



Single Building District Improvement Plan

Ross-Hill Academy - Elementary

Ross-Hill Academy

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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?

Ross-Hill Academy is a K-8 school with emphasis on math, science, and technology. The demographics of Ross-Hill is 100% African-American. There are seven teachers, four para-professionals, and part-time child study team to service our student population with special needs. Seventy-one percent of the teaching staff has a master's degree in education. Ross-Hill is located in the empowerment zone on the east side of Detroit. Ninety-seven percent of the students receive free breakfast and lunch.

Transportation or lack of transportation directly affects our school standing-specifically for counts and academic performance. Students who do come from areas surrounding schools to us tend to be below grade level creating a cycle of need.

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 mission of Ross-Hill Academy is to provide each student with an excellent learning experience that will enable the student to:

Meet and progress upon the challenges of higher education, especially in the areas of math and science;

Function cooperatively in a social learning environment; and

Successfully contribute to their own "individuality" as an asset to society.

This is accomplished through a safe and "family cooperative" environment.

It is the vision of Ross-Hill Academy to be a major contributor among southeastern Michigan School districts, enhancing the technological advancements of the 21st century by offering the necessary foundation for our children.

The school embodies its purpose by offering its students after-school tutoring and the use of remedial software that will enable them to meet their educational goals and the expectations of the school.

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.

Over the last three to four years the school has scored above Michigan state level MEAP test. Ross-Hill received a B+ from Excellent School Detroit, a score of 9 out of 10 from Great Schools, and was ranked in the top 10 on the Mackinac Center for Public Policy's report card. Ross-Hill was scored in the 15 percentile on the Fall 2013 MEAP test and was removed from the priority list.

Ross-Hill continues striving to close the achievement gap of its student and increase its enrollment.

Additional Information

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

Ross-Hill Academy is dedicated to the task of educating all students to their fullest potential in all academic areas and ensuring social and emotional growth.

We believe that by providing a highly trained and caring educational staff that our students will become life-long learners who are technologically sophisticated and are able to think critically and accept responsibilities as contributing citizens.

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.

Stakeholders were invited to become a part of the School Improvement Plan. The stakeholders consisted of teachers, parents, administrators and Wayne RESA support staff (coaches and school improvement facilitator). Parents were invited to be actively engaged in the SIP process at the Title 1 Meeting in September of 2014 and in December of 2015. The roles were assigned/voted on at the first School Improvement Team Meeting. The team meets once a month after regular school hours. This schedule allows us to accommodate staff, parents, and the other members.

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

The representatives are teachers, parents, administrators, and external consultants. The responsibilities are to work collaboratively to improve and increase student achievement in all content areas, to review and edit the School Improvement Plan, and the climate of the school.

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 Support Team met to review the plan and made adjustments and revisions based on recommendations from the staff and updated data. The final report was shared in a school-wide meeting that included parents and administrators. Electronic copies are available on the website for review. Quarterly reports are given to update stakeholders on its' progress.

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 three year trend of Ross-Hill's student enrollment data shows that there is a continued increase in the enrollment. However, there remains the challenge of doubling the enrollment.

Student Demographic Data

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

The three year trend of Ross-Hill's student attendance data shows that our student attendance fluctuate due to the fact that many of our students do not live in the surrounding area of the school and transportation is sometimes a problem for the families.

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?

The three year trend of Ross-Hill's student behavior data shows that there has been a increase in the incidences/suspensions. However, during the 2015-2016 school year student fights decreased by 75% resulting from a Zero Tolerance Policy & our Anti-Bullying Campaign.

Student Demographic Data

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

The action(s) that could be taken to address the challenges of student enrollment should be to expand the area of flyer distribution for recruitment. Providing free or reduce bus cards may be an option for increasing student enrollment for students outside the immediate school boundaries. In addition, providing free or reduce bus cards may also be an option for improving student attendance. Research into contracting with a third party transportation companies may also be an option.

In an effort to address the behavior of students with discipline problems, we have committed to the following:

- Implementation of Anti-Bullying Campaign
- Implementation of Zero Tolerance Policy for fighting
- Active recruitment of motivational speakers
- Implementation of mentoring programs
- Resources to increase parental involvement
- Facilitating parent workshops on behavior management at home.

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?

The teaching and administrative experience of the school leader(s) is approximately 25 years. The impact of the collective administrative experience results in the Visioning, Planning, Implementing, and Refining high-yield school reforms that increase student achievement. Administrators set goals which reflect a clear course for shared understanding. Moreover, the administration establishes high expectations and uses data to track progress and performance of students and teachers alike.

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?

The teaching experience of the teachers in our building averages approximately 19 years. The impact of their experience results in the school's academic performance in closing the achievement gap.

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?

The amount of absences by school leaders has been minimal. This positive trend positively impacts student achievement as the administrative presence helps to reinforce and uplift the academic and cultural goals daily.

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?

The number of teachers absences of the majority of the instructional staff has been minimal and has shown no noticeable impact on student achievement. With the small number of teachers who had attendance issues, students had increased behavior problems within the classroom.

Teacher/School Leader(s) Demographic Data

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

The identified challenges regarding teacher demographics could be addressed by meeting with those staff members to provide accommodations or additional help in the areas of need to help that teacher's attendance improve.

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 results of the School Systems Review the standard that stands out as the strengths of the teachers is:

- Standard I: Teaching for Learning

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 results of the School Systems Review the standard that stand out as a challenge is:

- Standard II: Teaching All Students. The some teachers' inability to promote the learning and growth of all students through instructional practices that establish high expectations for students with academic deficiencies as well as create a learning environment for students with behavior concerns proves to be an ongoing challenge.

12. How might these challenges impact student achievement?

The challenge of teaching all students impacts some of students' achievement as the teacher is confronted with a dilemma that posits the teacher's core value system against the core value system of the learning organization, all students can learn. Where the core value system of the learning organization suffers, teachers do not take the necessary steps to set and maintain high expectations for all students.

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 could be taken and incorporated into the School Improvement Plan to address these challenges are to continue to provide the teachers with professional development opportunities that would strengthen their ability to provide lessons with high expectations as well as Best Practices. Furthermore, we could develop and professional library that houses materials and resources which are readily available for teacher use.

