

2019-2020 School Improvement Plan

Nah Tah Wahsh Public School Academy

Nah Tah Wahsh Public School Academy

Mr. Rodney Lovell
N14911 Hannahville Road B 1
Wilson, MI 49896-9612

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Overview

Plan Name

2019-2020 School 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	Integrate Potawatomi Language and Culture into all areas of the curriculum and school experience.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$1200
2	NTW will develop a PreK-12 instructional infrastructure.	Objectives: 3 Strategies: 12 Activities: 29	Academic	\$98451
3	NTW will continue efforts in the Intense Student Support Network	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$8459
4	NTW will continue to develop and enhance the Communications Driver System	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Integrate Potawatomi Language and Culture into all areas of the curriculum and school experience.

Measurable Objective 1:

collaborate to integrate Potawatomi into all areas of the curriculum and the school experience by 06/30/2020 as measured by classroom observations, staff/student surveys, unit plan documentation, and/or staff/student outcomes.

Strategy 1:

Potawatomi Language Labels - Classroom and school facilities will be labeled in Potawatomi language words. The language labels will support the growth of listening, reading, and speaking comprehension of the Potawatomi Language and allow for students and staff to increase their production of the Potawatomi Language. Students will receive a majority of their Potawatomi Language instruction in the Potawatomi Language and Culture classrooms from the Language and Culture instructional staff. Teachers and staff will be encouraged to utilize Potawatomi Language and the corresponding labels to support and increase the language usage and comprehension levels for students.

Category: Learning Support Systems

Research Cited: a. Stahl, S. A., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, D.C.: National Education Association.

b. Scott, L., Goetz, E., & Dixon, D. (1991). Preschoolers' recall of object labels in the classroom: A comparison of three label-introduction styles. *Education and Treatment of Children*, 14(3), 210-226. Retrieved from <http://www.jstor.org/stable/42899215>

c. Bialystok, E. (1997). Effects of bilingualism and biliteracy on children's emerging concepts of print. *Developmental Psychology*, Vol. 33, No. 3, 429-440.

c. Daniela Pohl (2003). *The Teaching of Vocabulary in the Primary School Foreign Language Classroom*, Munich, GRIN Verlag, <http://www.grin.com/en/e-book/34883/the-teaching-of-vocabulary-in-the-primary-school-foreign-language-classroom>. Retrieved June 27, 2017

d. Stahl, S. (2005). Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 95–114). Mahwah, NJ: Lawrence Erlbaum.

Tier: Tier 1

Activity - Label Identification Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff and students will receive instruction on label identification and Potawatomi pronunciation. Labels will contain Potawatomi words and when necessary, will contain corresponding English words/phrases.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture staff, K-12 instructional staff

Activity - Functional Potawatomi Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Potawatomi Language teachers will create a 20 word listing of functional Potawatomi words to be learned and utilized by all staff throughout the school experience.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language Staff, School Staff
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Activity - Utilizing Potawatomi Food Labels in the Lunchroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the school lunch room/cafeateria, Potawatomi Language labels will be used to identify utensils, food, and other lunch related objects. Students will be prompted to ask for food choices using Potawatomi Language and will be able to use the Language labels for support and guidance. Cafeteria staff, lunch room monitors, and teaching staff will be given professional learning to learn and use Potawatomi Language to help students communicate food needs using Potawatomi Language. Students will be asked, "What do you want to eat?" Students can respond with the correct Potawatomi Language in a complete sentence or with a single identifying noun. Students and can use the food labels for guidance, as needed. The implementation will be monitored by direct observation and feedback from staff members. Food labels can be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website.	Materials, Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture Staff, Cafeteria Staff, Lunch Room Monitors, Teaching Staff

Activity - Rubric and Outcome Expectations Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expectations for Potawatomi Language labels will be developed and shared with all stakeholders. Appropriate rubrics, surveys, and assessment measures will be developed to measure the attainment of the language labels expectations and Potawatomi language usage by students and staff. All measurement tools and expectations will be shared with all stakeholders. The school-wide professional development calendar, along with the Language professional development calendar, will reflect the language expectations for instructional staff and will also outline the assessment schedule and provide opportunities for staff to learn the required language needed for meeting the goal of integrating Potawatomi Language and Culture into all areas of the curriculum and the school experience.	Materials, Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture Staff, Administration Team, Instructional Staff

Strategy 2:

Using Potawatomi Language for Classroom Management - Staff will utilize Potawatomi Language commands and requests for classroom management strategies. This will allow students to show their understanding of the Language in high frequency instances and situations in the classroom. Examples of these commands are: "Listen."; "Come here." "Pick up the _____."; "Come in the room/Go in the room."; "Come sit down."; "Go get the _____."; "Write it."; "Tell me."; "Turn the

lights on."; "Raise your hand."

Category: School Culture

Research Cited: a. Asher, J.J., Kusudo, J.A. and De La Torre, R.(1974), Learning A Second Language Through Commands: The Second Field Test. The Modern Language Journal, 58: 24–32. doi:10.1111/j.1540-4781.1974.tb05074.x

b. Macaro, E. (2001). Analyzing student teachers' code- switching in foreign language classrooms: Theories and decision making. Modern Language Journal, 85, 531–548.

Tier: Tier 1

Activity - Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given professional learning opportunities to learn the Potawatomi high frequency commands and requests that need to be utilized on a regular basis within the classrooms as part of the classroom management strategies. These PD sessions will be offered before the beginning of the school year and throughout the school year, as necessary. The PD sessions will be facilitated by the Potawatomi Language Instructional staff. Expectations for staff and a Language PD calendar will be established.	Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Activity - Visual Guides and Classroom Signs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visual guides and signs will be developed to serve as reference points within the classrooms and hallways to support the use of Potawatomi Language for classroom management strategies. Staff will receive professional learning support to implement the Language usage expectations within the classrooms and the utilization of the visual guides and Language signs.	Materials	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Measurable Objective 2:

demonstrate a behavior of using Potawatomi Language during transitional times for greetings with inquiries about feelings, questions, and answers by 06/28/2019 as measured by school developed rubric.

Strategy 1:

School-Wide Potawatomi Language Interactions - During transition times, such as passing from class to class, recess times, bus unloading and loading times, students and staff will use Potawatomi Language for greetings, introductions, and brief conversations. For example: Using Potawatomi Language to say "Hello"; to ask, "How are you?"; "Has it been a good day?"; "What have you done today?"; "Where are you going?"; "Good-bye".

Category: School Culture

Research Cited: a. Pegrum, M. (2000). The outside world as an extension of the EFL/ESL classroom. The Internet TESL Journal, 3(8).

b. Christie, C. (2013). Speaking spontaneously in the modern foreign languages classroom: Tools for supporting successful target language conversation. Language Learning Journal, Online version. October 2013:1-16.

