



Single Building District Improvement Plan

White Pine Academy

White Pine Academy

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Goals have been attached.	Goals

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.

White Pine Academy involves parents, staff, and administration to be a part of the School Improvement Process by being a part of the School Improvement Team. The team assists in all areas of the School Improvement planning process. There are multiple opportunities throughout the school year for parents and other stakeholders to be involved in the school improvement process.

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

The School Improvement Team was represented by parents, and staff members. They had input in all areas of the School Improvement Plan as well as acting as a resource for our classrooms in their areas of expertise.

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 Plan was shared with all school staff, the School Board and the parents. This was done through presentations to all stakeholders as well as posting of the School Improvement Plan to the school website.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 CNA questions were reviewed and discussed by all staff members during a staff meeting. After each question was discussed answers were compiled from that group discussion.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results of the CNA showed that there are multiple areas where more focus needs to be placed. White Pine Academy still needs to improve upon our community involvement.

White Pine Academy concluded that since our student population come from multiple surrounding areas that we must branch out and include other areas in our community involvement and not just the community the physical school is located.

White Pine Academy staff also felt that they needed more training in analyzing and managing student data.

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.

School goals are aligned to the areas of greatest need, and those that will have the greatest affect on our students.

Goals are established using state assessment data, classroom assessment data, teacher observation, as well as screening and progress monitoring.

We have changed our focus to focus on student growth, not just proficiency. We celebrate all growth of our students.

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 are created in order to help all students, while strategies are further refined in order to offer more assistance to students who are at risk of failure

Component 2: Schoolwide Reform Strategies

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

White Pine Academy will continuously monitor benchmark data in order to find any areas of weakness or decline in all students. If areas of weakness and decline are found extra support will be offered to support and eliminate the area of decline in order to help all students reach the State's standards.

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).

White Pine Academy works closely with our chartering university Saginaw Valley State University and ISD in order to stay current in best practices in instructional delivery as well as assessments.

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

In Math, teachers will be implementing the Common Core standards in order to teach proficient problem solving, verbalize their thought process, use guided practice, and frequent cumulative reviews.

In reading we will be implementing research-based strategies for students to read and comprehend more non-fiction text across the curriculum.

White Pine Academy will use NWEA to monitor student's progress in both reading and math.

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.

With the increased progress monitoring students who are struggling will be pin pointed early on and provided more practice in the area they are struggling in. They will also be provided Title I time to work on those specific skills if it is appropriate.

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

The school will determine if the needs of students are being met by monitoring their academic progress throughout the year.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

There will be two new teachers this year.

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

Teachers are highly qualified with years of experience ranging from 3rd year teachers to 6th year teachers.

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

White Pine Academy currently does not have a specific initiative for this.

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

There is currently not specific initiative for this.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school maintains small class sizes, and has created a strong positive school culture that allows us to retain our staff.

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.

Staff members will receive training on how to use the data obtained from NWEA to provided targeted instruction for individual students. Staff will also receive training in parent communication skills.

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

The staff meets biweekly to review implementation of their training, as well as monitor the fidelity of implementation. This also allows us to identify areas where further training may be needed.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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		

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

Title I activities are communicated to all parents, with priority given to those students most at risk. A parent compact has been established and parent letters regarding Title I services are sent out each year.

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

This is included in a parent survey

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

Parent responses and ratings are used to help determine key areas for improvement.

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

It has been in place for several years, and was developed based on guidance from MDE.

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

The compact is made available to parents and we ask them to review and sign the document.

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

We make the parent compact available at conferences and back to school night.

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.

All parents in our system are English-speaking

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?

Pre-school is provided in our school building and there are partner activities they work on with our kindergarten classroom. This includes a weekly story time activity brought in by the public library.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The preschool and kindergarten teacher meet on a regular basis to discuss expectations for students transitioning into kindergarten. The preschool also regularly sends home newsletters about what students should know before kindergarten. Parents are also invited to attend a curriculum night for pre-school and kindergarten round-up so they are aware of the expectations for students entering these grades.

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?

Staff meetings are held regularly for teachers to analyze and interpret assessment data. Instructional decisions are made based on the assessments and ongoing discussions by the staff.