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

Students with disabilities are provided with the same opportunities to attend after school tutoring as all other students. Parents are also encouraged to allow their child to attend after school tutoring. Students with disabilities are also provided with academic and or social support. They are also encouraged to attend summer school for extended learning.

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

Students in Grades K - 8 are provided with after school extended learning opportunities. Students in Grades 1-8 are encouraged to attend summer school extended learning.

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

Though all students are provided with the opportunities to receive extended learning opportunities, students who are strongly encouraged to participate in extended learning are identified by their classroom performance, NWEA MAP scores, and teacher 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 indicates the extent to which the state content standards are being implemented with fidelity:

- Instructional Learning Cycle Reports
- Students' academic growth on the NWEA MAP test
- Students' report cards
- Staff evaluations
- Administrative feedback

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Based on the Ross-Hill students' scores on the NWEA MAP test the majority of the students' reading strengths were in Literature.

19b. Reading- Challenges

Based on the Ross-Hill students' scores on the NWEA MAP test the students' reading challenges are in Vocabulary Acquisition and Use.

19c. Reading- Trends

The reading trends of the school as a whole shows that at least 50% of the students continue show progress in their academic skills by meeting or exceeding their projected growth on NWEA MAP test scores.

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.

The challenges in the area of reading will be addressed by providing the staff with continued professional development in instructional strategies and invest in a new reading program with teacher training provided to maximize the effectiveness of that program. Also, provide teachers with more sustained professional development with Curriculum Crafters.

20a. Writing- Strengths

The strengths of the students are the understanding of the steps of the writing process.

20b. Writing- Challenges

The challenges are that while the students have knowledge of the writing process steps they lack the ability to transfer that knowledge onto paper with their own ideas and writing.

20c. Writing- Trends

Writing trends show that scores have remained stagnant due to the students inability to transfer writing knowledge to paper and the need for an updated reading and writing program.

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 challenges will be addressed by getting a new reading and writing program that focuses on the engaging students to become writers, process what they have learned and be able to apply this knowledge on their own, along with being aligned with Common Core standards. During the 2015-2016 year, RHA implemented the 6+1 Writing Traits Initiative in an attempt to have a school wide approach to the writing challenges.

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We also organized two different Writing Campaigns/Competitions to get students more comfortable with Writing.

21a. Math- Strengths

Based on the Ross-Hill students' scores on the NWEA MAP test the majority of the students' math strengths are in geometry.

21b. Math- Challenges

Math challenges are in the strands of numbers and operations and measurements and data.

21c. Math- Trends

The trend shows that there has been a decrease in math scores based on the NWEA MAP scores.

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.

The math challenges will be addressed by evaluating data across the grade levels to indicate where/why the deficits exist (commonalities in deficits or strengths throughout the grades) and determining what strategies will best re-mediate the skills. During the 2015-2016 data analysis cycle, we identified specific grade levels for High Alert. Our High Alert areas are Grades 1, 2, 4, 5, and 8.

22a. Science- Strengths

The strengths of the students are knowledge and understanding of the scientific process.

22b. Science- Challenges

The students challenges are that although they have the knowledge and understanding of the scientific process, they still struggle to demonstrate the ability to transfer and apply this knowledge into a student created experiment.

22c. Science- Trends

Science scores indicate that students are not proficient at transferring and applying the knowledge they have about the scientific process, but are able to better understand more concrete concepts and skills in the area of life sciences.

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.

These challenges will be addressed by providing professional development by providing more engaging lessons and encouraging teachers to create and expand thematic units using science ideas in the ELA curriculum as informational text.

23a. Social Studies- Strengths

The strengths for the students are the study of the cities, states, countries, continents and regions.

23b. Social Studies- Challenges

The students are challenged when asked to compile historical research and also creating timelines of historical events using this research.

23c. Social Studies- Trends

The trends in Social Studies show that the students are better adept at understanding more concrete concepts such as states, countries, continents and regions. When studying historical figures and their actions, students have a harder time understanding how this relates to the world as a whole.

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.

These challenges have been and will continue to be addressed by encouraging teachers to create ELA units using informational text from the Social Studies curriculum, doing cross curricular activities that tie in with Social Studies standards, and using technology as a tool for learning.

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?

Students are satisfied with the teachers and the instruction they are receiving. They also like the Fun Friday activities and the start of a basketball and cheer-leading team.

24b. Student Perception Data

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

The lowest overall satisfaction with students is the lack of more extra-curricular activities and clubs.

24c. Student Perception Data

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

The school has implemented a program on Fridays where students are able to participate in different activities, such as music, art, drill team, dance and painting. During the 2015-2016 year, we implemented a Student Council which hosted three school wide community organization events.

25a. Parent/Guardian Perception Data

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

The parents are satisfied with teachers, administration, and the instruction that is provided for the students. The parents like the small classes because the teachers are able to provide individual and small group instruction to the students.

25b. Parent/Guardian Perception Data

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

The parents/guardians are not completely satisfied with the lack of extra-curricular activities.

25c. Parent/Guardian Perception Data

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

The school has implemented Fun Fridays, basketball, and cheer-leading to improve parent satisfaction in this area.

26a. Teacher/Staff Perception Data

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

The small classes and the family environment are the areas that the teachers express the highest satisfaction.

26b. Teacher/Staff Perception Data

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

The areas of lowest satisfaction for the teachers are the working hours, the lack of prep time, and low salaries.

26c. Teacher/Staff Perception Data

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

The actions that will be taken to increase teacher satisfaction will be to decrease the amount of hours teachers work in the building, and the dress code. The female staff are able to wear pants for four months of the school year. The staff will be able to go home early when their children have left on some days. Increase student enrollment so that the financial resources increase resulting in an increase in teacher salaries.

27a. Stakeholder/Community Perception Data

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

The overall highest level of satisfaction among stakeholders/community are the improvements in the schools academic performance resulting in the school's removal from the state's priority school list.

27b. Stakeholder/Community Perception Data

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

The overall lowest level of satisfaction among stakeholders/community are the challenges the school faces in increasing its enrollment which in turn results in financial challenges. In addition, the lowest level of satisfaction among stakeholders/community is the timeline for moving to the new location.