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c. Davis, M. (2013). Beyond the classroom: The role of self-guided learning in second language listening and speaking practice. *Studies in Self-Access Learning Journal*, 4(2), 85-95.

d. American Council on the Teaching of Foreign Languages. (2013). NCSSFL-ACTFL can-do statements: Progress indicators for language learners. http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf. Retrieved June 27, 2017

Tier: Tier 1

Activity - Rubric Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a rubric to be utilized by staff to determine the level of comprehension that students have when responding to greetings and questions in Potawatomi during transitional times and classroom interactions. The rubric and Language integration plan will be shared with all staff	Materials, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	No Funding Required	Potawatomi Language Instructors
Activity - Student Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given tokens/rewards for language interactions. A description of language knowledge with corresponding rewards will be developed and shared with all staff members and students, to help with transparency and to provide support for the reward system in all school areas. Culture staff will present students with culturally related rewards upon accomplishing grade appropriate milestones. \$100 per grade(12) per year=\$1200. These awards are items that can be used in class to improve classroom learning such as beads, feathers, traditional learning games.	Materials	Tier 1	Implement	09/03/2019	06/05/2020	\$1200	Title I Part A	Potawatomi Language and Culture Staff
Activity - Personal Introductions and Potawatomi Word of the Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a Potawatomi Word of the Day for each day of the school year. The Word of the Day will be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website. A public announcement will be shared within the school facility to announce, define, and use the Word of the Day. Students will be encouraged to make the public announcement utilizing the correct personal introduction, which includes a greeting, identifying name and their Clan, where he/she is from, and their age.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Potawatomi Language and Culture Staff, Administration

Goal 2: NTW will develop a PreK-12 instructional infrastructure.

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will increase student growth by meeting projected in English Language Arts by 06/30/2020 as measured by state and/or local assessment data.

(shared) Strategy 1:

Teachers will use Dibels and MAPS assessments for progress monitoring - Teachers will assess students at least 3 times per year in each assessment and analyze results to adjust individual student lessons and learning.

Category: English/Language Arts

Research Cited: Barron, Kenneth E. & Harackiewicz, Judith M. Achievement Goals and Optimal Motivation: Testing Multiple Goal Models, Journal of Personality and Social Psychology; Stronge, James H. & Grant, Leslie W. Student Achievement Goal Setting: Using Data to Improve Teaching and Learning; The National Institute for Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and Title I aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures. Title I teacher salary = \$47,185 and benefits = \$24,687 for a total of \$71,872	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$71872	Title I Part A	Title 1 teacher, Title 1 aides, administration and educational staff
Activity - Professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive continued professional learning in Math instructional practices and Math Recovery techniques. The ISD Math Intervention Specialist will be onsite for professional learning and instructional support in the classrooms at least monthly.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$0	No Funding Required	Administration, teachers, and Math consultant
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Strategy 2:

Teachers will use explicit instruction strategies - Teachers will receive continued professional learning on explicit instruction strategies and follow up will continue in the classroom. Leveled readers and explicit guided reading instruction will be used K-5 to support reading skills and comprehension. Teachers will include writing skills in their daily lesson plans. Vocabulary and ELA foundational skill instruction will coordinate with explicit writing instruction and will utilize technology such as class sets of Chromebooks and iPads whenever possible.

Category: English/Language Arts

Research Cited: Archer, A. L. & Hughes, C. A. (2011) Explicit Instruction: Effective and Efficient Teaching, The Guilford Press, New York, NY; The National Institute for Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 Title 1 and content area teachers will receive training on explicit reading comprehension strategies in the content areas, writing across the curriculum using 6+1 writing traits and the trait crate resources implementation, and guided reading instructional strategies for small groups. The training will include strategies and processes for utilizing the Scholastic Guided Reading Leveled Reader Library Book Room materials for guided reading instruction. Training will be provided by the Delta Schoolcraft Intermediate School District Reading Coach at least monthly. Instruction will occur with groups of staff and in the classroom with individual teachers and their students.	Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Principal, Director of Student Supports, and Title 1 staff

Activity - Phonemic Awareness Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use research-based strategies and resources (ie: Phonemic Awareness: The Skills that they Need to Help Them Succeed! by Michael Heggerty) to increase early literacy skills for K-2 students. Teachers will also use the Essential Instructional Practices for Literacy published by the General Education Leadership Network (GELN). Progress will be measured by Dibels Next. Guidance, coaching, professional learning, and teacher collaboration opportunities will be provided by Special Education and Title 1 staff. Teachers in Kindergarten, First, Second, and Third Grades and the Title I teacher will be provided with Phonemic Awareness skill training focusing on the Essential Instructional Practices for Literacy and the Heggerty Phonemic Awareness resources. Teachers in Kindergarten through Sixth grade will be trained to administer DIBLES Next assessments in order to best utilize the student progress information gained from assessment practices and data analysis.	Direct Instruction, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$0	No Funding Required	Title 1 Teacher and Staff, Special Education Staff, Director of Student Supports, and Principal
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Activity - Connecting Reading and Writing instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect and coordinate reading comprehension and strategy instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' reading comprehension levels by writing about the texts they read, teaching writing skills/processes that go into creating text, and increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting reading and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administration walk-throughs and collected evidence.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/04/2018	06/30/2019	\$0	No Funding Required	Administration, Title 1 teacher and staff, K-12 teachers

Activity - ELA Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All RK-7th grade teachers will dedicate 90 minutes each day for uninterrupted ELA instruction.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Administration, Teachers

(shared) Strategy 3:

Curriculum Development BEGIN HERE - Teachers will develop curriculum using resources and tools available through BluePrint and text series to align pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) to state standards (tools, resources, lessons and assessments) for each grade level and content area. The essential instructional practices for K-12 will be integrated into the curriculum for all content areas.

Category: Career and College Ready

Research Cited: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD, Alexandria, VA; Jacobs, H. H. (Editor) (2004) Getting Results with Curriculum Mapping, ASCD, Alexandria, VA; Voltz, D. L., Sims, M. J. & Nelson, B. (2010) Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms, ASCD, Alexandria, VA; Carter, L. (2007) Total Instructional Alignment: From Standards to Student Success, Solution Tree Press, Bloomington, IN.

