



# **Single Building District Improvement Plan**

East Arbor Charter Academy

East Arbor Charter Academy

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded in the text box below.	East Arbor Goals

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

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

The school improvement plan was completed by the East Arbor Schoolwide/Improvement Committee during the 2016-17 school year. Specifically, the Schoolwide Transition Team attended five (5) meetings held by an MDE-approved facilitator, in addition to multiple other school improvement working sessions. The stakeholders chosen to participate were Ms. Tanesha Newby, Ms. Emily Fetters, Ms. Kristi Mawby, Mr. David Turner, Ms. Tami Gieske, Mr. Devin Girbach, Mrs. Kristin Kite, Ms. Lori Bee, Ms. Shanna Ranae, and Ms. Ashley N. Benton. This was to ensure all members of the school culture were able to contribute to the improvements of our school.

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

Ms. Tanesha Newby, Principal - Participated in the required transition meetings, provided input across all areas of the Schoolwide Plan and was responsible for guidance and leadership.

Ms. Emily Fetters, Dean - Participated in required transition meetings. Provided input, feedback and organization during the development of the schoolwide transition plan. Emily has served as a dean at East Arbor since opening in 2011, serving grades K-2, 3-5, and now 7-8. She has also served as dean over intervention during this tenure, leading East Arbor's supplemental grant-funded staff and intervention programming.

Mr. David Turner, Master Teacher - Participated in the required transition meetings, provided input on teacher areas of the school wide plan and responsible for teacher leadership and guidance.

Ms. Tami Gieske, Master Teacher - Participated in required transition meetings. Provided input and feedback during the development of the schoolwide transition plan. Tami is an experienced early childhood educator having ten years of teaching experience. She has been at East Arbor since it opened in 2011. She successfully established a strong young fives program before moving on to teach first grade, which she currently still teaches. Tami is the mentoring coordinator at East Arbor and takes on various tasks and duties that contribute positively to the school as a whole. Tami's classroom is very inviting and makes it evident that she values a positive classroom community, strong literacy skills, and organization- as evident by her impressive collection of containers! In addition to all of the things she takes on at East Arbor, Tami is also the mother to four sons.

Mr. Devin Girbach, Master Teacher - Participated in the required transition meetings, provided input on teacher areas of the school wide plan and responsible for teacher leadership and guidance.

Ms. Kristi Mawby, Paraprofessional - Participated in required transition meetings. Provided input and feedback during the development of the schoolwide transition plan. For the past fifteen years Kristi has been involved with NHA students in varying ways. She spent fourteen years as an NHA parent, nine years volunteering in multiple capacities and five years employed at East Arbor Charter Academy. She describes her current position as a paraprofessional as both challenging and rewarding. She is excited and encouraged that East Arbor's transition plan will  
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be yet another opportunity for her to affect the quality of educational experiences of our students.

Ms. Lori Bee, Parent - Conservative mother who home-schooled her now-eighth-grader, until she was able to get into East Arbor Charter Academy in 3rd grade, and who frequently visits the school and has chaperoned on multiple field trips over the past 5.5 years; a parent who has been thrilled with the caring teachers, coaches, and staff members that her daughter has been exposed to at our school; they have affected my daughter for the better, as have the great friends she has made while here. We are so grateful for the staff and their genuine care for our daughter and her well-being. Although she may never admit to missing any school right now, we will miss being here next year. We will take the memories we've created and experienced here at East Arbor with us as she heads to high school next year, and for the rest of our lives.

Ms. Shanna Jessee, Parent, Volunteer - Participated in the required transition meetings, provided input based on a parent's point of view for the Schoolwide Plan.

Ms. Kristin Kite, Grants Consultant - Participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Ms. Ashley N. Benton, Schoolwide Transition Facilitator- Provided facilitation of the required transition meetings, guided the school-level work, provided input, and offered regular feedback as the school developed all components of their Schoolwide Plan.

Board members - School improvement components are reviewed during a board meeting to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

### **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 was communicated to all stakeholders via staff meetings and email. Stakeholders were given updates on the progress of the Schoolwide Transition plan during every required meeting as well as during additional Schoolwide/Improvement team meetings. This information was mostly communicated verbally but also via email.

