



District Improvement Plan

Voyageur Academy

Mr. Roderick Atkins
4321 N. Military Street
Detroit, MI 48210-2451

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
District Additional Requirements Diagnostic	
Introduction.....	12
District Additional Requirements Diagnostic.....	13
2013-14 Voyager Academy District Improvement Plan	
Overview.....	17
Goals Summary.....	18
Goal 1: All Students within the Voyager Academy District will become proficient in Mathematics.....	19
Goal 2: All students within the Voyager Academy District will become proficient in Reading.....	23
Goal 3: All students within the Voyager Academy District will become proficient in Writing.....	28

Goal 4: all students within the Voyageur Academy District will become proficient in Science..... 33
Goal 5: All students within the Voyageur Academy District will become proficient in Social Studies..... 37
Activity Summary by Funding Source..... 42
Progress Notes..... 60
Activity Summary by School..... 61

DRAFT

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

DRAFT

Executive Summary

DRAFT

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

DRAFT

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Voyageur Academy is located in Southwest Detroit, which is a community that has changed dramatically to one that the demographic is primarily African American and Hispanic American. The student population is 75% African American students, 15% Hispanic students and 10% Caucasian students. Voyageur Academy has an unique challenge because it is not a traditional community school. Students come from a variety of cities and zip codes. The staff also reflects the student diversity with a range of backgrounds and experiences. 100% of our teaching staff is highly qualified and certified. The retention of our staff and students has been traditionally strong, though we have added some positions due to school expansion. Many students maintain enrollment status for their entire K-8 academic foundation. The community faces many of the challenges of an area of low socioeconomic status, such as transient students and other social needs. This presents a challenge to involve parents at a high level and manage to maintain the school culture in a positive way.

DRAFT

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Voyageur Academy's mission is to prepare all students to be college ready and college bound. This mission will be achieved by the teachers and other stakeholders creating and enhancing the educational foundation by providing Voyageur students with drive and determination to achieve academic excellence through consistent discipline, intense focus and continuous hard work. These values are at the foundation of all activities and initiatives at Voyageur Academy. Students are supported and acknowledged for their academic achievements with programs, such as after school tutoring, clubs and other activities. The students have high expectations in all of their classes and the teachers work within Professional Learning Communities and data teams to ensure that they continue to raise the level of achievement for all students.

DRAFT

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Voyageur Academy has been in the process of continuous improvement since its inception 15 years ago. This year, the middle school moved into a new state of the art facility. This has provided a set of challenges as we adjust our systems and procedures to account for the new environment, while developing a school culture as well. The opportunity that the space and accommodations can have as an impact on the academic program is exciting. An achievement this last school year was being fully accredited by Advance-ed. The review process helped us evaluate our improvement process and school-wide systems.

DRAFT

Additional Information

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

Voyageur Academy is proud of its history and successes over the past 15 years. The school began as an elementary K-5th learning community and the district has now expanded through 12th grade. It began by servicing 164 students and is now over 1000 students. The school continues to meet its target with the Michigan Department of Education. Our students are also continuing to graduate at an average of 90% and the data demonstrate an above average success in college. Our latest accomplishment, our new middle school-high school building, is open and has provided us 110,000 square feet of state-of the art learning facilities.

DRAFT

Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

Improvement Planning Process

Improvement Planning Process

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

The School Improvement Team is comprised of a variety of stakeholders, including teachers from different grade levels, special education staff, parents, administrators, and a board member representative. They are chosen based on their interest in being a part of the process, along with ensuring that a variety of experiences and expertise are involved in the process. This team meets monthly after school, which ensures that everyone is available without disrupting services to students. The team communicates with the larger stakeholder groups at least quarterly. The teachers are communicated with routinely during staff and data team meetings. Parents are informed of our plan during the annual Title I meeting along with parent group meetings throughout the year. The Board of Directors and community partners are provided monthly reports on the progress of the students and implementation of the plan during the monthly board meetings.

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

There are a variety of stakeholders represented and invited to the school improvement process. The School Improvement Team is comprised of a variety of stakeholders who are invited to the monthly meetings and take part in the development of the plan. All stakeholders are a part of the process through providing feedback on the goals and the needs of the school. This occurs through focus groups and surveys. The information that is obtained from these feedback tools is used to evaluate the current strategies along with identifying new areas to focus.

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 final improvement plan is shared with the stakeholders in a variety of ways. The plan is shared with the parents at the annual Title I meeting along with other meetings where it is applicable throughout the year. The teachers have the plan shared with them at orientation in the Fall and then the plan is revisited throughout the year. The Board of Directors reviews and approves the final plan. They then receive monthly reports on the progress of the plan during their monthly meetings.

