist, behavior assistants, and support staff.

### Strategy 2:

PBIS Training - Staff will participate in PBIS Training. School will use PBIS strategies school-wide.

Category: School Culture

Research Cited: Pas, E., Bradshaw, C.P., & Mitchell, M. M. (2011). Examining the validity of office discipline referrals as an indicator of student behavior problems. *Psychology in the Schools*, 48(6), 541-555.

Putnam, R. F., Handler, M. W., Ramirez-Platt, C. M., & Luiselli, J. K. (2003). Improving student bus-riding behavior through a whole-school intervention. *Journal of Applied Behavior Analysis*, 36, 583-589.

Putnam, R.F., Luiselli, J.K., Handler, M.W., & Jefferson G.L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. *Behavior Modification*, 27, 505-523.

Sadler, C. (2000). Effective Behavior Support Implementation at the District Level: Tigard-Tualatin School District. *Journal of Positive Behavior Interventions*, 2(4), 241-243.

Safran, S. P. & Oswald, K. (2003). Positive behavior supports: Can schools reshape disciplinary practices? *Exceptional Children*, 69, 361-373.

Stewart, R.M., Benner, G.J., Martella, R.C., Marchand-Martella, N.E. (2007). Three-tier models of reading and behavior: A research review. *Journal of Positive Behavior Interventions* 9, 239-253.

Tier: Tier 1

Activity - School-wide PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff attend training on site and off site in PBIS and behavioral RTI strategies and systems. Teachers will be trained in the use of CPI. All school staff will be trained by GVSU, GISD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company).	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	07/13/2018	\$43000	Other, No Funding Required, Other	Principal, instructional staff, office staff, social worker.
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide PBIS Training	All staff attend training on site and off site in PBIS and behavioral RTI strategies and systems. Teachers will be trained in the use of CPI. All school staff will be trained by GVSU, GISSD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company).	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	07/13/2018	\$0	Principal, instructional staff, office staff, social worker.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Study Island will be used to help increase reading comprehension and fluency. Parents will have access to use Study Island at home. @250 students	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1720	Coaches and Teachers
Teacher Assistants	Teacher Assistants will collaboratively work with teachers to help targeted students on essential components of reading (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies) using EL Education curriculum and intervention materials.	Academic Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$100000	Principal, Teachers, Teacher Assistants
PBIS - Behavior Interventionist	Behavior interventionist will help increase productive behaviors and assist in building a positive school culture. Behavior interventionist will work with parents, students, administration and instructional staff to reduce time out of classroom for identified students using school-wide PBIS strategies.	Behavioral Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$40000	Principal, Behavior interventionist, social worker, office staff and instructional staff.

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Sensory - Behavior Intervention	The sensory area in each classroom will be for breaks for scholars that are in need of movement or a sensory break during instructional time. The sensory area will include bean bags, alternative lighting, fidget devices, weighed vests and other materials to calm and soothe scholars. Character books will be available for scholars to read. Student Support Assistants will help students stay in classrooms to deescalate behaviors.	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$2500	Administration, Behavioral Specialist, behavior assistants, and support staff.
ELL Support and Services	School Staff will provide effective ELL services for English language learners.	Academic Support Program	Tier 1		08/14/2017	06/29/2018	\$5000	Administration, Specialist, Teachers
Math Manipulatives	Title I staff will purchase math manipulatives to supplemental support for Bridges Curriculum (protractors, base ten blocks, Ellison Die Cut Machine, and geoboards).	Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$4000	Title 1 Staff
McKinney Vento Compliance	The Family Community Coordinator and other school staff will deter all barriers to the enrollment, attendance or success of homeless students. The school will provide school stability for a student experiencing homelessness by providing transportation to and from the school. The school staff will ensure that homeless students are provided services in such a way that they are not isolated or stigmatized. The school staff will support collaboration between the school and community agencies serving homeless students. School uniforms will be given to any homeless student.	Other - Homelessness	Tier 1	Implement	08/14/2017	06/29/2018	\$2000	McKinney Vento Liaison, Family Community Coordinator
Literacy Specialist and Reading Specialist	Literacy Specialist/Curriculum Coach will work with students who are at Tier II for RTI, whose reading and language skills are below grade level. Reading Specialist will work with Tier III students for RTI.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$50000	Administration
Reading Support	Instructional staff will use Reading A-Z and Raz Plus to help increase reading proficiency.	Academic Support Program	Tier 1	Implement	08/14/2017	06/29/2018	\$3000	Administration, teachers and staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Daily Writing - All Block EL Education	Teachers will provide daily writing practice with a focus on narrative writing during ELA All Block (3-6) and Labs (K-2). Teachers will provide scholars with a writing time to implement for final drafts of narrative writing along with other materials (3 prong- two pocket folders, pencils, erasers, tri-conderoga triangular pencils, and pencil grips).	Direct Instruction, Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$3000	Principal, Curriculum content coach, teachers
Student Engagement	Attendance clerk will do everything possible to ensure that students attend at least 95% of the time. Parenting Education will be offered. Parents will participate in educational workshops to help increase attendance. Materials for parents will be purchased. Alarm clocks will be purchased for families that need it.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$150	Attendance clerk