The final improvement plan will be shared annually with staff, parents, and the Board in the spring during stakeholder meetings. Additionally, the plan is reviewed at the beginning of each school year during stakeholder meetings with parents and staff. The School Improvement Committee meets regularly throughout the school year to monitor and evaluate the plan and updates are shared on a regular basis.

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

A formal comprehensive needs assessment was completed by the East Arbor Charter Academy School Improvement Committee during the 2016-2017 school year. Formally, the School Improvement Committee Team attended five meetings facilitated by Ashley N. Benton, a Michigan Department of Education approved facilitator, in addition to other improvement working sessions that took place by sub-committees who worked to draft and revise the components of the Schoolwide Improvement Plan. The Comprehensive Needs Assessment includes a review of data from categories including: 1. Student achievement data, including NWEA and M-STEP. NWEA results by subject, grade level, classroom level, and subgroup analysis were used to support decisions related to establishment of academic and program goals. While NWEA results represent a significant data set that drives our improvement efforts, other assessments are also used to gather information and support our needs assessment. Common Assessment tools that are completed on a weekly basis in reading and at a unit level in math and science will be used to measure weekly and monthly progress against the goals set through NWEA. 2. Demographic data was analyzed. Student demographics by subgroup and student enrollment information were included. Student attendance and school discipline information were also analyzed for trends that might lead to improved support for academic performance and to develop a positive climate. Teacher demographics were analyzed, including years of experience, and Highly Qualified teacher and paraprofessional information. 3. Programs and process data, including SPR (40) were included in the analysis. 4. Perceptions data from staff, parent, Governing Board, and student survey results were utilized and shared in the School Improvement Plan. This data is analyzed and discussed by the Schoolwide/Improvement Committee. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback: 1) staff, 2) parents, and 3) board members.

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

What data was reviewed: 2015-2016 and fall 2016 Voice of the Parent Survey and 2015-2016 Employee Loyalty Survey

What was concluded:

The results of the 2015-2016 parent surveys indicate that the majority of the parents are satisfied (40%) or highly satisfied (50%). The lowest area for parent satisfaction is school discipline policies are effective at 37% highly satisfied. East Arbor understands that this is an area of concern for parents and will focus on providing more opportunities for gathering specific parent feedback on this topic and using that feedback for change. The highest area for parent satisfaction is likelihood to enroll next year at 70%. The results of the 2016-2017 surveys were similar and indicated the majority of the parents are overall satisfied (39%) or highly satisfied (46%) with their experience with East Arbor.

The results of the 2015-2016 staff surveys indicate room for improvement. The staff survey indicators measuring principal is committed to school, staff has opportunities to learn and grow, manager has stated expectations, and manager values contribution were all ranked as superior. Alternatively, the lowest area for staff satisfaction is in regard to the student/staff relationship where only 44% of staff feel morale in school is high.

While 63% of staff are highly satisfied with their overall satisfaction with the job, the data shows that staff also feel stronger emphasis needs to be placed on effective and consistent school discipline, providing recognition/praise, and building staff morale.

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\*all data results below represent percentage that indicated highly satisfied