District Additional Requirements Diagnostic

DRAFT

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

DRAFT

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Assurance	Response	Comment	Attachment
The District School Improvement Team reviews the CIMS data.	Yes		

Assurance	Response	Comment	Attachment
CIMS data is used to prepare our District Improvement Plan.	Yes		

Assurance	Response	Comment	Attachment
The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

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

Assurance	Response	Comment	Attachment
The district has an Internet Safety Policy in place.	Yes		

Assurance	Response	Comment	Attachment
The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Assurance	Response	Comment	Attachment
The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

District Improvement Plan

Voyageur Academy

Assurance	Response	Comment	Attachment
The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes		

Assurance	Response	Comment	Attachment
The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes		

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

Assurance	Response	Comment	Attachment
The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes		

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes		

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

District Improvement Plan

Voyageur Academy

Assurance	Response	Comment	Attachment
The District has additional information necessary to support your improvement plan.	Yes		

DRAFT

2013-14 Voyageur Academy District Improvement Plan

DRAFT

Overview

Plan Name

2013-14 Voyageur Academy District Improvement Plan

Plan Description

2013-14 Voyageur Academy District Improvement Plan

DRAFT

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 within the Voyageur Academy District will become proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$194650
2	All students within the Voyageur Academy District will become proficient in Reading.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$226450
3	All students within the Voyageur Academy District will become proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$204250
4	all students within the Voyageur Academy District will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$219650
5	All students within the Voyageur Academy District will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$201650

Goal 1: All Students within the Voyageur Academy District will become proficient in Mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

34% of All Students will Demonstrate a proficiency on all state standards in Mathematics by 06/30/2014 as measured by all state assessments, MEAP and MME.

Strategy 1:

Response to Intervention/PBIS - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in math and reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Progress-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well. Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	RTI team, teachers, PBIS interventionists

Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress. Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$150	Title I Part A	RTI team, school leader

District Improvement Plan

Voyageur Academy

Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teacher. Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$40000	Section 31a	reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Activity - Math Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: math manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300). Schools: All Schools	Other	09/01/2013	06/30/2014	\$2000	Section 31a	Math Title I teacher, interventionists
Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp. Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators

Strategy 2:

Data Driven Decision Making - Voyageur Academy is utilizing data-driven decision-making in order to improve student achievement. The teachers meet in grade level and content area teams to analyze the data from classroom assessments, common grade level assessments, formative assessments and state level assessments. The data-driven decision making process includes teacher data teams where they identify areas of weakness for their students, develop action plans to address the need and then monitor through formative assessments. Besides the teacher data teams, other teams use the reform strategy of data-driven decision making. These include the intervention and behavior support team. These teams help develop interventions for students that the data identifies as struggling.

Data teams in math will use a variety of data such as: classroom data, formative assessments, perception data, and benchmark tests, to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post test and use a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of teachers and student performance.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

District Improvement Plan

Voyageur Academy

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in mathematics instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.</p> <p>Schools: All Schools</p>	Professional Learning	09/01/2013	06/30/2014	\$2800	Title II Part A	instructional coach, school leader, teachers
Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).</p> <p>Schools: All Schools</p>	Technology	09/01/2013	06/30/2014	\$9300	Title I Part A	Administration , teachers, support staff
Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>Schools: All Schools</p>	Evaluation	09/01/2013	06/30/2014	\$42000	Title I Part A	data team leader, teachers, administration

District Improvement Plan

Voyageur Academy

Activity - Male Student Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accommodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.</p> <p>Schools: All Schools</p>	Academic Support Program	09/01/2013	06/30/2014	\$0	Section 31a	teachers k-4, instructional coach, counselor, social worker
Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p> <p>Schools: All Schools</p>	Evaluation	09/01/2013	06/30/2014	\$0	Title I Part A	instructional coach, data team leader and teachers K-12
Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/01/2013	06/30/2014	\$200	Title I Part A	school leader, data team leader, instructional coach
Schools: All Schools						

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In math, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/01/2013	06/30/2014	\$80000	Title I Part A	school leader, instructional coach, math teachers k-12
Schools: All Schools						

Goal 2: All students within the Voyageur Academy District will become proficient in Reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

47% of All Students will Demonstrate a proficiency on all state standards in English Language Arts by 06/30/2014 as measured by all state assessments, MEAP and MME.