Tier: Tier 1

Activity - Curriculum Work Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue meetings, discussing, and developing the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas. Each contained classroom teacher(14) will be provided with \$500 for classroom supplies to support and enrich their curriculum. 14 teachers x \$500=\$700.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$7000	Title IV Part A	Administrators and educational staff

Activity - UbD Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RK-7th grade teachers will be required to develop one unit per semester (one Math, one ELA) using the UbD format to be reviewed by administration. High school Math and ELA teachers will develop UbD units in their subjects.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Administration, Teachers,

Strategy 4:

Teacher Collaboration - Teachers will be provided scheduled time to collaborate within and across grade levels to review data, monitor, and evaluate student growth. Teachers will adjust instruction to improve student outcomes.

Category: English/Language Arts

Research Cited: Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475-514.

Tier: Tier 1

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Activity - Teacher Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning regarding the collaborative learning cycle and how to collaborate to adjust instruction in order to improve student outcomes. The Delta Schoolcraft ISD will provide the instruction onsite.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2021	\$0	No Funding Required	Administration, Teachers, Aides, ISD consultants
Activity - Hire Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitute teachers/aides will be hired to allow availability of additional staff to cover classrooms during teacher professional learning and collaboration time every Tuesday (38) of the school year. These subs will also be utilized to cover classrooms while the teacher is working with the Delta Schoolcraft ISD Math Intervention Specialist and their Reading Coach in 1 on 1 and small group settings during the school day. Subs cost us 130.71 per day and we need 2 subs every Tuesday for 38 times for Teacher Collaborations. (\$130.71 x 2 subs x 38 weeks = \$9933.96) We also need a sub for 7 days to cover classrooms when the ISD folks are here doing individual teacher trainings and data reviews. \$130.71 x 7 = \$914.97	Direct Instruction, Academic Support Program, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$10849	Title I Part A	Administration
Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use collaboration time to analyze collected data, determine research-based grade level or subject specific instructional strategies that will improve grade level achievement. Teachers will provide required deliverables after each session.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$0	Title I Part A	Administration, Teachers
Activity - Teacher Google Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A contractor will be hired to provide Google Classroom Training to our 14 certified classroom teachers. The training will educate them well enough to take and pass the Google Classroom Certified Educator 1 Exam. We plan to utilize the online training site called "Teacher Center" which has a 13 unit training that takes approximately 15 hours to complete. the training is free but the exam costs \$15 per person x 14 staff = \$210. Our plan is to provide staff with an overview of the training site early in the school year and then let them work at their own pace during out of school time. As an incentive to complete the coursework and become certified we will pay each staff \$500 when they become certified with proof of their certificate, so 14 staff x \$500 each = \$7,000	Technology , Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$7210	Title II Part A	Principal, Director of Student Supports
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Strategy 5:

Career and College Readiness - Teachers will introduce and provide opportunities for students K-12 to research career and college resources.

Category: Career and College Ready

Tier: Tier 1

Activity - Career Exploration and EDP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to better support our students, we plan to purchase a subscription to Career Cruising for our school. Grades 6 and above will use the online Career Cruising program to facilitate career exploration and EDP development. The guidance counselor is responsible for implementation. Career Cruising cost \$3 per student annually and we have 190 students. (\$3x190=\$570)	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$570	Title IV Part A	Administration, Guidance Counselor, and Teachers

Activity - Using PSAT & SAT assessment data to drive instruction.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PSAT and SAT assessments will be delivered in the Fall and with the state provided assessment in the Spring. Results from these assessments will be used to analyze questions, essays, and student progress on state standards to drive instruction in the classroom. To encourage student attendance on testing days, special meals and snacks will be served. Breakfast sandwiches, subs and pizza will be purchased from an outside vendors. The average per student cost is \$5 x 190 students = \$950.	Direct Instruction, Technology , Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$950	Title IV Part A	Administration, Guidance Counselor, and JH/HS teachers

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Activity - HS Employment Application Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on resume writing, letter of references, school records, and work to develop a talent portfolio.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$0	General Fund	Administration and teachers

Strategy 6:

Differentiated Literacy Instruction - Teachers will use small group and individual instruction, using a variety of grouping strategies, most often with flexible groups and differentiated instruction targeted to children's observed and assessed needs in specific aspects of literacy development (Essential Instructional Practice #3)

Category: English/Language Arts

Research Cited: General Education Leadership Network. (2017). Essential practices in early and elementary literacy. Retrieved on June 20th, 2019 from <https://memspa.org/wp-content/uploads/2017/10/Booklet-FINAL-9.14.17.pdf>

Tier: Tier 1

Activity - Activity 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning from the ISD Literacy Consultant at least 4 times per year (Oct, Nov, Jan, Feb.) for implementing flexible small groups during Tier 1 instruction based on assessed needs for reading foundational skills.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, Educational aides, Administration, Title staff,

Activity - Activity 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning from the ISD consultant, Outside Presenter, or teacher leaders in research-based best practices and strategies to form small groups for Tier 1 instruction based on students' assessed needs. (i.e. Heggerty Phonemic Awareness, Words Their Way DIBELS) [EIP#4 & EIP#5]	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, Educational aides, Administration, Title staff,

Strategy 7:

Strategy 2 - Teachers will use ongoing observation and assessment of children's language and literacy development that informs their education. (Essential Instructional Practice #9)

Category: English/Language Arts

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Research Cited: General Education Leadership Network. (2017). Essential practices in early and elementary literacy. Retrieved on June 20th, 2019 from <https://memspa.org/wp-content/uploads/2017/10/Booklet-FINAL-9.14.17.pdf>

Tier: Tier 1

Activity - Activity 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After universal screening, teachers will analyze data 3 times per year (Fall, Winter, Spring) to form small groups for Tier 1 instruction.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, Educational aides, Administration, Title staff,

Activity - Activity 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will collaborate monthly to review formative and summative data to monitor student progress towards proficiency goals.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, Educational aides, Administration, Title staff,

Activity - Activity 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning from the ISD consultant, Outside Presenter, or teacher leaders in research-based best practices and strategies inform Tier 1 instruction based on students' assessed needs. * ISD Consultant at least 4 times per year (Oct., Nov., Dec., Jan.) * Teacher Leaders and/or administration will meet monthly with grade levels to discuss strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, Educational aides, Administration, Title staff,

Measurable Objective 2:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will increase student growth by meeting projected growth and/or growth targets in Mathematics by 06/30/2020 as measured by state and/or local assessment data.

(shared) Strategy 1:

Teachers will use Dibels and MAPS assessments for progress monitoring - Teachers will assess students at least 3 times per year in each assessment and analyze results to adjust individual student lessons and learning.