27c. Stakeholder/Community Perception Data

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

The actions that will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s) are to expand its area of student recruitment to areas beyond the immediate school boundaries. Efforts are continuing to be made to prepare the new location for the relocation of the school.

Summary

28a. Summary

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

The strengths of Ross-Hill are the efforts that has been put forward in improving its students' academic achievement which has resulted in moving toward closing the achievement gap as well as being removed from the state's priority school list. Though the enrollment of the school continues to increase. There still remains the challenge of doubling the school's enrollment. The parents, students, staff, and stakeholders/community took pride in the development of the school's basketball and cheerleaders' team, however, there is still the desire for the school to be able to offer more extra-curricular activities. In addition, all stakeholders are anxiously awaiting the opening of the new location.

28b. Summary

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

The challenges identified in the demographic data regarding the students' attendance impact the students achievement in ways that prevent them from achieving at rate which they are capable due to their time out of school. The challenges identified in the perception data impact student achievement due teachers' inability to create high expectation for all students, differentiating instruction for students with academic challenges, and the students' behavior in the classroom. Many times the students use the classroom as an outlet for their frustrations due to a lack of daily activities.

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?

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 of increasing the school's enrollment will be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year will be to develop new recruitment strategies to increase the student enrollment by at least 25%.

In an effort to address the behavior of students in school would be to have motivational speaker address the students on their various levels at least once a semester and possibly twice a semester. Develop a mentoring program so that the students will know that there is someone they can go talk with someone with whom they trust. Also, increase parental involvement by offering more activities for the parents, ie parental workshops, round-table discussions with dinner, and etc. With these efforts in place, it is the school's desire to reduce the students' behavioral incidents to ½ of what was reported the previous year.

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Again, increasing the students' enrollment would increase the school's financial resources; therefore, allowing the school to continue with the basketball and cheerleader teams and possibly add two more after-school activities. The increase in student enrollment would provide the school with what the perception of the stakeholders, parents, students, and the staff feel would make Ross-Hill more attractive school.

Of course, the challenge of improving the students' academic achievement will continue by researching and implementing programs that will assist the teachers and students in this effort. The school goal is to increase the number of students who reach their projected academic growth on the NWEA MAP test in reading, math, and language by at least 5%.

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	M-STEP (3-5) & NWEA MAP (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	Ross-Hill's website - rosshillacademy.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The ACT Plan test is administered to the 8th grade students, and they receive their results from the test which assist them in planning for their career path.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The teachers examines the students' profiles and based on the information the teachers know what additional assistance is needed to help the students accomplish their career goal.	

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		

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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	Ms. Dorothy Smith, Office Administrator; 3111 Elmwood; Detroit, MI 48207; 313-922-8088.	

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		

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	Documentation of - Agendas - Sign-In Sheets - Weekly Notes	

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	Ross-Hill's Special Education/Resource Team.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes	Ross-Hill's Special Education/Resource Team.	

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		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

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Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	Posted at the entrance of the computer lab and inside the computer lab. All students sign an Acceptable Use of Technology Agreement.	

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	On Ross-Hill's website - rosshillacademy.org	

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	Information is sent home with the students and is posted at the entrance of the building and around the building on the inside so that it is visible to any and everyone.	

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.	No	The school-wide assessment data identified the needs of the schools in the following areas: infrastructure (internet connections and broadband width.	

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	The district has identified possible expanding the use and availability of smart boards in the classroom. The school has implemented a STEM program for students.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

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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 district adjusted its instructional program to include the use of the educational software Plato and Educational City, software that helps to increase the students' academic skills. During the 2015-2016 year, the school completed planning for a STEM Program which is scheduled to launch during the 2016-2017 academic year.	

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		

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	Dr. Nellie Williams, Superintendent; 3111 Elmwood Ave.; Detroit, MI 48207; 313-922-8088.	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes	Documentation of: - Agendas - Sign-In Sheets	

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 process was completed with the completion of the School Data Profile School Data Analysis, School Process Profile, and Executive Summary Report.

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?

After analyzing the results of the comprehensive needs assessment process concluded that the perception of the students, parents, staff, and stakeholders was that with the enrollment of more students would meet the desire of the students, parents (more extra curricular activities), and the staff (increase in salary). The results also shows that the students' achievement are continuing to improvement with the efforts that have been put in place.

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 goals of the school are determined as a result of the comprehensive needs assessment, ranking from highest priority to the lowest priority.

The school's goals are driven by the results of the data from the NWEA MAP, perception, informal and authentic assessment.

The school's goals portray clear and detailed analysis of multiple types of data in the following manner:

Achievement Data:

- What evidence can we collect about our students' learning?
- What evidence do we have that shows the knowledge, skills, and understandings our students have achieved?
- Which data indicate the degree to which our students show the conceptual understandings and generalizations in our standards?
- What evidence shows which students are meeting or exceeding our achievement expectations and which are not?
- What do we know about how each individual student learns?

Demographic Data-

- Demographic information on the students that enroll;| and their parents
- Mobility patterns in and out of grades and schools
- Student transportation needs
- Rate of enrollment in special programs such as special education and after school programs
- Neighborhood characteristics
- Parent involvement
- Behavior and social problems of the students

Guiding questions for collecting demographic data:

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- Who are our students?
- What trends do we see in our student population?
- What factors outside the school may help us understand our students?

Program data:

- How successful are our programs in bringing out the academic excellence articulated in our standards?

Perception data

- How do the members of our school community feel about our school and district?
- How satisfied are school community members about our educational programs?
- What do the members of our school community perceive to be the strengths and needs in our school?
- What do the members of our school community think about the skills of our graduates?

Data patterns:

- Based on all the data we have studied and the patterns we have observed, what is the sum of the problems that have emerged from the data?

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 of the school address the needs of the whole school population and give special recognition to children who are disadvantaged by providing them with ongoing formative classroom-based assessments to determine the next step for each student. This information helps teachers monitor the strategies, adapt or refine them as required. Summative assessments allow the teacher to monitor individual student performance and make adjustments as necessary to provide additional support, and to report to parents the assessment of their child's learning. All students will be provided with opportunities for extended learning beyond the regular school day in an effort to support their needs. Learning time will be optimized by ensuring that there is bell-to-bell learning and increased engagement of the students. Maximizing the use of technology will also provide extended learning time not limited by the school calendar or walls of the school. In addition, students with disadvantages receive support from the Resource Team.