Strategy 1:

Response to Intervention - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in math and reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progressmonitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp. Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
Activity - Progress-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well. Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	RTI team, teachers, PBIS interventionists
Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress. Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$150	Title I Part A	RTI team, school leader
---	--------------------	------------	------------	-------	----------------	-------------------------

Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers. Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$40000	Section 31a	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor

Activity - Reading Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300). Schools: All Schools	Other	09/01/2013	06/30/2014	\$2000	Section 31a	Reading Title I teacher, interventionists

Strategy 2:

Data Driven Decision Making - Voyageur Academy is utilizing data-driven decision-making in order to improve student achievement. The teachers meet in grade level and content area teams to analyze the data from classroom assessments, common grade level assessments, formative assessments and state level assessments. The data-driven decision making process includes teacher data teams where they identify areas of weakness for their students, develop action plans to address the need and then monitor through formative assessments. Besides the teacher data teams, other teams use the reform strategy of data-driven decision making. These include the intervention and behavior support team. These teams help develop interventions for students that the data identifies as struggling.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status. Schools: All Schools	Direct Instruction	09/03/2013	06/13/2014	\$80000	Title I Part A	teachers, instructional coach
Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, reading conferences, running records and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will utilize student response systems/clickers (\$6600) as a formative assessment resource. Schools: All Schools	Direct Instruction	09/03/2013	06/03/2014	\$6600	Title I Part A	instructional coach, teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in reading instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics. Schools: All Schools	Professional Learning	09/03/2013	09/09/2014	\$28000	Title II Part A	instructional coach, school leader, teachers
Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home. Schools: All Schools	Parent Involvement	09/04/2012	06/13/2014	\$200	Title I Part A	school leader, data team leader, instructional coach
---	--------------------	------------	------------	-------	----------------	--

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300). Schools: All Schools	Technology	09/03/2013	06/13/2014	\$9300	Title I Part A	Administration , teachers, support staff

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year. Schools: All Schools	Professional Learning	09/04/2012	06/13/2014	\$42000	Title I Part A	data team leader, teachers, administration

Activity - Male Student Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning. Schools: All Schools	Academic Support Program	09/03/2013	09/09/2014	\$0	Title I Part A	teachers k-4, instructional coach, counselor, social worker
---	--------------------------	------------	------------	-----	----------------	---

Goal 3: All students within the Voyageur Academy District will become proficient in Writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

40% of All Students will Demonstrate a proficiency on all state standards in English Language Arts by 06/30/2014 as measured by all state assessments, MEAP and MME.

Strategy 1:

Response to Intervention/PBIS - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in math and reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

District Improvement Plan

Voyageur Academy

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Writing Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).</p> <p>Schools: All Schools</p>	Other	09/01/2013	06/30/2014	\$2000	Section 31a	Writing Title I teacher, interventionists
Activity - Progress-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.</p> <p>Schools: All Schools</p>	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	RTI team, teachers, PBIS interventionists
Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.</p> <p>Schools: All Schools</p>	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.</p> <p>Schools: All Schools</p>	Parent Involvement	09/01/2013	06/30/2014	\$150	Title I Part A	RTI team, school leader
Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

<p>A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.</p>	<p>Academic Support Program</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$40000</p>	<p>Section 31a</p>	<p>Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor</p>
<p>Schools: All Schools</p>						

Strategy 2:

Data Driven Decision Making - Voyageur Academy is utilizing data-driven decision-making in order to improve student achievement. The teachers meet in grade level and content area teams to analyze the data from classroom assessments, common grade level assessments, formative assessments and state level assessments. The data-driven decision making process includes teacher data teams where they identify areas of weakness for their students, develop action plans to address the need and then monitor through formative assessments. Besides the teacher data teams, other teams use the reform strategy of data-driven decision making. These include the intervention and behavior support team. These teams help develop interventions for students that the data identifies as struggling.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices in writing instruction.</p>	<p>Professional Learning</p>	<p>09/03/2013</p>	<p>09/09/2014</p>	<p>\$2400</p>	<p>Title I Part A</p>	<p>instructional coach, data team leader and teachers K-12</p>
<p>Schools: All Schools</p>						

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>Schools: All Schools</p>	Professional Learning	09/04/2012	06/13/2014	\$52000	Title I Part A	data team leader, teachers, administration
--	-----------------------	------------	------------	---------	----------------	--

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).</p> <p>Schools: All Schools</p>	Technology	05/17/2013	06/13/2014	\$9300	Title I Part A	Administration , teachers, support staff

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In writing, teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, writing across content, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/04/2012	09/09/2014	\$80000	Special Education	school leader, instructional coach, math teachers k-12
--	--------------------	------------	------------	---------	-------------------	--

Activity - Male Student Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.</p> <p>Schools: All Schools</p>	Academic Support Program	09/03/2013	06/13/2014	\$0	Title I Part A	teachers k-4, instructional coach, counselor, social worker

District Improvement Plan

Voyageur Academy

Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home. Schools: All Schools	Parent Involvement	09/04/2012	06/13/2014	\$200	Title I Part A	school leader, data team leader, instructional coach

Goal 4: all students within the Voyageur Academy District will become proficient in Science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

19% of All Students will Demonstrate a proficiency on all state standards in Science by 06/30/2014 as measured by all state assessments, MEAP and MME.