Category: English/Language Arts

Research Cited: Barron, Kenneth E. & Harackiewicz, Judith M. Achievement Goals and Optimal Motivation: Testing Multiple Goal Models, Journal of Personality and Social Psychology; Stronge, James H. & Grant, Leslie W. Student Achievement Goal Setting: Using Data to Improve Teaching and Learning; The National Institute for

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Literacy (2007) What Content-Area Teachers Should Know About Adolescent Literacy. Washington, DC; The National Institute for Literacy; The National Institute for Child Health and Human Development (NICHD); The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Poulton, Shirley (2005) Teach the Traits of Effective Writing: A How to Guide, C & C Graphics Publishing Co.; Culham, Ruth (2003) 6 + 1 Traits of Writing, Scholastic Professional Books.

Tier: Tier 1

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and Title I aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures. Title I teacher salary = \$47,185 and benefits = \$24,687 for a total of \$71,872	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$71872	Title I Part A	Title 1 teacher, Title 1 aides, administration and educational staff

Activity - Professional learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive continued professional learning in Math instructional practices and Math Recovery techniques. The ISD Math Intervention Specialist will be onsite for professional learning and instructional support in the classrooms at least monthly.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$0	No Funding Required	Administration, teachers, and Math consultant

Strategy 2:

Explicit Math instruction - K-8 and content area teachers will provide explicit Mathematics instruction. Teachers will include Mathematics skill instruction in their daily lesson plans and instruction will coordinate with explicit writing instruction and utilize technology, such as class sets of Chromebooks and iPads, when ever possible.

Category: Mathematics

Research Cited: Houghton-Mifflin Harcourt Research Based for Go Math Instructional Strategies; The U.S. Department of Education's Office for Vocational and Adult Education; Zhu, Erping, Kaplan, Matthew, Dershinier, R.C., & Bergom, Inger (2011) Use of Laptops in the Classroom: Research and Best Practices, CRLT, University of Michigan; Graham, Steve & Hebert, Michael (2010) Writing to Read: Evidence for How Writing Can Improve Reading, Carnegie Corporation and Vanderbilt University; Pudichery, Josheph, P. The Role of Web Technology in Education, Allied Academies International Conference, Academy of Educational Leadership; The National Institute for Literacy (2007), What Content-Area Teachers Should Know About Adolescent Literacy, Washington, D.C.; Archer, A. L. & Hughes, C. A. (2011)

Explicit Instruction: Effective and Efficient Teaching, The Guilford Press, New York, NY; Hiebert, James (1997) Making Sense, Teaching and Learning Mathematics with

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Understanding, Heinemann, Portsmouth, NH; Doabler, C. T. & Fien, H. (May 2013) Explicit Mathematics Instruction: What Teachers Can Do for Teaching Students with Mathematics Difficulties, Intervention in School and Clinic, Vol. 48, N. 5, pp. 276-285.

Tier: Tier 1

Activity - Connecting ELA and Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect and coordinate mathematics instruction to ELA instruction by utilizing problem solving through story problems, projects, and other real world applications.	Direct Instruction, Technology, Supplemental Materials	Tier 1	Implement	09/03/2019	06/18/2021	\$0	No Funding Required	Principal, Director of Student Supports, Title I Teacher, Title I Aides, K-12 Instructional Staff

Activity - Teacher collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff participating within the collaborative learning communities will provide evidence of meeting times, agendas, discussion topics, and meeting outcomes.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2021	\$0	No Funding Required	Administration and Teachers

Activity - Math Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All RK-7th grade teachers will dedicate 60 minutes each day for uninterrupted Math instruction.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Administration, Teachers

(shared) Strategy 3:

Curriculum Development BEGIN HERE - Teachers will develop curriculum using resources and tools available through BluePrint and text series to align pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) to state standards (tools, resources, lessons and assessments) for each grade level and content area. The essential instructional practices for K-12 will be integrated into the curriculum for all content areas.

Category: Career and College Ready

Research Cited: Jacobs, H. H. (1997) Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD, Alexandria, VA; Jacobs, H. H. (Editor) (2004)

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Getting Results with Curriculum Mapping, ASCD, Alexandria, VA; Voltz, D. L., Sims, M. J. & Nelson, B. (2010) Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classrooms, ASCD, Alexandria, VA; Carter, L. (2007) Total Instructional Alignment: From Standards to Student Success, Solution Tree Press, Bloomington, IN.

Tier: Tier 1

Activity - Curriculum Work Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue meetings, discussing, and developing the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas. Each contained classroom teacher(14) will be provided with \$500 for classroom supplies to support and enrich their curriculum. 14 teachers x \$500=\$700.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$7000	Title IV Part A	Administrators and educational staff
Activity - UbD Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RK-7th grade teachers will be required to develop one unit per semester (one Math, one ELA) using the UbD format to be reviewed by administration. High school Math and ELA teachers will develop UbD units in their subjects.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Administration, Teachers,

Strategy 4:

Strategy 1 Maki - Teachers will use Dibels, MAP, and AVMR assessments for ongoing progress monitoring -- Teachers will assess students at least 3 per year in each assessment and analyze results to adjust individual lessons and learning.

Category: Mathematics

Research Cited: Tabor, P. D. (2018). Research underpinnings, design research, and math recovery. Research and Math Recovery, March, 13. Tabor, P. D. (2019).

Math recovery efficacy and effectiveness research. US Math Recovery Council, DOI: 10.13140/RG.2.2.34074.90568

Tier: Tier 1

Activity - Activity 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will administer AVMR assessments to their students 3 times during the year (fall, winter, and spring).	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, educational aides, Administration, Title staff,

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Activity - Activity 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Untrained PreK-6th grade teachers will receive appropriate AVMR training from DSISD math consultant to learn how to administer and interpret AVMR assessments.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, educational aides, Administration, Title staff,

Strategy 5:

Strategy 2 Maki - Explicit math instruction: K-8 and content area teachers will provide explicit Mathematics instruction. Teachers will collaborate weekly to discuss Mathematics teaching strategies. Teachers will include Mathematics skill instruction in their daily lesson plans and instruction will coordinate with explicit writing instructions and utilize technology, such as class sets of Chromebooks and iPads, whenever possible. This will include ongoing instruction on Math Recovery techniques.

Category: Mathematics

Research Cited: Tabor, P. D. (2018). Research underpinnings, design research, and math recovery. Research and Math Recovery, March, 13. Tabor, P. D. (2019). Math recovery efficacy and effectiveness research. US Math Recovery Council, DOI: 10.13140/RG.2.2.34074.90568

Tier: Tier 1

Activity - Activity 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 (or K-6) content teachers will meet at least quarterly with the DSISD math consultant to discuss appropriate teaching strategies and activities based on AVMR assessment results.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, educational aides, Administration, Title staff

Strategy 6:

Strategy 3 Maki - Curriculum Development: Teachers will develop curriculum using resources and tools available through BluePrint and text series to align pacing guides (timeline for instruction for curriculum standards and mastery of learning objectives) to state standards (tools, resources, lessons, and assessments) for each grade level content area. The essential instructional practices for K-12 will be integrated into the curriculum for all content areas. Teachers will integrate Math Recovery activities and strategies.