Component 2: Schoolwide Reform Strategies

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

The strategies in the school-wide plan focus on helping all students reach the state's standards are:

- Teachers will complete professional development dealing with effective strategies in narrative and informational text. The teachers will work with the consultant and the instructional coach from Wayne RESA to develop effective strategies to increase the scores of the students in narrative and informational text.
- Teachers will meet with the Wayne RESA coaches, School Improvement Facilitator and administrators in content meetings to analyze NWEA MAP data by using strand analysis to determine which Common Core standards in which the students were not proficient.
- The paraprofessional will assist the teacher in providing extra academic support to struggling students.
- Foster Grandparent Program also provides extra assistance to assist the struggling students in and out of the classroom.
- The teachers will continue accessing Kent County Curriculum Crafters to develop appropriate lessons that are aligned to the Common Core Standards.
- Teachers will compile and analyze student assessment data to monitor and adjust instruction based on NWEA MAP scores and informal/ formal assessments in the classroom.

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).

Research cited: Methods That Matter- Harvey Daniels and Marilyn Bizar

- The teachers will complete professional development dealing with effective strategies to increase the scores of the students in narrative and informational text. They will also work with the instructional coach to develop effective strategies in these same areas.

Research cited: Using Data to Improve Student Achievement-Deborah Wahlstrom

- The teachers will meet with the Wayne RESA coaches, school improvement facilitator and administrators in content meetings to analyze NWEA MAP data by using the strand analysis to determine which CCSS in which the students were not proficient.

Research cited: Classroom Instruction That Works by Robert Marzano

- The paraprofessional will assist the teacher in providing extra academic assistance to struggling students.

Research cited: Fulfill the Promise of the Differentiated Classroom by Carol Ann Tomlinson

The teachers will research best practices to ascertain goals and objectives to effectively implement differentiated strategies.

Research cited: Using Data to Improve Student Achievement by Deborah Wahlstrom

- The teachers will compile and analyze student assessment data to monitor and adjust instruction based on NWEA MAP scores and informal/ formal assessments in the classroom.

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 which is aligned with the findings of the needs assessment are:

Research cited: Using Data to Improve Student Achievement by Deborah Wahlstrom

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-The teachers will meet with the Wayne RESA coaches, School Improvement Facilitator, and administrators in content meetings to analyze NWEA MAP data by using the strand analysis to determine which CCSS in which the students were not proficient.

Research cited: Classroom Instruction That Works by Robert Marzano'

-The paraprofessional will assist the teacher in providing extra academic support to struggling students.

Research cited: Fulfill the Promise of the Differentiated Classroom by Carol Ann Tomlinson

-The teachers will research best practices to ascertain goals and objectives to effectively implement differentiated instructional strategies.

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.

The strategies in the school-wide plan which provides an enriched and accelerated curriculum for select students and supports progress for all students are:

Research cited: Methods that Matter by Harvey Daniels and Marilyn Bizar

-The teachers will complete professional development dealing with effective strategies in narrative and informational text. They will also work with the consultant and the instructional coach to develop effective strategies to increase the scores of the students in these same areas.

Research cited: Classroom Instruction that Works by Robert Marzano

-The paraprofessional will assist the teacher in providing extra academic support to struggling students and to enrich accelerated students.

Research cited: Fulfill the Promise of the Differentiated Classroom by Carol Ann Tomlinson

-The teachers will research best practices to ascertain goals and objectives to effectively implement differentiated instructional strategies.

Research cited: Plato Learning Environment Website

- Students are scheduled to go into the computer room to work on their skill building skill building.

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

<http://advanc-ed.org/assist/s/diagnostic/section/view?surveyId=8522776§ionId=1735>

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	Yes, all of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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 NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

1:8 There are a total of 8 teachers at Ross-Hill.

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

The experience level of key teaching and instructional personnel is 10+ yrs with four of them having more than 35+ years experience.

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

Teaching vacancies are placed on the Wayne RESA website and Human Resource personnel also attend job fairs. Based on resumes', prospective candidates are invited for an interview. After the candidate(s) pass the interview process, the salary and benefits are discussed. The candidate makes a decision based on the information presented. Grade level assignment is then given based on teaching certificates/endorsements.

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

The district does not have a high turnover rate of highly qualified teachers.

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?

n/a

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.

The staff receives professional learning in the following areas:

Professional developments have provided the teachers with various strategies to meet the needs of the students as identified in the comprehensive needs assessment and the goals of the school improvement plan.

The following is a list of many of the PD's attended by teachers:

- 6+1 Writing Traits
- Instructional Technology
- Data Analysis
- Instructional Learning Cycles
- M-STEP Strands and Domains
- Effective Strategies in ELA instruction
- Effective Strategies in Math instruction
- Empowering Mathematics Educators in Priority Schools
- Use of Plato Learning Environment.

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

The staff meets in content and grade level meetings to discuss the strategies learned and the best practices for implementation. Instructional coaches from Wayne RESA provide assistance to the staff on an ongoing basis for the implementation and adjustment of various strategies.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Professional Development Plan 2014/2015	

Component 6: Strategies to Increase Parental Involvement

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

The parents are involved in the school-wide plan by attending the school-wide plan development meetings, attending the annual Title I meeting, and the monthly school improvement meetings.

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

The parents attend monthly SIP meetings which allows them to participate in the review of strategies that should be adjusted and how the strategies will be implemented in the school-wide plan, review the curriculum for alignment of the plan, means of assessment, and proficiency levels students are expected to achieve and maintain.

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

The parents completed an evaluation of the strategies and activities in addition to a survey of the school-wide plan to assure that the needs of the students are being met as identified in the comprehensive needs assessment. They are also given an opportunity to provide feedback at the school-wide parent meeting and at Parent/teacher conferences.

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, the Title I Parent Involvement Policy addresses how the school carries out the required activities of the ESEA Section 118 (c) through (f).	