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

Teachers are continuously analyzing student data in order to drive their instruction. This allows them to locate areas where students may need further instruction in order to be successful. Monthly staff meetings are focused on this.

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.

The White Pine Academy staff reviews annual state assessment results in order to determine trends and locate areas of deficiency that need to be addressed. The bottom 30% data will then be reviewed to assist with identifying individual students.

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?

In order to offer the most timely assistance to our students we must rely on classroom assessments in addition to state assessment data. This allows us to intervene and offer support as quickly as possible to students who are having difficulty.

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

Every teacher ensures that each lesson is taught to multiple learning styles in order to best reach each individual student.

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.

All programs are carefully chosen and implemented based on our schools goal and mission. These programs are also chosen in order to meet State and Federal standards.

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.

Resources will be aligned to focus on continued assurance that all staff are highly qualified, ensuring high quality professional learning, advertise job openings for highly qualified staff in the newspaper, web, television, radio, and subject-related professional publications. In addition to attending college and ESC job fairs as feasible. Resources will also be used to inform and involve parents about such things as:

- Parents' right to know teacher qualifications, non highly qualified teacher assignments, annual report cards, reports re-guarding student achievement, parent involvement policy, and school-parent compact.

- Include parents in updating the parental involvement policy, and school parent compact. Seek input from parents regarding the policies as well as have at least 1 face-to-face parent teacher conference.

- Assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program, also provide training in areas such as literacy and technology.

Staff will provide transitional services to preschool children in order to ensure a successful transition to kindergarten. Ensure ongoing involvement of staff in making decisions regarding the use of academic assessment, and ensure that students who experience difficulty mastering the proficient or advanced level of academic achievement are provided with effective, timely additional assistance. The building administrator will also ensure coordination and integration of Federal, State, and local service programs.

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.

N/A

Evaluation:

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

The School Improvement team, along with a Title I staff member, meet to monitor implementation and impact of the school wide program. Future evaluations will be based on the new MDE evaluation guidance.

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.

Student screening and progress monitoring data are used to determine the impact of the school wide program. We use assessment data from NWEA as well as state assessments to determine the effectiveness of 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.

We use the bottom 30% reports to assist with this. We also use screening and progress monitoring data on these students to determine if our school program is effectively helping these students.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The schools annual program review is used for this.

Plan for Single Building District Improvement Plan

Overview

Plan Name

Plan for Single Building District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become show growth in mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$10512
2	All students will show growth in reading.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7808
3	All students will show growth in writing mechanics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2704

Goal 1: All students will become show growth in mathematics.

Measurable Objective 1:

65% 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 increase student growth by 3 points from fall to winter and 5 points from winter to spring in Mathematics by 06/14/2019 as measured by NWEA assessments.

Strategy 1:

Student Data Analysis - Staff will meet regularly to review NWEA, M-Step, and classroom assessment data to determine areas of concern. Staff will review curricular alignment and adjust curriculum and instruction as needed.

Category: Mathematics

Research Cited: IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making.

Laura Hamilton, Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, Jeffrey C. Wayman. 2009.

Tier: Tier 1

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development regarding implementation of NWEA assessments, the resulting data, and the use of that data.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Other	Building Administrator or Teaching Staff Support Staff

Strategy 2:

Instructional Strategies - Teachers will use research based instructional practices such as Engage New York, teacher created, or Saxon Math.

Category: Mathematics

Research Cited: IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. 2009.

Russell Gersten, Instructional Research Group; Sybilla Beckmann, University of Georgia; Benjamin Clarke, Instructional Research Group; Anne Foegen, Iowa State University;

Laurel Marsh, Howard County Public School System; Jon R. Star, Harvard University; Bradley Witzel, Winthrop University.

Tier: Tier 1

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement differentiated math instruction for all students.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal Teaching Staff Title I Teacher
Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher will become Curriculum coaches for the staff in order to provide training and guidance while beginning the implementation of the Math Common Core Standards	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$2704	Title II Part A	Staff Principal
Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of mathematic deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$7808	Title I Part A	Title I Paraprofessional

Goal 2: All students will show growth in reading.