Strategy 1:

Response to Intervention/PBIS - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in math and reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Science Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300). Schools: All Schools	Other	09/01/2013	06/30/2014	\$2000	Section 31a	Science Title I teacher, interventionists
Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers. Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$40000	Section 31a	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress. Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$150	Title I Part A	RTI team, school leader
Activity - Progress-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well. Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	RTI team, teachers, PBIS interventionists
Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp. Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
---	----------	------------	------------	---------	-------------	---

Strategy 2:

Data Driven Decision Making - Voyageur Academy is utilizing data-driven decision-making in order to improve student achievement. The teachers meet in grade level and content area teams to analyze the data from classroom assessments, common grade level assessments, formative assessments and state level assessments. The data-driven decision making process includes teacher data teams where they identify areas of weakness for their students, develop action plans to address the need and then monitor through formative assessments. Besides the teacher data teams, other teams use the reform strategy of data-driven decision making. These include the intervention and behavior support team. These teams help develop interventions for students that the data identifies as struggling.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300). Schools: Voyageur Academy-Consortium High School, Voyageur Academy	Technology	09/03/2013	06/13/2014	\$9300	Title I Part A	Administration, teachers, support staff

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year. Schools: All Schools	Professional Learning	09/04/2012	06/13/2014	\$60000	Title I Part A	data team leader, teachers, administration

District Improvement Plan

Voyageur Academy

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or student response systems (6600) to facilitate formative assessments in the classrooms.</p> <p>Schools: All Schools</p>	Direct Instruction	06/14/2013	09/09/2014	\$6600	Title I Part A	instructional coach, data team leader and teachers K-12
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In science, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade science teachers will utilize several instructional strategies to improve science skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p> <p>Schools: All Schools</p>	Direct Instruction	09/04/2012	06/13/2014	\$80000	Title I Part A	school leader, instructional coach, science teachers k-12
Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Voyageur Academy

Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home. Schools: Voyageur Academy	Parent Involvement	09/03/2013	09/09/2014	\$200	Title I Part A	school leader, data team leader, instructional coach
--	--------------------	------------	------------	-------	----------------	--

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in science instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices of science. Schools: All Schools	Professional Learning	09/03/2013	06/13/2014	\$3200	Title I Part A	instructional coach, school leader, teachers

Goal 5: All students within the Voyageur Academy District will become proficient in Social Studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

20% of All Students will Demonstrate a proficiency on all state standards in Social Studies by 06/30/2014 as measured by all state assessments, MEAP and MME.

Strategy 1:

Data Driven Decision Making - Voyageur Academy is utilizing data-driven decision-making in order to improve student achievement. The teachers meet in grade level and content area teams to analyze the data from classroom assessments, common grade level assessments, formative assessments and state level assessments. The data-driven decision making process includes teacher data teams where they identify areas of weakness for their students, develop action plans to address the need and then monitor through formative assessments. Besides the teacher data teams, other teams use the reform strategy of data-driven decision making. These include the intervention and behavior support team. These teams help develop interventions for students that the data identifies as struggling.

Research Cited: Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

District Improvement Plan

Voyageur Academy

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and best practices in instruction.</p> <p>Schools: All Schools</p>	Professional Learning	09/03/2013	06/13/2014	\$3200	Title I Part A	instructional coach, school leader, teachers
Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.</p> <p>Schools: All Schools</p>	Parent Involvement	09/04/2012	09/09/2014	\$200	Title I Part A	school leader, data team leader, instructional coach
Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>Schools: All Schools</p>	Professional Learning	09/04/2012	09/12/2014	\$42000	Title I Part A	data team leader, teachers, administration

District Improvement Plan

Voyageur Academy

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or smart response mechanisms (6600) to facilitate formative assessments.</p> <p>Schools: All Schools</p>	Direct Instruction	09/04/2012	06/13/2014	\$6600	Title I Part A	instructional coach, data team leader and teachers K-12
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In social studies, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>Schools: All Schools</p>	Direct Instruction	09/03/2013	06/13/2014	\$80000	Title I Part A	school leader, instructional coach, math teachers k-12
Activity - Teaching with Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).</p> <p>Schools: All Schools</p>	Technology	09/03/2013	06/13/2014	\$9300	Title I Part A	Administration , teachers, support staff

District Improvement Plan

Voyageur Academy

Strategy 2:

Response to Intervention/PBIS - Response to Intervention is a reform strategy that is designed to have schools' systematically reach all of their learners through differentiated classroom instruction and interventions for students that need additional support. All students are screened in math and reading three times a year. Those students not meeting their targets are provided support through skills-based interventions daily as a part of the regular day. These students are carefully progress-monitored. When they make appropriate progress, the students no longer need the additional instruction. If they do not make appropriate progress, they begin to receive more intensive interventions.

Positive Behavior Support provides a tiered approach to intervening with student behaviors and is focused on teaching students the positive behavior expectation instead of reacting to the negative behavior only. Teachers, with the help of support services, provide students character instruction, incentives for positive behavior and consistent consequences if they do not meet the expectations. Tier 2 and Tier 3 interventions are established and executed for students that need additional support to be positive members of the classroom community.