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

Parents are notified of the Title I status. They are invited to participate in regular homework activities, classroom volunteering, parent teacher conferences, family events, field trips, summer school, and volunteering within the school system. The school board has a goal to strengthen the connection between community and school. Parents are able to monitor students with weekly progress reports, as requested by the parents, along with quarterly progress reports and report cards. The parents receive a copy of the student's individual class performance report from the MAP NWEA assessments that are given three times a year.

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

Parents are encouraged to complete evaluation forms and a Parent Satisfaction Survey to provide effectiveness of each program activity, and meeting that they attend at the school. The School Improvement Committee will evaluate the effectiveness of the Parent Involvement

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Plan by analyzing parent surveys and calculating the number of parents that attended and participated in the meetings as well as Parent Teacher conferences. These comments and results will be the following years school-wide improvement plan. The process that we plan to use in evaluating the parent involvement component of this school-wide plan is to involve a subcommittee of parents/discussion boards to analyze trends in attendance data, parent surveys, event evaluations, parent teacher conference discussions where the Parent Compact will be utilized.

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

The results from this evaluation are utilized to improve and make recommendations for future school-wide improvement plans. Throughout the year, parents will make recommendations regarding parent information or training needed, family events, school programming regarding math, reading and enrichment, along with parent communication.

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

The School Improvement Team and a parent representative from the team developed the compact. Once the Board approves the Compact, it is then distributed to the parents. The agreement is between the student, parent, teacher(s), and principal.

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

The teachers will keep a copy of the compact and review it with the parents at conferences. This way all stakeholders are accountable for the learning process of the students.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the Common Core State Standards for student academic achievement as follows:

-Students will be provided with standards-based curriculum adopted by the district and with instructional practices that support students in achieving/exceeding proficiency.

-Ross-Hill academic focus is standards-based guided by data and supported research, resources, and best practices.

2. Hold Parent-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

-Specifically, these conferences will be held prior to the end of each quarter/card-marking. Additional conferences are held as needed.

3. Provide parents with frequent reports on their child's progress.

Specifically, the school will provide the reports as follows:

-Formal progress reports will be given mid-term prior to the end of each quarter.

-Results for student's NWEA MAP scores will be provided three times a year: beginning, middle, and end of year reports.

-Regular formal and informal communication between home and school.

4. Provide parents reasonable access to staff. Specifically, staff will be available for the consultation with the parents as follows:

-Email correspondence, telephone, direct/informal contact, conferences, through the office, voice-mail, text message, weekly/monthly newsletters, homework packets, etc.

5. Parents will be provided opportunities to volunteer and participate in their child's class, to observe classroom activities and welcome to visit as Ross-Hill schedules allow. Training and support are offered for volunteers. Parents are invited and encouraged to participate and chaperon following board policies and guidelines for special activities and field trips.

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

The teachers will keep a copy of the compact and review it with the parents at conferences. This way all stakeholders are accountable for the learning process of the students.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the Common Core State Standards for student academic achievement as follows:

-Students will be provided with standards-based curriculum adopted by the district and with instructional practices that support students in achieving/exceeding proficiency.

-Ross-Hill academic focus is standards-based guided by data and supported research, resources, and best practices.

2. Hold Parent-Teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

-Specifically, these conferences will be held prior to the end of each quarter/card-marking. Additional conferences are held as needed.

3. Provide parents with frequent reports on their child's progress.

Specifically, the school will provide the reports as follows:

-Formal progress reports will be given mid-term prior to the end of each quarter.

-Results for student's NWEA MAP scores will be provided three times a year: beginning, middle, and end of year reports.

-Regular formal and informal communication between home and school.

4. Provide parents reasonable access to staff. Specifically, staff will be available for the consultation with the parents as follows:

-Email correspondence, telephone, direct/informal contact, conferences, through the office, voice-mail, text message, weekly/monthly newsletters, homework packets, etc.

5. Parents will be provided opportunities to volunteer and participate in their child's class, to observe classroom activities and welcome to visit as Ross-Hill schedules allow. Training and support are offered for volunteers. Parents are invited and encouraged to participate and chaperon following board policies and guidelines for special activities and field trips.

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

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

Parents are provided with NWEA MAP results from the beginning of the year, mid-year progress results, and end-of-year progress results.

Parents are also provided with a progress report mid-term each quarter, and quarterly report cards. Parents receive a PA 25 report which shows the comparison between the state and Detroit Public Schools.

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?

Transition programs involving staff, students, and parents help ensure the school readiness and success for students who participate/have participated in programs such as Head Start or Daycare. At the end of the year, the preschool meets with the Kindergarten teachers to discuss concerns. During the school year the preschool students get a chance to interact with Kindergarten students and meet and spend time with the Kindergarten teacher. In addition, the preschool students participate in the many programs held throughout the year involving all grade levels, such as end of each quarter report card awards ceremonies, Christmas programs, Valentine's Day Dance, Black History month program, along with preschool and Kindergarten graduation ceremonies. This offers the parents many opportunities for the parents to visit and interact with the rest of the student body and staff.

Transition plan from early childhood to elementary programs include:

-Preschool teachers and assistants are included with the Kindergarten teacher's literacy training. Both groups of teachers utilize the same or similar assessments for letter, number, color, and shape identification, in addition to other phonemic awareness concepts, fine motor skills, and other behavioral concepts and skills.

Preschool and Kindergarten teachers meet on a regular monthly basis at minimum, to collaborate in planning smooth transitions from preschool to Kindergarten lessons, skills and abilities, including social, emotional and academic ones.

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?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

The teachers are actively involved in developing their own authentic classroom assessment and also their own common assessments in literacy. At the beginning of each year, each team meets for a day or so to go over their curriculum mapping which is aligned with the State's Common Core Standards. In addition, they revise their common assessment in reading and writing based on their experiences in the previous year. The teachers, also, revise their pacing guide in order to be aligned with the new school calendar and their instruction. All grade level team members abide by the team plan and provide the students with the common assessment within a specific time . Each team meets once a month for one hour to collaborate. One of the topics they discuss is assessment. They share students' work and results, talk about strategies to improve those results and provide support to each other. The teachers are fully aware of the importance of assessment for learning and of learning. They use the unit tests as pretest and post-test and develop their own to align with their instruction.