Category: Mathematics

Research Cited: Tabor, P. D. (2018). Research underpinnings, design research, and math recovery. Research and Math Recovery, March, 13. Tabor, P. D. (2019). Math recovery efficacy and effectiveness research. US Math Recovery Council, DOI: 10.13140/RG.2.2.34074.90568

Tier: Tier 1

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Activity - Activity 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build a library of Math Recovery activities that can be utilized by the staff with the help of the DSISD math consultant.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, educational aides, Administration, Title staff,
Activity - Activity 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the DSISD math consultant to incorporate Math Recovery techniques / activities into the curriculum.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title I Schoolwide	Teachers, educational aides, Administration, Title staff,

Measurable Objective 3:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will increase student growth by meeting projected growth and/or growth targets in Writing by 06/30/2020 as measured by state and/or local assessment data.

Strategy 1:

Writing in K-12 - Teachers will collaborate to develop and utilize consistent vocabulary and consistent strategies in writing for all grades K-12. Teachers can use the M-Step Writing Rubric as a guide.

Category: English/Language Arts

Tier: Tier 1

Activity - Restate the question	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed to restate the question at the beginning of each sentence at the onset of writing instruction. Writing will be reviewed during scheduled teacher collaboration time to ensure consistent scoring, vocabulary, and alignment. Instruction will be adjusted as necessary. Teachers will identify and determine the best tools and resources to drive writing instruction consistently K-12 collaboratively.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$0	General Fund	Administration and teachers

Goal 3: NTW will continue efforts in the Intense Student Support Network

Measurable Objective 1:

collaborate to meet the social emotional needs of each student by 06/30/2020 as measured by number of behavioral referrals and results of trauma impact studies.

Strategy 1:

Implement behavior supports - Administrators will work in teams with teachers and staff to implement positive behavior supports and strategies (PBIS). Teachers will continue to introduce and expand the use of the best practices learned through Capturing Kids Hearts. Trauma informed care resources and strategies will be implemented K-12.

Category: School Culture

Research Cited: Anchorage School District (2005) Social and Emotional Learning Standards and Benchmarks for the Anchorage School District; Collaborative for Academic, Social and Emotional Learning (2012) 2013 CASEL Guide: Effective Social and Emotional Learning Programs - Preschool and Elementary Edition; CampbellJones, F. L., CampbellJones, B. & Lindsey, R. B. (2010) The Culturally Proficient Journey, Corwin Press, Thousand Oaks, CA; Lindsey, R. B., Roberts, L. M. & CampbellJones, F. L. (2013). The Culturally Proficient School, Corwin Press, Thousand Oaks, CA; Murphy, J. & Torre, D. (2014) Creating Productive Cultures in Schools, Corwin Press, Thousand Oaks, CA; Murphy, J. (2010) The Educator's Handbook for Understanding and Closing the Achievement Gap, Corwin Press, Thousand Oaks, CA; Parrett, W. H. & Budge, K. M. (2012) How High Poverty Schools Become High Performing Schools, ASCD, Alexandria, VA.

Tier: Tier 1

Activity - Professional Learning for Staff (Trauma Informed & Responsive Skills)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in site visits of schools with strong implementations of behavior supports in trauma informed care to model processes and school-wide systems. Professional learning will be provided for all staff using ACES concepts, strategies, and/or data to drive decisions in trauma informed care for each student. The relationship building strategies and concepts of Capturing Kids Hearts and Trauma-informed practices will continue to be built and supported. PBIS training will be sought for all staff. Outside speakers will be contracted with and brought in to provide training to staff to future our trauma responsive skills and PBIS strategies. (\$1087.25 per day x 4 days) Expenses include travel, per diem, lodging, training materials and content delivery.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$4349	Title II Part A	Administrators and teachers, ISD staff

Activity - Parent workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Inviting parents to participate in workshops to learn about resiliency strategies and provide information and resources to build community awareness surrounding trauma informed care. Parents will be given opportunity to engage in planning and content for these workshops and to participate so that our students are supported in ways to enrich their academic performance. Printing of Meeting Materials, published books to hand out for parent education, educational videos to show , \$1480	Professional Learning, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$1480	Title IV Part A	Administrators
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Activity - Student Support Network Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Network will meet biweekly to provide structure and guidance around trauma informed issues and behavior supports for each student. The team will review data, analyze and create an action plan to address identified needs. They will monitor progress and adapt as necessary. The ISSN will develop a communication system to share information with all stakeholders.	Professional Learning, Community Engagement, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/01/2019	06/30/2020	\$0	No Funding Required	Administrators and team leaders

Activity - Stakeholder Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication with all stakeholders.	Behavioral Support Program, Community Engagement, Teacher Collaboration, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2022	\$0	No Funding Required	District Acceleration Network

Activity - Kenshena, Menominee Indian School, Site Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Identified staff will visit a model program in Kenshena, WI at the Menominee Indian School (MIS) and bring back strategies, concepts, and information to be utilized in our school. 3 Sets of 4 staff will spend 2 days at the MIS. This will require 1 overnight stay person at \$110 per night. 12 staff x \$110 = \$1310. Food Per Diem will be at the CONUS rate of \$55 per day. 2 Days x 12 staff x \$55 = \$1320.	Professional Learning, Behavioral Support Program, Community Engagement, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$2630	Title I Part A	Administration, Teachers, Title staff, Aides, Support Staff,
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Goal 4: NTW will continue to develop and enhance the Communications Driver System

Measurable Objective 1:

collaborate to improve communications through implementing the Blueprint communications driver, monitor the effectiveness and adjust each month as necessary by 06/30/2019 as measured by staff surveys.

Strategy 1:

Monitor implementation - The District Acceleration Network (DAN) will distribute surveys and gather and analyze data every three months to identify gaps and use staff feedback to adjust and improve the communications system.