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Training	Teachers will be trained in the use of Bridges math curriculum, Number Corners, and mathematical concepts (including manipulative use, number sense, and problem solving). They will be coached on the use and curriculum implementation will be monitored. Teachers will be trained in mathematical pedagogy and practices by Bridges Math, EL Education and Pedagogical Solutions.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$8000	Teachers, principal, coaches
Student Engagement	Attendance clerk will do everything possible to ensure that students attend at least 95% of the time. Parenting Education will be offered. Parents will participate in educational workshops to help increase attendance. Materials for parents will be purchased. Alarm clocks will be purchased for families that need it.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1500	Attendance clerk
Make it Take it Parent Workshops	Workshops for parents will be held to increase reading proficiency. Free books and materials will be provided to families to help increase the reading achievement.	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$2000	Coaches, teachers, school family coordinator
Professional Development Reading	EL Education school designer will provide job embedded professional development about how to use Units of Study for Reading with fidelity. Teachers will attend training in EL Education curriculum on site and off site.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$10000	Administration, EL Learning Coach, Teachers

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Reading Training and PLCs	Teachers will be trained in reading curriculum and conduct Professional Learning Communities on guided reading.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Principal, School Improvement Team, Curriculum Content Coaches, teachers
Job-embedded training	Teachers will receive coaching to ensure fidelity of the curriculum. Teachers will participate in PLCs on the topic of writing, reading and authentic assessments.	Teacher Collaboration, Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Coaches, teachers, principal
Response To Intervention Training	Staff will receive Response To Intervention training to implement in their classrooms alongside the math coach. The training will allow staff to have a universal system in place.	Academic Support Program	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$2000	All instructional staff, coach, and support staff.
Writing Training	Teachers will be trained in the EL Education English Language Arts and writing curriculum.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$5000	Principal, school improvement team, Curriculum Content coach, teachers

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School/Student/Family Partnerships	Truancy Clerk and teachers will ensure that every child is welcomed, feels safe and secure and build positive relationships with families. Strong partnerships will be encouraged by Truancy Clerk to ensure that the child and his or her caregiver will attend school regularly. The school will provide alarm clocks to ensure families are awake in time to get their child to school. Gas cards will be given to families that are having financial struggles to get their child to school. Truancy Clerk and Parent Liaison will build positive relationships with the scholars and their families. Home visits are done by the truancy clerk and parent liaison when truancy is an issue.	Other - Relational Capacity Building, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$25000	All staff

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Literacy Specialist and Reading Specialist	Literacy Specialist/Curriculum Coach will work with students who are at Tier II for RTI, whose reading and language skills are below grade level. Reading Specialist will work with Tier III students for RTI.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Getting Ready	08/14/2017	06/29/2018	\$25000	Administration
Make it Take it Parent Workshops	Workshops for parents will be held to increase reading proficiency. Free books and materials will be provided to families to help increase the reading achievement.	Academic Support Program, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1000	Coaches, teachers, school family coordinator
Truancy Clerk	Truancy Clerk will monitor and implement proactive efforts to decrease truancy rates. Truancy Clerk will work on getting truant scholars to school. Free transportation will be provided to scholars to get to school. Truancy Clerk will work with Student Family Coordinator so they can provide families support and assistance. Truancy Clerk will work with Genesee County Prosecutor to report excessive absences and extreme truancy cases.	Academic Support Program, Other - Parent Involvement, Parent Involvement	Tier 1	Evaluate	08/14/2017	06/29/2018	\$30000	Administration
School/Student/Family Partnerships	Truancy Clerk and teachers will ensure that every child is welcomed, feels safe and secure and build positive relationships with families. Strong partnerships will be encouraged by Truancy Clerk to ensure that the child and his or her caregiver will attend school regularly. The school will provide alarm clocks to ensure families are awake in time to get their child to school. Gas cards will be given to families that are having financial struggles to get their child to school. Truancy Clerk and Parent Liaison will build positive relationships with the scholars and their families. Home visits are done by the truancy clerk and parent liaison when truancy is an issue.	Other - Relational Capacity Building, Parent Involvement	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$30000	All staff

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide PBIS Training	All staff attend training on site and off site in PBIS and behavioral RTI strategies and systems. Teachers will be trained in the use of CPI. All school staff will be trained by GVSU, GISD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company).	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	07/13/2018	\$7000	Principal, instructional staff, office staff, social worker.

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Guided Reading Library	Guided reading libraries that are aligned to EL Education Units of Reading Study.	Materials	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$7000	Principal, Title I Coordinator, Curriculum Content Coach
School-wide PBIS Training	All staff attend training on site and off site in PBIS and behavioral RTI strategies and systems. Teachers will be trained in the use of CPI. All school staff will be trained by GVSU, GISD, EL Education, and national behavior expert Dr. Jesse Jackson, III (Best Man Company).	Behavioral Support Program	Tier 1	Getting Ready	08/14/2017	07/13/2018	\$36000	Principal, instructional staff, office staff, social worker.
Bridges Mathematics Curriculum	Teachers will use Bridges Math curriculum for instruction.	Curriculum Development, Direct Instruction, Materials	Tier 1	Getting Ready	08/15/2016	06/30/2017	\$16000	teachers, coaches, principal