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

Teachers use formative and summative information and NWEA MAP results to make decisions pertaining to differentiate instruction. The teachers meet with administrators, Wayne RESA school improvement specialist, and Instructional coach to develop strategies to improve teaching and learning.

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.

Students who are experiencing difficulties mastering the State's academic achievement assessment standards are identified by:

- Staff meetings and grade level team meetings to analyze student performance on NWEA MAP to determine which students did not reach their projected growth level in the HiAvg or Hi levels. As a result of the data, teachers will construct instructional lessons and activities to meet the needs of the students.
- The results of the M-STEP test will also be used.

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?

During the professional developments meeting prior to the start of school, the teachers and administrators look at the data from the Spring NWEA MAP test to determine which students did not meet their projected growth and in what areas of ELA, Math, and Language. In the staff meetings and grade level team meetings the teachers and administrator meet to determine the additional academic assistance that is needed. The students who did not meet their projected growth on the NWEA MAP are recommended for tutorial service and summer school.

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

In the staff meetings and grade level team meetings, the teachers and administrators look at the Data to determine which students need additional academic assistance. The students who score 3 or 4 are recommended for tutorial service and summer school.

- The teachers promotes engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries.
- The teachers develop and organize coherent relevant units / lessons.
and interests and engage students in the work of the discipline.
- The students' prior knowledge is determined to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.
- The class climate is responsive to the respectful learning needs of students with diverse backgrounds, interests and performance levels.
- Appropriate assessment strategies are selected to monitor ongoing student progress.
- Instructional strategies, resources, and flexible groupings are selected or designed that provide opportunity for students to think critically and creatively, and solve problems.
- Learning activities are integrated that make real world, career and global connections, and promote interdisciplinary connections whenever possible.
- Academic and/or behavioral interventions are designed or selected through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.
- Strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through

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strategies such as discourse and/or inquiry-based learning are designed or selected.

- A variety of evidence-based strategies to enable students to apply and construct new learning is used.
- The students are lead to construct meaning using active learning strategies such as purposeful discourse and/or inquiry-based learning.
- The roles of the student and teacher are varied in ways that develop independence and interdependence.
- Differentiated instruction and supplemental interventions are used to support students with learning difficulties, disabilities and/or particulargifts and talents.
- The students' learning and adjustment of teaching during instruction in response to student performance and engagement in learning tasks is monitored.
- The teachers provide meaningful, appropriate and specific feedback to students during instruction to improve their performance.
- The teachers select and/or design a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity to ways in which students learn.
- A comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time is used.
- The teachers collaborate with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.
- The students are provided with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- The students' progress is supported by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- Academic, behavioral and health data is used to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

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.

The Federal, State, and local programs and resources are coordinated to support the Schoolwide program and initiatives in the SIP by using the IDEA funds to support the students with special needs with a social worker, resource teacher, and psychologist. The state funds are used to hire teachers and purchase materials that have been included in the SIP. The Federal Title I funds are used to strengthen the skills of the struggling students with after school tutoring, summer school, assistance of paraprofessionals, supplemental materials, and professional development.

The programs that are consolidated in the schoolwide program are the rigorous reading and math programs. With math, the school uses Everyday Math as the basic math component to ensure that the M-STEP and NWEA MAP results increase. The teachers use Houghton Mifflin Reading series as the main instructional tool to develop strategies to increase teaching and learning. In addition, to the textbooks that are used, the teachers are involved with relevant staff development that helps to increase NWEA MAP scores. Also, the teachers meet in content meetings with the Wayne RESA coaches where they analyze formative and summative data to improve student achievement. The teachers and the coaches develop strategies collectively that have proved to work based on the improved NWEA MAP data. With the assistance of the coaches, the teachers use the learning cycle effectively where they pretest the students, then they instruct and finally, posttest the students so that the teachers are able to see the gains that the students made. The Michigan State facilitator and the Wayne RESA school improvement facilitator have helped the teachers analyze data by meeting with them and producing data wall and showing them how to keep data in a notebook.

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.

RHA uses the fund under Title I, Part A for several component: to increase parental involvement by including parents on the School Improvement team and on the Title I Planning Committee. The school uses the fund to keep teacher abreast of current trends by providing professional development in technology and areas involving the core content subjects. The fund are used to assist struggling students with the help that they need to be successful. Students are involved in before, after and during school tutoring with the assistance of teachers and paraprofessionals. Supplemental materials are purchased to help the students be successful.

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.

The programs that support eligible Title I students are before, after, and during school tutoring by teachers and paraprofessionals. Student with an IEP are serviced by the resource teacher, speech teacher, social worker, and a psychologist. The funds are also used to maintain small class size of 16 - 22 students.

Evaluation:

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

The implementation of the schoolwide plan is evaluated annually by the SIP team during committee meeting and during the SIP team monthly meeting, in addition to staff discussions during grade level, and/or content meetings. The schoolwide plan is examined to see what is working and what is not working. At that time suggestions for adjustments as needed according to data obtained from NWEA MAP, and classroom assessment data to evaluate gaps and needs in our students' education.

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

The staff and parents at Ross-Hill Academy annually examine the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The goals, objectives, and implementation of strategies through action steps, as well as our parent and family involvement activities are examined. Revisions to the Schoolwide Title I are made as necessary to ensure the continuous academic improvement of all students in the schoolwide program, and to evaluate if our goals and the fidelity of implementation of the action steps make a difference. We use data from building assessments and district common assessments, as well as the NWEA MAP. In order to measure student performance, teachers and the SIT disaggregate and analyze data on an ongoing basis. This data is best gathered through:

- : - Grade-level common assessments
- District common assessments
- Stakeholder Perception Surveys
- Demographic records kept through PowerSchool
- The NWEA MAP test results

The SIT and staff uses all data to identify those students with the greatest needs. The information guides timely and additional assistance for students having difficulty mastering the standards. This is the means through which we ensure the continuous academic improvement of all Ross-Hill students in the schoolwide program.

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.

Ross-Hill Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by evaluating the implementation of the school wide plan based on the NWEA MAP test results.

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?