Category: School Culture

Research Cited: Patterson, K., Grenny, J. & Switzler, A. (2012) Crucial Conversations: Tools for Talking When Stakes Are High, McGraw-Hill, New York, NY; Patterson, K., Grenny, J. & Switzler, A. (2013) Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior (2nd Ed.) McGraw-Hill, New York, NY; Patterson, K., Grenny, J. & Switzler, A. (2013) Influencer: The New Science of Leading Change (2nd Ed.) McGraw-Hill, New York, NY; Baroody, K. (2011) Turning Around the Nation's Lowest Performing Schools: Five Steps Districts Can Take to Improve Their Chances of Success, Center for American Progress, Washington, D.C.; Duke, D. (2008) Keys to Sustaining Successful School Turnarounds, University of Virginia, Darden/Curry Partnership for Leaders in Education; Knapp, M. S., Copland, M. A., Honig, M., Plecki, M. L. & Portin, B. S. (2012) Learning-Focused Leadership and Leadership Support: Meaning and Practice in Urban Systems, Center for the Study of Teaching and Policy (CTP), University of Washington.

Tier: Tier 1

Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication. Surveys will be distributed to all stakeholders at least annually to gather perception data and identify strengths and weaknesses in the system.	Technology, Teacher Collaboration, Policy and Process	Tier 1	Monitor	08/01/2018	06/30/2022	\$0	No Funding Required	District Acceleration Network

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Activity - Google Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Google applications will be the resource used by all staff to distribute forms, email, surveys, shared drive documents, calendars, etc. with all stakeholders. Professional learning will be provided to all staff in the various Google applications as necessary. The communication driver system provides the protocol and processes that will be used for sharing and gathering information using Google applications.</p>	<p>Technology, Professional Learning, Teacher Collaboration, Policy and Process</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2022</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Acceleration Network, ISD staff</p>
Activity - Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff meetings will be used to review data, gather feedback, keep staff updated and informed, and share ideas to support the communication driver implementation.</p>	<p>Professional Learning, Teacher Collaboration, Policy and Process</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Acceleration Network</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning for Staff (Trauma Informed & Responsive Skills)	Teachers will participate in site visits of schools with strong implementations of behavior supports in trauma informed care to model processes and school-wide systems. Professional learning will be provided for all staff using ACES concepts, strategies, and/or data to drive decisions in trauma informed care for each student. The relationship building strategies and concepts of Capturing Kids Hearts and Trauma-informed practices will continue to be built and supported. PBIS training will be sought for all staff. Outside speakers will be contracted with and brought in to provide training to staff to future our trauma responsive skills and PBIS strategies. (\$1087.25 per day x 4 days) Expenses include travel, per diem, lodging, training materials and content delivery.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$4349	Administrators and teachers, ISD staff
Teacher Google Classroom Instruction	A contractor will be hired to provide Google Classroom Training to our 14 certified classroom teachers. The training will educate them well enough to take and pass the Google Classroom Certified Educator 1 Exam. We plan to utilize the online training site called "Teacher Center" which has a 13 unit training that takes approximately 15 hours to complete. the training is free but the exam costs \$15 per person x 14 staff = \$210. Our plan is to provide staff with an overview of the training site early in the school year and then let them work at their own pace during out of school time. As an incentive to complete the coursework and become certified we will pay each staff \$500 when they become certified with proof of their certificate, so 14 staff x \$500 each = \$7,000	Technology, Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$7210	Principal, Director of Student Supports

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
HS Employment Application Skills	Students will receive instruction on resume writing, letter of references, school records, and work to develop a talent portfolio.	Direct Instruction, Academic Support Program, Curriculum Development	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$0	Administration and teachers
Restate the question	Students will be instructed to restate the question at the beginning of each sentence at the onset of writing instruction. Writing will be reviewed during scheduled teacher collaboration time to ensure consistent scoring, vocabulary, and alignment. Instruction will be adjusted as necessary. Teachers will identify and determine the best tools and resources to drive writing instruction consistently K-12 collaboratively.	Direct Instruction, Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/18/2021	\$0	Administration and teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 1	Classroom teachers will administer AVMR assessments to their students 3 times during the year (fall, winter, and spring).	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Teachers, educational aides, Administration, Title staff,
Activity 3	Teachers will receive professional learning from the ISD consultant, Outside Presenter, or teacher leaders in research-based best practices and strategies inform Tier 1 instruction based on students' assessed needs. * ISD Consultant at least 4 times per year (Oct., Nov., Dec., Jan.) * Teacher Leaders and/or administration will meet monthly with grade levels to discuss strategies.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, Educational aides, Administration, Title staff,
Math Block	All RK-7th grade teachers will dedicate 60 minutes each day for uninterrupted Math instruction.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Administration, Teachers

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ELA Block	All RK-7th grade teachers will dedicate 90 minutes each day for uninterrupted ELA instruction.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Administration, Teachers
Activity 1	K-5 (or K-6) content teachers will meet at least quarterly with the DSISD math consultant to discuss appropriate teaching strategies and activities based on AVMR assessment results.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, educational aides, Administration, Title staff
Activity 2	Untrained PreK-6th grade teachers will receive appropriate AVMR training from DSISD math consultant to learn how to administer and interpret AVMR assessments.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, educational aides, Administration, Title staff,
Activity 1	Teachers will build a library of Math Recovery activities that can be utilized by the staff with the help of the DSISD math consultant.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Teachers, educational aides, Administration, Title staff,
Activity 2	Grade level teams will collaborate monthly to review formative and summative data to monitor student progress towards proficiency goals.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, Educational aides, Administration, Title staff,
Activity 2	Teachers will receive professional learning from the ISD consultant, Outside Presenter, or teacher leaders in research-based best practices and strategies to form small groups for Tier 1 instruction based on students' assessed needs. (i.e. Heggerty Phonemic Awareness, Words Their Way DIBELS) [EIP#4 & EIP#5]	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Teachers, Educational aides, Administration, Title staff,
Activity 1	Teachers will receive professional learning from the ISD Literacy Consultant at least 4 times per year (Oct, Nov, Jan, Feb.) for implementing flexible small groups during Tier 1 instruction based on assessed needs for reading foundational skills.	Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$0	Teachers, Educational aides, Administration, Title staff,
UbD Units	RK-7th grade teachers will be required to develop one unit per semester (one Math, one ELA) using the UbD format to be reviewed by administration. High school Math and ELA teachers will develop UbD units in their subjects.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Administration, Teachers,

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Activity 1	After universal screening, teachers will analyze data 3 times per year (Fall, Winter, Spring) to form small groups for Tier 1 instruction.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, Educational aides, Administration, Title staff,
Activity 2	Teachers will work with the DSISD math consultant to incorporate Math Recovery techniques / activities into the curriculum.	Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Teachers, educational aides, Administration, Title staff,