Research Cited: Introduction to Response to Intervention: What, why, and how valid is it? DOUGLAS FUCHS, LYNN S. FUCHS

Activity - Parent Meeting and Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress. Schools: All Schools	Parent Involvement	09/01/2013	06/30/2014	\$150	Title I Part A	RTI team, school leader

Activity - Progress-Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well. Schools: All Schools	Monitor	09/01/2013	06/30/2014	\$0	No Funding Required	RTI team, teachers, PBIS interventionists

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp. Schools: All Schools	Tutoring	09/01/2013	06/30/2014	\$18200	Section 31a	School leader, extended learning opportunities coordinators
Activity - Response to Intervention/PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers. Schools: All Schools	Academic Support Program	09/01/2013	06/30/2014	\$40000	Section 31a	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Activity - Social Studies Intervention Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300). Schools: All Schools	Other	09/01/2013	06/30/2014	\$2000	Section 31a	Social Studies Title I teacher, interventionists

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Science Intervention Materials	There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Science Title I teacher, interventionists
Reading Intervention Materials	There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Reading Title I teacher, interventionists

District Improvement Plan

Voyageur Academy

Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Writing Intervention Materials	There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Writing Title I teacher, interventionists
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teacher.	Academic Support Program	09/01/2013	06/30/2014	\$40000	reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

District Improvement Plan

Voyageur Academy

Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Math Intervention Materials	There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: math manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Math Title I teacher, interventionists
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionist s, counselor
Social Studies Intervention Materials	There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Social Studies Title I teacher, interventionist s

District Improvement Plan

Voyageur Academy

Male Student Initiative	<p>Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.</p>	Academic Support Program	09/01/2013	06/30/2014	\$0	teachers k-4, instructional coach, counselor, social worker
Response to Intervention/PBIS Team	<p>A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.</p>	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionist s, counselor
Total					\$301000	

Special Education

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

Differentiated Instruction	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In writing, teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction.</p> <p>Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, writing across content, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/04/2012	09/09/2014	\$80000	school leader, instructional coach, math teachers k-12
Total					\$80000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress-Monitoring	<p>The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.</p>	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists

District Improvement Plan

Voyageur Academy

Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

District Improvement Plan

Voyageur Academy

Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in reading instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/03/2013	09/09/2014	\$28000	instructional coach, school leader, teachers
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in mathematics instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$2800	instructional coach, school leader, teachers
Total					\$30800	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	05/17/2013	06/13/2014	\$9300	Administration, teachers, support staff

District Improvement Plan

Voyageur Academy

Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/01/2013	06/30/2014	\$9300	Administration , teachers, support staff
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices in writing instruction.	Professional Learning	09/03/2013	09/09/2014	\$2400	instructional coach, data team leader and teachers K-12
Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.	Evaluation	09/01/2013	06/30/2014	\$0	instructional coach, data team leader and teachers K-12
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	06/13/2014	\$42000	data team leader, teachers, administration

District Improvement Plan

Voyageur Academy

<p>Differentiated Instruction</p>	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status. In social studies, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p>	<p>Direct Instruction</p>	<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$80000</p>	<p>school leader, instructional coach, math teachers k-12</p>
<p>Teaching with Technology</p>	<p>K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).</p>	<p>Technology</p>	<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$9300</p>	<p>Administration , teachers, support staff</p>
<p>Data Teams</p>	<p>Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p>	<p>Professional Learning</p>	<p>09/04/2012</p>	<p>06/13/2014</p>	<p>\$60000</p>	<p>data team leader, teachers, administration</p>

District Improvement Plan

Voyageur Academy

Differentiated Instruction	Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.	Direct Instruction	09/03/2013	06/13/2014	\$80000	teachers, instructional coach
Male Student Initiative	Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.	Academic Support Program	09/03/2013	09/09/2014	\$0	teachers k-4, instructional coach, counselor, social worker
Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or smart response mechanisms (6600) to facilitate formative assessments.	Direct Instruction	09/04/2012	06/13/2014	\$6600	instructional coach, data team leader and teachers K-12

District Improvement Plan

Voyageur Academy

Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	09/09/2014	\$200	school leader, data team leader, instructional coach
Male Student Initiative	Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.	Academic Support Program	09/03/2013	06/13/2014	\$0	teachers k-4, instructional coach, counselor, social worker
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration, teachers, support staff

District Improvement Plan

Voyageur Academy

Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	06/13/2014	\$200	school leader, data team leader, instructional coach
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader

District Improvement Plan

Voyageur Academy

<p>Differentiated Instruction</p>	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In math, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	<p>Direct Instruction</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$80000</p>	<p>school leader, instructional coach, math teachers k-12</p>
<p>Parent Meeting and Communication</p>	<p>Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.</p>	<p>Parent Involvement</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$150</p>	<p>RTI team, school leader</p>