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The process followed by the Ross-Hill Academy to revise the schoolwide plan, as necessary, is based on a review and analysis of the comprehensive needs assessments. Using this data, the committees will summarize the results and collaboratively update this plan to Title I Schoolwide Diagnostic to ensure continuous improvement of students school wide. Through the evaluation of school data the staff will make revisions for the following year to ensure ongoing growth and improvement in the students of Ross-Hill Academy.

RHA SBDIP2016

Overview

Plan Name

RHA SBDIP2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in mathematics	Objectives: 2 Strategies: 4 Activities: 5	Academic	\$30930
2	All students will attend school regularly and on time.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	At least 10 % of the students will achieve proficiency in science.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
4	All students will be proficient in social studies	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$0
5	All students at Ross-Hill Academy will become improve their writing skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

Goal 1: All students will be proficient in mathematics

Measurable Objective 1:

20% of All Students will demonstrate a proficiency in math in Mathematics by 07/03/2017 as measured by NWEA MAP and students' report cards..

Strategy 1:

Data - Teachers will meet with the Wayne RESA coaches, School Improvement Facilitator and administrators in content meetings to analyze NWEA MAP data by using the item analysis to determine which Common Core Standards that the students were not proficient. Teachers in collaboration with administrators will implement strategies to increase proficiency on the standards.

Category: Mathematics

Research Cited: Using Data to Improve Student Achievement - Deborah Wahlstrom

Marzano Instruction That Works

Tier:

Activity - Math Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meeting in content meetings with Wayne RESA coach School Improvement Team and administrators to analyze data and develop strategies to improve teaching and learning.	Academic Support Program			09/08/2015	07/03/2017	\$0	No Funding Required	Administrators, teachers and Wayne RESA coaches, school improvement Team.

Strategy 2:

Technology - Teachers will use Plato Learning Environment and other computer programs to increase student achievement in fractions, decimals, multiplication, numbers and operation, and geometry.

Category: Technology

Research Cited: Plato Learning Environment

Tier:

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

Ross-Hill Academy - Elementary

Teachers, administrator, and Computer Lab Instruction will schedule in the computer lab to work on Plato Learning and Educational City to increase student achievement.	Technology			09/08/2015	01/03/2017	\$7000	Title I Schoolwide	Administrators, teachers and computer lab teacher
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Strategy 3:

Paraprofessional - The paraprofessional will assist the teacher in providing extra academic support for students who are struggling in math.

Category: Learning Support Systems

Research Cited: Classroom Instruction That Works by Robert Marzano

Tier:

Activity - Use of a Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will monitor the progress of the students by assigning struggling students to the paraprofessional for additional support.	Academic Support Program			09/08/2015	07/03/2017	\$22259	Title I Schoolwide	Administrators, teachers, and paraprofessionals

Measurable Objective 2:

10% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency from 2014-15 school year to 2015-16 by focusing on decimals, fractions, decimals, multiplication operations. and numbers and operation in Mathematics by 07/03/2017 as measured by state standards..

Strategy 1:

Math Strategy - Teacher will research best practices and high-yield instructional strategies that promote increased fundamental mathematical skills. Teachers will differentiate instructional strategies daily.

Category: Mathematics

Research Cited: Fulfill the Promise of the Differentiated Classroom by Tomlinson

Tier:

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

Ross-Hill Academy - Elementary

Teachers will use differentiated strategies to effectively improve teaching and learning.	Direct Instruction			09/08/2015	07/03/2017	\$0	No Funding Required	Administration, teachers, Wayne RESA coaches and school improvement facilitator
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive training in Common Core Math Performance Coach Instructional materials. Teachers will begin to engage in the process for textbook selection. Teachers will examine student achievement using protocols for examining student work.	Professional Learning			09/08/2015	07/03/2017	\$1671	Title II Part A	Teachers, Administrators, external Consultants

Goal 2: All students will attend school regularly and on time.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in English Language Arts, Science, Social Studies, and . in Mathematics by 07/03/2017 as measured by daily attendance(Power School), and the state attendance system..

Strategy 1:

Parental Involvement - Each month students with Perfect Attendance will be recognized with certificate and other incentives.

Parents of students with Perfect Attendance will receive VIP Parent Award during Quarterly Awards Ceremony held after each marking period.

Parents of students with Attendance concerns (absences/tardiness) will be contacted by the school bi-weekly.

Category: School Culture

Research Cited: Schools That Work by Robert Marazano

Invitational Schools by William Purkey

Tier:

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to parent meetings to discuss the importance of children attending school regularly and on time. Select parents will be required to attend mandatory Attendance Concern meetings for students with Attendance issues.	Parent Involvement			09/08/2015	07/03/2017	\$1000	Title I Schoolwide	Administrators, teachers and parents

Goal 3: At least 10 % of the students will achieve proficiency in science.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 proficiency in the reasoning section focusing on physical science and biology in Science by 07/03/2017 as measured by M-STEP Exam and Teacher Assessments.

Strategy 1:

Monitoring - Teachers will compile and analyze student assessment data to monitor and adjust instruction based on Plato assessment as well as their performance on classroom assessment.

Science teachers will ensure the alignment of resources and materials to the new Michigan K-12 Science Standards, based upon the Next Generation Science Standards.

Category: Science

Research Cited: Next Generation Science Standards

Marzano Instruction that Works

Using Data to Improve Student Achievement by Deborah Walstrom

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, will meet in content and staff meetings to analyze data and develop strategies to improve instruction. Students will then be scheduled to work on Science assignments in the Computer Lab.	Academic Support Program			09/08/2015	07/03/2017	\$0	No Funding Required	Teachers, administrators.

Measurable Objective 2:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 proficiency in Life Science section in Science by 07/03/2017 as measured by the students classroom work, science projects, and their assessment test on Plato..

Strategy 1:

Lesson Plans - The teachers will design lesson plans that are aligned with new Michigan K-12 Science Standards, based upon the Next Generation Science Standards They will use Plato Learning Environment to identify students' needs. This activity will be monitored by the principal.

Category: Science

Research Cited: Next Generation Science Standards

Michigan Department of Education and Research Based - Study Island

Project Lead the Way

Single Building District Improvement Plan

Ross-Hill Academy - Elementary

Tier:

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet and develop lesson plans to improve teaching and learning.	Other			09/08/2015	07/03/2017	\$0	No Funding Required	Teachers and administrators

Goal 4: All students will be proficient in social studies

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 proficiency in interpreting charts, graphs and maps in Social Studies by 07/03/2017 as measured by M-STEP state test..