## 2015-2016 Parent Survey Results:

### LOYALTY

Overall satisfaction: 50%

Likelihood to Enroll Next Year: 70%

Likelihood to Recommend School: 59%

### ACADEMICS

Academic Program is Among Best in Area: 45%

Emphasis on Reading and Math is Good: 54%

Satisfaction with Child's Academic Progress: 47%

School Has High Expectations: 58%

Schoolwide Behavior System

School Discipline Policies are Effective: 37%

Provides a Safe Environment: 47%

### COMMUNICATION

School Communication is Timely and Effective: 49%

### MORAL GUIDANCE

School Delivers Moral Guidance: 50%

## Fall 2016 Parent Survey Results:

Overall Satisfaction 46%

Likelihood to recommend: 50%

Likelihood to re-enroll: 66%

How would you grade your school? (A= Top Box): 51%

I am proud my student attends this school: 67%

## 2015-16 STAFF SURVEY RESULTS:

### OVERALL SATISFACTION:

Overall Satisfaction with Job: 63%

### PERSONAL GROWTH:

Opportunities to Learn and Grow: 79%

Opportunity to Do What I Do Best: 56 %

### MANAGER/PRINCIPAL:

Manager Has Notified of Progress: 75%

Manager Has Stated Expectations: 77%

Manager Values Contribution: 77%

Principal is Committed to School: 79%

### STUDENTS/STAFF RELATIONSHIP:

Morale in School is High: 44%

Students and Staff Feel Safe: 63%

### LOYALTY:

School Provides a Quality Education: 63%

Tells Other Positive Things About NHA: 54%

Would Recommend NHA Education: 65%

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Would Recommend NHA to Friend: 52%

## STUDENT ACHIEVEMENT DATA

What Data was reviewed:

State M-STEP data. M-STEP was administered to 3rd-8th grade in the subject areas of math, reading, science and social studies.

NHA Common Assessments, NWEA Measures of Academic Progress, and NWEA for Primary Grades were included in the review. NWEA was administered to students in grades kindergarten through 8th. Subject areas tested included math and reading.

What was concluded:

Math is the greatest area of concern based on M-STEP and NWEA data. According to NWEA data, far fewer students met typical growth in math in 3rd-6th grades, with an average below 33%. Of additional concern is the percentage of students in the bottom quartile is growing in both math and reading. Students in the bottom quartile growing from 2014-15 (math 9%; reading 9%) to 2015-16 (math 18%; reading 13%). Additionally there were decreases in typical growth in reading and science.

Based on M-STEP results, the subgroup that had the largest decrease overall by 16% was the Asian subgroup, which represents 4.3% of our total student population. Even with this decrease in typical growth the Asian subgroup still outperforms all other ethnic subgroups.

When analyzing the M-STEP demographic subgroups we concluded that students receiving free meals had a larger decrease in typical growth overall with a decrease of 8%. Students not eligible for free or reduced meals had a 4% decrease in typical growth overall and students who qualified for reduced meals saw the smallest decrease overall with a 4% decrease. The free meal subgroup was the lowest proficient demographic subgroup with 25% of the population being proficient overall. 36% of students that were eligible for reduced meals were proficient. The highest performing demographic subgroup was students who were not eligible with 47% proficiency. Additionally tenured students had an overall decrease in overall proficiency of more than 8% over the new students who only had a decrease of 4%. Despite this change, tenured students still out-perform new students 42% to 26% in overall proficiency. The EL subgroup also experienced a small decrease in overall proficiency with a 3% decrease compared to non-EL students who had a 7% decrease. Non- EL students are still outperforming the EL subgroup in overall proficiency.

Based on the NWEA data 68% of students that are at or above grade level met typical growth in the content area of reading. However, only 15% of students in the bottom quartile met typical growth in reading. Math was again the lowest content area based on NWEA data. 50% of students that are at or above grade level met typical growth in the content area of math. While only 11% of students in the bottom quartile met typical growth in reading.

## PROGRAMS AND PROCESSES DATA

What Data was reviewed: School Systems Review (SSR)

What was concluded:

The SSR Report Summary indicates that East Arbor Charter Academy has attained sustained and full implementation for most areas. Teaching for Learning and School, Family and Community Relations are both strengths for East Arbor. They each carry a rating of 3.0 or above and we are able to provide multiple sources of evidence for each strand. We continue to have challenges with both Leadership for Learning and Professional Learning Culture strand. They both carry an overall rating that is below 3.0. We lack sufficient evidence to prove the impact that we are attempting to make on student achievement. Meeting documentation, written processes/procedures, staff and stakeholder feedback continue to hinder us from rating ourselves higher than a 2.8.

East Arbor will begin incorporating more time for staff reflection on the current processes we have as well soliciting feedback for our

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stakeholders on a frequent basis. Additionally, each student needs to learn how to track and use their own achievement data in order to understand their areas of strength and weakness so they can continue to grow. We also need to create a plan to incorporate the staff in more leadership discussions so that their opinions can be seen and heard throughout the school which may help to increase student achievement.

## DEMOGRAPHIC DATA

What data was reviewed: MSCR (Monthly School Comprehensive Report) and School Leadership Experience, student and staff demographic information, census information were reviewed.