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Surveys	Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication. Surveys will be distributed to all stakeholders at least annually to gather perception data and identify strengths and weaknesses in the system.	Technology, Teacher Collaboration, Policy and Process	Tier 1	Monitor	08/01/2018	06/30/2022	\$0	District Acceleration Network
Staff Professional Development	Staff will be given professional learning opportunities to learn the Potawatomi high frequency commands and requests that need to be utilized on a regular basis within the classrooms as part of the classroom management strategies. These PD sessions will be offered before the beginning of the school year and throughout the school year, as necessary. The PD sessions will be facilitated by the Potawatomi Language Instructional staff. Expectations for staff and a Language PD calendar will be established.	Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture Staff, Administration

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Teacher training	K-8 Title 1 and content area teachers will receive training on explicit reading comprehension strategies in the content areas, writing across the curriculum using 6+1 writing traits and the trait crate resources implementation, and guided reading instructional strategies for small groups. The training will include strategies and processes for utilizing the Scholastic Guided Reading Leveled Reader Library Book Room materials for guided reading instruction. Training will be provided by the Delta Schoolcraft Intermediate School District Reading Coach at least monthly. Instruction will occur with groups of staff and in the classroom with individual teachers and their students.	Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Principal, Director of Student Supports, and Title 1 staff
Teacher Professional Learning	Teachers will participate in professional learning regarding the collaborative learning cycle and how to collaborate to adjust instruction in order to improve student outcomes. The Delta Schoolcraft ISD will provide the instruction onsite.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2021	\$0	Administration, Teachers, Aides, ISD consultants
Rubric and Outcome Expectations Development	Expectations for Potawatomi Language labels will be developed and shared with all stakeholders. Appropriate rubrics, surveys, and assessment measures will be developed to measure the attainment of the language labels expectations and Potawatomi language usage by students and staff. All measurement tools and expectations will be shared with all stakeholders. The school-wide professional development calendar, along with the Language professional development calendar, will reflect the language expectations for instructional staff and will also outline the assessment schedule and provide opportunities for staff to learn the required language needed for meeting the goal of integrating Potawatomi Language and Culture into all areas of the curriculum and the school experience.	Materials, Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture Staff, Administration Team, Instructional Staff
Teacher collaboration	Staff participating within the collaborative learning communities will provide evidence of meeting times, agendas, discussion topics, and meeting outcomes.	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2021	\$0	Administration and Teachers

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Phonemic Awareness Instruction	Teachers will use research-based strategies and resources (ie: Phonemic Awareness: The Skills that they Need to Help Them Succeed! by Michael Heggerty) to increase early literacy skills for K-2 students. Teachers will also use the Essential Instructional Practices for Literacy published by the General Education Leadership Network (GELN). Progress will be measured by Dibels Next. Guidance, coaching, professional learning, and teacher collaboration opportunities will be provided by Special Education and Title 1 staff. Teachers in Kindergarten, First, Second, and Third Grades and the Title I teacher will be provided with Phonemic Awareness skill training focusing on the Essential Instructional Practices for Literacy and the Heggerty Phonemic Awareness resources. Teachers in Kindergarten through Sixth grade will be trained to administer DIBLES Next assessments in order to best utilize the student progress information gained from assessment practices and data analysis.	Direct Instruction, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Title 1 Teacher and Staff, Special Education Staff, Director of Student Supports, and Principal
Utilizing Potawatomi Food Labels in the Lunchroom	Within the school lunch room/cafeteria, Potawatomi Language labels will be used to identify utensils, food, and other lunch related objects. Students will be prompted to ask for food choices using Potawatomi Language and will be able to use the Language labels for support and guidance. Cafeteria staff, lunch room monitors, and teaching staff will be given professional learning to learn and use Potawatomi Language to help students communicate food needs using Potawatomi Language. Students will be asked, "What do you want to eat?" Students can respond with the correct Potawatomi Language in a complete sentence or with a single identifying noun. Students and can use the food labels for guidance, as needed. The implementation will be monitored by direct observation and feedback from staff members. Food labels can be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website.	Materials, Professional Learning	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture Staff, Cafeteria Staff, Lunch Room Monitors, Teaching Staff
Stakeholder Surveys	Surveys will be distributed to all staff quarterly using Google Forms to collect data that will identify strengths and weaknesses in the communication system and gaps in communication with all stakeholders.	Behavioral Support Program, Community Engagement, Teacher Collaboration, Parent Involvement	Tier 1	Implement	09/04/2018	06/30/2022	\$0	District Acceleration Network

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Student Support Network Team	The Student Support Network will meet biweekly to provide structure and guidance around trauma informed issues and behavior supports for each student. The team will review data, analyze and create an action plan to address identified needs. They will monitor progress and adapt as necessary. The ISSN will develop a communication system to share information with all stakeholders.	Professional Learning, Community Engagement, Teacher Collaboration, Parent Involvement	Tier 1	Implement	08/01/2019	06/30/2020	\$0	Administrators and team leaders
Visual Guides and Classroom Signs	Visual guides and signs will be developed to serve as reference points within the classrooms and hallways to support the use of Potawatomi Language for classroom management strategies. Staff will receive professional learning support to implement the Language usage expectations within the classrooms and the utilization of the visual guides and Language signs.	Materials	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture Staff, Administration
Connecting ELA and Math Instruction	Teachers will connect and coordinate mathematics instruction to ELA instruction by utilizing problem solving through story problems, projects, and other real world applications.	Direct Instruction, Technology, Supplemental Materials	Tier 1	Implement	09/03/2019	06/18/2021	\$0	Principal, Director of Student Supports, Title I Teacher, Title I Aides, K-12 Instructional Staff
Label Identification Instruction	Teachers, staff and students will receive instruction on label identification and Potawatomi pronunciation. Labels will contain Potawatomi words and when necessary, will contain corresponding English words/phrases.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture staff, K-12 instructional staff
Google Applications	Google applications will be the resource used by all staff to distribute forms, email, surveys, shared drive documents, calendars, etc. with all stakeholders. Professional learning will be provided to all staff in the various Google applications as necessary. The communication driver system provides the protocol and processes that will be used for sharing and gathering information using Google applications.	Technology, Professional Learning, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/01/2018	06/30/2022	\$0	District Acceleration Network, ISD staff
Functional Potawatomi Vocabulary	Potawatomi Language teachers will create a 20 word listing of functional Potawatomi words to be learned and utilized by all staff throughout the school experience.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language Staff, School Staff