Strategy 1:

Analyze M-Step - Teachers will analyze student performance on M-STEP data analysis based on the item analysis and Plato Learning Environment assessment test scores, in content/staff meetings with administrators, Wayne RESA coaches, After the analysis, teachers will develop strategies that will improve the students' performance on M-STEP and classroom performance. This will be measured by M-STEP and Plato Learning assessment test and formative assessments.

Category: Social Studies

Research Cited: Methods that Matter - Harvey Daniels and Marilyn Bizar

Tier:

Activity - Analyze M-STEP Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Wayne RESA coaches, School Improvement Team, and administrators will meet in content/staff meetings to analyze M-STEP data Plato Learning assessment test scores to determine which students were and were not proficient in interpreting charts, graphs and maps. The team will develop strategies to improve the students understanding of the concepts.	Academic Support Program			09/08/2015	07/03/2017	\$0	No Funding Required	Teachers, Wayne RESA coaches, and administrators

Measurable Objective 2:

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A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency comprehension of terms in Social Studies by 07/03/2017 as measured by Sixth Grade M-STEP Scores.

Strategy 1:

Vocabulary and Comprehension - Teachers will examine and implement best practice strategies to improve comprehension of students by including content specific vocabulary terms to promote comprehension. After the teachers have instructed the students, they will utilize formal and informal assessment to measure progress.

Category: Social Studies

Research Cited: Methods that Matter - Harvey Daniels and Marilyn Bizar

Tier:

Activity - Vocabulary Acquisition & Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine and implement best practice strategies to improve comprehension of students by including context specific vocabulary terms to promote comprehension. After the teachers have instructed the students, they will utilize formal and informal assessment to measure progress.	Academic Support Program			09/08/2015	07/03/2017	\$0	No Funding Required	Teachers, administrators and Wayne RESA coaches

Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Frayer Model and Academic Vocabulary to increase comprehension of social studies content specific terms.	Academic Support Program			09/08/2015	07/03/2017	\$0	No Funding Required	Teachers, Wayne RESA coaches and Administrators

Goal 5: All students at Ross-Hill Academy will become improve their writing skills.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in their writing skills in Writing by 07/03/2017 as measured by the students classroom performance and the state M-STEP test..

Strategy 1:

Writing - To increase the students ability to write constructive sentences, paragraphs, essays, and research papers using the 6+1 Writing Traits.

Category: English/Language Arts

Research Cited: Providing Assessment-Driven Differentiated Instruction on Reading and Writing by Maureen McSparran Ruby, Ph.D.

Tier:

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Activity - Constructive Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will provide their students with writing instructions, prompts, and essays using 6+1 Writing Traits.	Materials			09/08/2015	07/03/2017	\$5000	Title I Schoolwide	Teachers, administrators, and paraprofessionals.

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
Vocabulary	Teachers will use the Frayer Model and Academic Vocabulary to increase comprehension of social studies content specific terms.	Academic Support Program			09/08/2015	07/03/2017	\$0	Teachers, Wayne RESA coaches and Administrators
Vocabulary Acquisition & Comprehension	Teachers will examine and implement best practice strategies to improve comprehension of students by including context specific vocabulary terms to promote comprehension. After the teachers have instructed the students, they will utilize formal and informal assessment to measure progress.	Academic Support Program			09/08/2015	07/03/2017	\$0	Teachers, administrators and Wayne RESA coaches
Math Strategy	Teachers will use differentiated strategies to effectively improve teaching and learning.	Direct Instruction			09/08/2015	07/03/2017	\$0	Administration, teachers, Wayne RESA coaches and school improvement facilitator
Math Data	Meeting in content meetings with Wayne RESA coach School Improvement Team and administrators to analyze data and develop strategies to improve teaching and learning.	Academic Support Program			09/08/2015	07/03/2017	\$0	Administrators, teachers and Wayne RESA coaches, school improvement Team.
Monitoring	Teachers, administrators, will meet in content and staff meetings to analyze data and develop strategies to improve instruction. Students will then be scheduled to work on Science assignments in the Computer Lab.	Academic Support Program			09/08/2015	07/03/2017	\$0	Teachers, administrators.

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Lesson Planning	Teachers will meet and develop lesson plans to improve teaching and learning.	Other			09/08/2015	07/03/2017	\$0	Teachers and administrators
Analyze M-STEP Data	Teachers and Wayne RESA coaches, School Improvement Team, and administrators will meet in content/staff meetings to analyze M-STEP data Plato Learning assessment test scores to determine which students were and were not proficient in interpreting charts, graphs and maps. The team will develop strategies to improve the students understanding of the concepts.	Academic Support Program			09/08/2015	07/03/2017	\$0	Teachers, Wayne RESA coaches, and administrators

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	Parents will be invited to parent meetings to discuss the importance of children attending school regularly and on time. Select parents will be required to attend mandatory Attendance Concern meetings for students with Attendance issues.	Parent Involvement			09/08/2015	07/03/2017	\$1000	Administrators, teachers and parents
Technology	Teachers, administrator, and Computer Lab Instruction will schedule in the computer lab to work on Plato Learning and Educational City to increase student achievement.	Technology			09/08/2015	01/03/2017	\$7000	Administrators, teachers and computer lab teacher
Constructive Writing	The teachers will provide their students with writing instructions, prompts, and essays using 6+1 Writing Traits.	Materials			09/08/2015	07/03/2017	\$5000	Teachers, administrators, and paraprofessionals.
Use of a Paraprofessional	Teacher will monitor the progress of the students by assigning struggling students to the paraprofessional for additional support.	Academic Support Program			09/08/2015	07/03/2017	\$22259	Administrators, teachers, and paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Teachers and administrators will receive training in Common Core Math Performance Coach Instructional materials. Teachers will begin to engage in the process for textbook selection. Teachers will examine student achievement using protocols for examining student work.	Professional Learning			09/08/2015	07/03/2017	\$1671	Teachers, Administrators, external Consultants
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