District Improvement Plan

Voyageur Academy

Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/03/2013	09/09/2014	\$200	school leader, data team leader, instructional coach
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	09/12/2014	\$42000	data team leader, teachers, administration
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in science instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices of science.	Professional Learning	09/03/2013	06/13/2014	\$3200	instructional coach, school leader, teachers

District Improvement Plan

Voyageur Academy

Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, reading conferences, running records and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will utilize student response systems/clickers (\$6600) as a formative assessment resource.	Direct Instruction	09/03/2013	06/03/2014	\$6600	instructional coach, teachers
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	06/13/2014	\$52000	data team leader, teachers, administration
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and best practices in instruction.	Professional Learning	09/03/2013	06/13/2014	\$3200	instructional coach, school leader, teachers

District Improvement Plan

Voyageur Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Evaluation	09/01/2013	06/30/2014	\$42000	data team leader, teachers, administration
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	06/13/2014	\$200	school leader, data team leader, instructional coach
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/01/2013	06/30/2014	\$200	school leader, data team leader, instructional coach
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader

District Improvement Plan

Voyageur Academy

Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration , teachers, support staff
Differentiated Instruction	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In science, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade science teachers will utilize several instructional strategies to improve science skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/04/2012	06/13/2014	\$80000	school leader, instructional coach, science teachers k-12

District Improvement Plan

Voyageur Academy

Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or student response systems (6600) to facilitate formative assessments in the classrooms.	Direct Instruction	06/14/2013	09/09/2014	\$6600	instructional coach, data team leader and teachers K-12
Total					\$634850	

DRAFT

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------

DRAFT

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Male Student Initiative	<p>Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.</p>	Academic Support Program	09/01/2013	06/30/2014	\$0	teachers k-4, instructional coach, counselor, social worker

District Improvement Plan

Voyageur Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Evaluation	09/01/2013	06/30/2014	\$42000	data team leader, teachers, administration
Math Intervention Materials	There will be materials utilized by the interventionists and Math Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: math manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Math Title I teacher, interventionists

District Improvement Plan

Voyageur Academy

Differentiated Instruction	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In math, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/01/2013	06/30/2014	\$80000	school leader, instructional coach, math teachers k-12
Parent Meeting and Communication	<p>Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.</p>	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader
Formative Assessment	<p>Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings.</p>	Evaluation	09/01/2013	06/30/2014	\$0	instructional coach, data team leader and teachers K-12

District Improvement Plan

Voyageur Academy

Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/01/2013	06/30/2014	\$9300	Administration , teachers, support staff
Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in mathematics instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/01/2013	06/30/2014	\$2800	instructional coach, school leader, teachers
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/01/2013	06/30/2014	\$200	school leader, data team leader, instructional coach
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

District Improvement Plan

Voyageur Academy

Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teacher.	Academic Support Program	09/01/2013	06/30/2014	\$40000	reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration, teachers, support staff
Male Student Initiative	Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.	Academic Support Program	09/03/2013	09/09/2014	\$0	teachers k-4, instructional coach, counselor, social worker

District Improvement Plan

Voyageur Academy

Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in reading instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and Accessible Mathematics.	Professional Learning	09/03/2013	09/09/2014	\$28000	instructional coach, school leader, teachers
Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, reading conferences, running records and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will utilize student response systems/clickers (\$6600) as a formative assessment resource.	Direct Instruction	09/03/2013	06/03/2014	\$6600	instructional coach, teachers
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader

District Improvement Plan

Voyageur Academy

Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	06/13/2014	\$200	school leader, data team leader, instructional coach
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	06/13/2014	\$42000	data team leader, teachers, administration
Reading Intervention Materials	There will be materials utilized by the interventionists and Reading Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Reading manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Reading Title I teacher, interventionists
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

District Improvement Plan

Voyageur Academy

Differentiated Instruction	Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.	Direct Instruction	09/03/2013	06/13/2014	\$80000	teachers, instructional coach
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader
Writing Intervention Materials	There will be materials utilized by the interventionists and Writing Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Writing manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web- based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Writing Title I teacher, interventionists
Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	06/13/2014	\$52000	data team leader, teachers, administration

District Improvement Plan

Voyageur Academy

Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	05/17/2013	06/13/2014	\$9300	Administration, teachers, support staff
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	06/13/2014	\$200	school leader, data team leader, instructional coach
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices in writing instruction.	Professional Learning	09/03/2013	09/09/2014	\$2400	instructional coach, data team leader and teachers K-12
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionist s, counselor