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Staff Meetings	Staff meetings will be used to review data, gather feedback, keep staff updated and informed, and share ideas to support the communication driver implementation.	Professional Learning, Teacher Collaboration, Policy and Process	Tier 1	Implement	08/01/2018	06/30/2019	\$0	District Acceleration Network
Connecting Reading and Writing instruction	Teachers will connect and coordinate reading comprehension and strategy instruction to writing instruction in all content areas using resources such as "Teach the Traits of Effective Writing: A 'How To' Guide by Shirley Poulton (2005), Writing Trait Crates (published by Scholastic) and 6+1 Traits of Writing by Ruth Culham (2003). Daily writing practices and strategies will be explicitly taught within the K-12 classrooms with a focus on writing practices that enhance students' reading comprehension levels by writing about the texts they read, teaching writing skills/processes that go into creating text, and increasing how much students write. Instruction will be facilitated by classroom sets of Chrome Books and iPads to enable all students to utilize the different steps of the writing process. Teachers will be responsible for showing evidence of practice for connecting reading and writing instruction and student reading and writing growth. Activity will be monitored for implementation fidelity by administration walk-throughs and collected evidence.	Direct Instruction, Technology, Supplemental Materials	Tier 1		09/04/2018	06/30/2019	\$0	Administration, Title 1 teacher and staff, K-12 teachers
Personal Introductions and Potawatomi Word of the Day	There will be a Potawatomi Word of the Day for each day of the school year. The Word of the Day will be highlighted and displayed on a Language and Culture bulletin board within the school and as needed, on the school's website. A public announcement will be shared within the school facility to announce, define, and use the Word of the Day. Students will be encouraged to make the public announcement utilizing the correct personal introduction, which includes a greeting, identifying name and their Clan, where he/she is from, and their age.	Materials, Direct Instruction	Tier 1	Implement	09/03/2019	06/05/2020	\$0	Potawatomi Language and Culture Staff, Administration
Rubric Development	Develop a rubric to be utilized by staff to determine the level of comprehension that students have when responding to greetings and questions in Potawatomi during transitional times and classroom interactions. The rubric and Language integration plan will be shared with all staff	Materials, Professional Learning	Tier 1	Implement	09/04/2018	06/30/2019	\$0	Potawatomi Language Instructors

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Professional learning	Teachers will receive continued professional learning in Math instructional practices and Math Recovery techniques. The ISD Math Intervention Specialist will be onsite for professional learning and instructional support in the classrooms at least monthly.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$0	Administration, teachers, and Math consultant
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent workshops	Inviting parents to participate in workshops to learn about resiliency strategies and provide information and resources to build community awareness surrounding trauma informed care. Parents will be given opportunity to engage in planning and content for these workshops and to participate so that our students are supported in ways to enrich their academic performance. Printing of Meeting Materials, published books to hand out for parent education, educational videos to show , \$1480	Professional Learning, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$1480	Administrators
Using PSAT & SAT assessment data to drive instruction.	PSAT and SAT assessments will be delivered in the Fall and with the state provided assessment in the Spring. Results from these assessments will be used to analyze questions, essays, and student progress on state standards to drive instruction in the classroom. To encourage student attendance on testing days, special meals and snacks will be served. Breakfast sandwiches, subs and pizza will be purchased from an outside vendors. The average per student cost is \$5 x 190 students = \$950.	Direct Instruction, Technology , Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$950	Administration, Guidance Counselor, and JH/HS teachers
Curriculum Work Sessions	Teachers will continue meetings, discussing, and developing the curriculum maps and pacing guides to show alignment of the Michigan instructional standards (tools, resource, lessons, and assessments) and pacing guides (timeline for instruction of curriculum standards and mastery of learning objectives) for all content areas. Each contained classroom teacher(14) will be provided with \$500 for classroom supplies to support and enrich their curriculum. 14 teachers x \$500=\$700.	Materials, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/05/2020	\$7000	Administrators and educational staff

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Career Exploration and EDP	In order to better support our students, we plan to purchase a subscription to Career Cruising for our school. Grades 6 and above will use the online Career Cruising program to facilitate career exploration and EDP development. The guidance counselor is responsible for implementation. Career Cruising cost \$3 per student annually and we have 190 students. (\$3x190=\$570)	Career Preparation /Orientation , Academic Support Program	Tier 1	Implement	09/03/2019	06/05/2020	\$570	Administration, Guidance Counselor, and Teachers
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Title I teacher and Title I aides will provide extra time and academic support to students identified with classroom based measures and/or DIBELS Next benchmark assessments, DRA 2+ scores, NWEA MAP RIT scores, local and state assessments through small group or one-on-one instructional groups to increase student proficiency in ELA and Math. Progress monitoring will be implemented by utilizing DIBELS Next, DIBELS Math Illuminate DnA, and/or iReady measures. Title I teacher salary = \$47,185 and benefits = \$24,687 for a total of \$71,872	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/03/2019	06/05/2020	\$71872	Title 1 teacher, Title 1 aides, administration and educational staff
Teacher Collaboration	Teachers will use collaboration time to analyze collected data, determine research-based grade level or subject specific instructional strategies that will improve grade level achievement. Teachers will provide required deliverables after each session.	Direct Instruction, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/30/2021	\$0	Administration, Teachers
Kenshena, Menominee Indian School, Site Visits	Identified staff will visit a model program in Kenshena, WI at the Menominee Indian School (MIS) and bring back strategies, concepts, and information to be utilized in our school. 3 Sets of 4 staff will spend 2 days at the MIS. This will require 1 overnight stay person at \$110 per night. 12 staff x \$110 = \$1310. Food Per Diem will be at the CONUS rate of \$55 per day. 2 Days x 12 staff x \$55 = \$1320.	Professional Learning, Behavioral Support Program, Community Engagement, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$2630	Administration, Teachers, Title staff, Aides, Support Staff,

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Hire Personnel	Substitute teachers/aides will be hired to allow availability of additional staff to cover classrooms during teacher professional learning and collaboration time every Tuesday (38) of the school year. These subs will also be utilized to cover classrooms while the teacher is working with the Delta Schoolcraft ISD Math Intervention Specialist and their Reading Coach in 1 on 1 and small group settings during the school day. Subs cost us 130.71 per day and we need 2 subs every Tuesday for 38 times for Teacher Collaborations. (\$130.71 x 2 subs x 38 weeks = \$9933.96) We also need a sub for 7 days to cover classrooms when the ISD folks are here doing individual teacher trainings and data reviews. \$130.71 x 7 = \$914.97	Direct Instruction, Academic Support Program, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/05/2020	\$10849	Administration
Student Rewards	Students will be given tokens/rewards for language interactions. A description of language knowledge with corresponding rewards will be developed and shared with all staff members and students, to help with transparency and to provide support for the reward system in all school areas. Culture staff will present students with culturally related rewards upon accomplishing grade appropriate milestones. \$100 per grade(12) per year=\$1200. These awards are items that can be used in class to improve classroom learning such as beads, feathers, traditional learning games.	Materials	Tier 1	Implement	09/03/2019	06/05/2020	\$1200	Potawatomi Language and Culture Staff