Measurable Objective 1:

60% 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 increase student growth by 3 points from fall to winter and 5 points from winter to spring in Reading by 06/14/2019 as measured by NWEA assessments.

Strategy 1:

Staff Professional Development - All staff will participate research based reading instruction.

Category: English/Language Arts

Research Cited: SRA Reading program: The Research Base and Validation of SRA's Corrective Reading Program. Nancy E. Marchand-Martella, Ph.D. Ronald C. Martella, Ph.D. Angela M. Przychodzin-Havis, M.Ed.

Tier:

Activity - Common Core Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Common Core Reading training will be provided to staff. Staff will target specific areas of the Common Core ELA standards as presented in Engage New York curriculum in order to improve instruction of this curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Other	All staff members who teach reading will receive the training.
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Strategy 2:

Informational Reading - Staff will identify and implement research-based strategies for reading and comprehending informational text across the curriculum.

Category: English/Language Arts

Research Cited: Graham, S. & Hebert, M. (2010). Corporation Time to Act Report

. Washington, DC: Alliance for Excellent Education.

Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement.

Washington, DC: Alliance for Excellent Education.

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy:

Effective classroom and intervention practices: A practice guide

(NCEE#2008-4027)

Washington, DC: U.S.

Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

National Institute for Literacy. (2007). What content-area teachers should know about adolescent literacy.

Washington DC: National Institute of Child Health and Human Development, National Institute for Literacy. Paris, S.G., & Hamilton, E.E. (2009). The development of children's reading comprehension. In S.E. Israel & G.G.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify and implement research based strategies for reading and comprehending informational text across the curriculum.	Professional Learning		Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal Teaching staff Title I Teacher

Activity - Reading Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of reading deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$7808	Title I Part A	Title I paraprofessional
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Goal 3: All students will show growth in writing mechanics.

Measurable Objective 1:

60% 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 increase student growth by 3 points from fall to winter and 5 points from winter to spring in English Language Arts by 06/14/2019 as measured by NWEA assessments.

Strategy 1:

Writing Process - All teachers will use research based instructional methods to reinforce correct grammar and mechanics within ELA standards.

Category: English/Language Arts

Research Cited: Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (2012). Large-scale randomized controlled trial with 4th graders using intelligent tutoring of the structure strategy to improve nonfiction reading comprehension. Educational Technology Research and Development, 60(6), 987–1013.

Tier: Tier 1

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement an uninterrupted 120 minute ELA block with 60 minutes dedicated to language arts and writing instruction.	Direct Instruction, Professional Learning		Implement	09/04/2018	06/14/2019	\$0	No Funding Required	WPA staff, building Principal, teachers

Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum coach will be used to provide staff training and provide support for writing and language arts instruction.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$2704	Title II Part A	Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Support	Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of reading deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$7808	Title I paraprofessional
Academic Support	Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of mathematic deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$7808	Title I Paraprofessional

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Staff will implement differentiated math instruction for all students.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal Teaching Staff Title I Teacher
Teacher Training	All teachers will implement an uninterrupted 120 minute ELA block with 60 minutes dedicated to language arts and writing instruction.	Direct Instruction, Professional Learning		Implement	09/04/2018	06/14/2019	\$0	WPA staff, building Principal, teachers
Professional Development	Staff will identify and implement research based strategies for reading and comprehending informational text across the curriculum.	Professional Learning		Implement	09/04/2018	06/14/2019	\$0	Principal Teaching staff Title I Teacher

Other

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Reading Training	Common Core Reading training will be provided to staff. Staff will target specific areas of the Common Core ELA standards as presented in Engage New York curriculum in order to improve instruction of this curriculum.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All staff members who teach reading will receive the training.
NWEA	Staff will receive professional development regarding implementation of NWEA assessments, the resulting data, and the use of that data.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Building Administrator or Teaching Staff Support Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Coach	A curriculum coach will be used to provide staff training and provide support for writing and language arts instruction.	Direct Instruction	Tier 1		09/04/2018	06/14/2019	\$2704	Teachers, Principal
Curriculum Coach	A teacher will become Curriculum coaches for the staff in order to provide training and guidance while beginning the implementation of the Math Common Core Standards	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$2704	Staff Principal