District Improvement Plan

Voyageur Academy

Differentiated Instruction	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In writing, teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction.</p> <p>Teachers will utilize web-based resources, smart response clickers, I pads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>9th- 12th grade math teachers will utilize several instructional strategies to improve math skills such as: flexible grouping, collaborative pairs, graphic organizers, writing across content, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/04/2012	09/09/2014	\$80000	school leader, instructional coach, math teachers k-12
----------------------------	--	--------------------	------------	------------	---------	--

District Improvement Plan

Voyageur Academy

<p>Male Student Initiative</p>	<p>Providing Supports for Male Students Based on their Gender Differences - Male students have needs based on the characteristics of their gender that are often overlooked in the typical elementary classroom. These include: more movement built into the daily schedule, more choice in activities, resources geared at male interests, less out of school suspensions, and positive male role models. Teachers and staff will conduct a survey of male students to get information on student interests and learning styles. They will then evaluate the resources used in instruction to determine if these interests are present in regular classroom instruction. These may include more informational texts, construction materials for models and visual representations, etc. Teachers will utilize these materials in classroom instruction to ensure that there is at least a balance between gender interests and learning styles in teaching units and daily instruction. The male students in grades 4th-8th will participate in male mentoring programs with school staff and outside organizations. They will meet weekly with their mentor and participate in programs throughout the year to provide the male students with a positive role model and allow them to work on social concerns specific to male students. Teachers in grades K-8 will utilize the instructional strategies of providing all students more opportunities for choice in their student learning activities and accomodating more movement in daily instruction. This can present itself as more academic games, constructing models, and project-based learning.</p>	<p>Academic Support Program</p>	<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$0</p>	<p>teachers k-4, instructional coach, counselor, social worker</p>
<p>Progress-Monitoring</p>	<p>The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.</p>	<p>Monitor</p>	<p>09/01/2013</p>	<p>06/30/2014</p>	<p>\$0</p>	<p>RTI team, teachers, PBIS interventionists</p>

District Improvement Plan

Voyageur Academy

Differentiated Instruction	<p>Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status.</p> <p>In science, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.</p> <p>In addition to these differentiation techniques, there will also be some specific math differentiation techniques that will ensure that student readiness and learning styles are addressed. These include: teaching with the use of multiple models, cumulative review, and math discourse</p> <p>9th- 12th grade science teachers will utilize several instructional strategies to improve science skills such as: flexible grouping, collaborative pairs, graphic organizers, math manipulatives, extended thinking activities, and performance tasks.</p>	Direct Instruction	09/04/2012	06/13/2014	\$80000	school leader, instructional coach, science teachers k-12
Progress-Monitoring	<p>The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.</p>	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Extended Learning Opportunities	<p>Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.</p>	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

District Improvement Plan

Voyageur Academy

Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in science instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and articles on best practices of science.	Professional Learning	09/03/2013	06/13/2014	\$3200	instructional coach, school leader, teachers
Science Intervention Materials	There will be materials utilized by the interventionists and Science Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Science manipulatives K-4 (\$200) and 5-12 (\$300), calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Science Title I teacher, interventionists
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionist, counselor
Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or student response systems (6600) to facilitate formative assessments in the classrooms.	Direct Instruction	06/14/2013	09/09/2014	\$6600	instructional coach, data team leader and teachers K-12

District Improvement Plan

Voyageur Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	06/13/2014	\$60000	data team leader, teachers, administration
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader
Differentiated Instruction	Teachers will utilize differentiated instruction strategies for their students. Title I Teachers K-4 (\$20000) and 5-12 (\$60000) will be used in aiding Differentiated Instruction within the classroom as push-in Tier I support. These strategies will be observable in all lessons and should account for readiness, learning styles and modes. There should be differentiation strategies utilized for different subgroups as well, especially boys and students of lower economic status. In social studies, these strategies will include vocabulary acquisition. Teachers will utilize vocabulary acquisition strategies from Robert Marzano's Building Academic Vocabulary in all core content areas. This will assist all students, but also provide support for English Language Learners and students who come from low socioeconomic backgrounds who need assistance in building vocabulary. It will also involve using technology to enhance instruction. Teachers will utilize web-based resources, smart response clickers, Ipads, laptops and video-streaming to enhance the curriculum and increase student engagement during lessons in all core content classes. Teachers will utilize student engagement strategies for a classroom culture where all students are actively engaged in the learning and classroom activities are student centered.	Direct Instruction	09/03/2013	06/13/2014	\$80000	school leader, instructional coach, math teachers k-12

District Improvement Plan

Voyageur Academy

Progress-Monitoring	The students will be progress-monitored to determine what level of support is needed. In math, students will complete a math screener to determine if they need to be a part of the Tier 2 groups. Students receiving interventions in Tier 2 and 3 will be progress-monitored weekly so that decisions can be made about continuing interventions or having them go back to Tier 1. Behavior referrals (ODRs) and perception data will help monitor the PBIS portion of the program as well.	Monitor	09/01/2013	06/30/2014	\$0	RTI team, teachers, PBIS interventionists
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration, teachers, support staff
Professional Development	Teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data based decision making. This includes training on: data team implementation (\$400), differentiated instruction (\$400), best practices in writing instruction (\$400), using formative assessments (\$400), developing and using common assessments (\$400), using technology to enhance instruction (\$400), and addressing the needs of male students and children of poverty (\$400). This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions of applicable books and articles, such as Ruby Payne's Framework of Poverty and best practices in instruction.	Professional Learning	09/03/2013	06/13/2014	\$3200	instructional coach, school leader, teachers
Formative Assessment	Teachers will utilize daily formative assessments to ensure that students have understood the objectives for daily instruction. These assessments can take many forms, such as exit tickets, short writing activities, and quick quizzes. Teachers will use this data to determine if re-teaching is required and to differentiate instruction. Teachers will keep records of their formative assessment to utilize the information during curriculum discussions and data team meetings. Teachers will use clickers or smart response mechanisms (6600) to facilitate formative assessments.	Direct Instruction	09/04/2012	06/13/2014	\$6600	instructional coach, data team leader and teachers K-12
Parent Meeting and Communication	Parents will be invited to attend a meeting at least annually on Response to Intervention K-4 (\$50) and 5-12 (\$100) and the services provided within the framework. Parents will receive written communication when their students receive Tier 2 or Tier 3 interventions and will regularly be informed of their student's progress.	Parent Involvement	09/01/2013	06/30/2014	\$150	RTI team, school leader

District Improvement Plan

Voyageur Academy

Data Teams	Teachers will meet at least monthly in grade level and content area data teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. The data team leader along with the Data Coach K-12 (\$14,000) and instructional coaches from K-4 (\$7000) 5-8 (\$7000) and 9-12 (\$14,000) will provide support to the teachers in implementing the data team process, maintain the data warehouse, and monitor that the data team process is being done with fidelity. There will be a central data warehouse or storage program put in place so that state achievement data, benchmark data and formative assessment data can be stored in a common place and accessible to stakeholders. The results will be shared with data walls at every classroom. Teachers, students and families will meet at least three times a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.	Professional Learning	09/04/2012	09/12/2014	\$42000	data team leader, teachers, administration
Response to Intervention/PBIS Team	A team of staff will monitor the implementation of the Response to Intervention/PBIS framework and plan. They will meet monthly to check the progress in implementation, student progress and communication with stakeholders. This team will include the following team members that will execute the plan, implement Tier 1 and 2 interventions K-4 (\$10,000) and 5-12 (\$30,000), and monitor progress. These team members include: the reading specialist, interventionists, Title I support teachers, PBIS interventionists, counselor, and READ 180 teachers.	Academic Support Program	09/01/2013	06/30/2014	\$40000	Reading specialist, Title I teachers, interventionists, PBIS interventionists, counselor
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/04/2012	09/09/2014	\$200	school leader, data team leader, instructional coach
Extended Learning Opportunities	Students will be offered opportunities for extended learning opportunities. They will qualify for participation based on their Scantron Performance Series and RTI screeners. These opportunities include: Saturday tutoring, LEAP (after school tutoring) and Summer Achievement Camp.	Tutoring	09/01/2013	06/30/2014	\$18200	School leader, extended learning opportunities coordinators

District Improvement Plan

Voyageur Academy

Social Studies Intervention Materials	There will be materials utilized by the interventionists and Social Studies Title I teacher to help the team provide interventions for Tier 2 and Tier 3 students. These materials include: Social Studies manipulatives K-4 (\$200) and 5-12 (\$300) , calculators K-4 (\$200) and 5-12 (\$300), web-based programs K-4 (\$200) and 5-12 (\$300), and other supplies K-4 (\$200) and 5-12 (\$300).	Other	09/01/2013	06/30/2014	\$2000	Social Studies Title I teacher, interventionists
Total					\$1037150	

Voyageur Academy-Consortium High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration , teachers, support staff
Total					\$9300	

Voyageur Academy

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teaching with Technology	K-12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: graphing calculators, document cameras, Epson and white board technology, video clips, and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching along with the purchase of iPads (\$9300).	Technology	09/03/2013	06/13/2014	\$9300	Administration , teachers, support staff
Parental Awareness	Parents will participate in the data driven decision-making process in a variety of ways. There will be annual training for parents (\$100) on how to interpret their child's data. They will also meet every quarter with teachers and their child to have SMART goal conferences (\$100). Teachers and staff will also provide curriculum nights throughout the year. Throughout the year, there will be at least 2 curriculum nights focused on providing information to parents and families about what students are learning in the core content areas and how they can help their students at home.	Parent Involvement	09/03/2013	09/09/2014	\$200	school leader, data team leader, instructional coach
Total					\$9500	