What was concluded:

All faculty, paraprofessionals, and leadership are certified by Michigan Department of Education criteria. All faculty, paraprofessionals meet highly qualified requirements.

The school currently serves approximately 772 students in kindergarten through 8th grade. The school is located in a suburban setting in the city of Ypsilanti within the Lincoln Consolidated School District (Lincoln); however 54% of our student population comes from Lincoln, 28% of our population comes from the School District of Ypsilanti, 9% comes from Van Buren Public Schools, and 4% of the students are from Ann Arbor Public Schools.

At the school, 51% of the students are female and 49% are male. About 46% percent are identified as Black or African American, about 4% are identified as Asian, about 45% are identified as White, and about 5% are identified as Hispanic. 71% are eligible for free/reduced lunch and 29% are not eligible. The percentage of students with an IEP is 10%. East Arbor Charter Academy serves an English Learner population of 7%. There are 38 teachers at East Arbor, 21 of whom have 0-3 years, 15 have 4-8 years, and 2 have 9 or more years of teaching experience. As of early 2017, about 15% of the staff had turned over, which is 6 teachers in total.

As of 2/27/2017, attrition is at 7.1% with a school-wide goal of less than 17% for the school year. Also as of 2/27/2017, the numbers of in school and out-of-school suspensions are 24 and 44 respectively. As of 2/27/2017, 1,341 behavior referrals have been recorded with 292 being female incidents and the 1,049 being male incidents. Students in grades 6-8 have received the most behavior referrals (618) with students in grades 3-5 receiving the fewest (336). There have been 0 expulsions.

East Arbor's average daily attendance is 95.3% as of 2/27/2017. Additionally, 13% have had perfect attendance, 49% have had 1-4 absences, 20% have had 5-7 absences, and 18% of students have had 8 or more absences. Our enrollment has increased only by 1 student during the 2015-16 school year to the 2016-17 school year.

## RESULTS

Perceptions Data:

The results of the parent and staff satisfaction survey lead us to identify several strategies to improve the area of discipline. Parents on the SWT Committee shared that the current color behavior management system in the classroom is not as effective for the older students. This aligns with our strategy for additional staff support and development on classroom management. Parents also shared that often times parents make assumptions about the behavior and discipline not only based on their student's experience, but also on their perception of other students. Due to the need for confidentiality it is difficult for the school administration to share specific details in regard to disciplinary situation. As a parent focused strategy East Arbor sent out a discipline survey to parents to solicit additional feedback. Additionally, school administration will have more explicit communication on moral focus, student celebrations for positive behaviors, as well as uphold the school policies and procedures on topics such as self-defense, bullying, etc. . East Arbor is still strategizing the best and most effective method for those communication topics. The implementation of these changes will most likely take place during a schoolwide event at the beginning of

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the 17-18 school year. Additionally we anticipate having sign up posters in classrooms posters where students can sign up for self-defense events. We will also be working directly with parents and students on communicating fighting is not the appropriate next step for a disagreement and should instead be solved through discussion and through meditation.

### Student Achievement:

Based on the student achievement data there will be an increased focus on the content area of math for all students. Our first strategy is to increase overall student proficiency in math. We will conduct a gap analysis of our students in grades 3rd -6th as well as our students in the bottom quartile. Once the gaps have been identified the instructional staff and supplemental intervention staff will create student plans for re-teaching and supplemental intervention support. Common gaps will also be used when creating student groups during workshop time.

### Programs/Processes:

Teaching for Learning and School, Family and Community Relations are both strengths for East Arbor. They each carry a rating of 3.0 or above and we are able to provide multiple sources of evidence for each strand. East Arbor continues to have challenges with both Leadership for Learning and Professional Learning Culture strand. They both carry an overall rating that is below 3.0. Additionally, the areas of Organizational Management, Shared Leadership, Collective Responsibility, Student Involvement in the Assessment Process and Reflection may be hindering East Arbor from making the impact on student achievement that we need to be a successful school.

### Demographic:

The ethnicity of the East Arbor's student population has significantly higher numbers of African Americans and white students, with a small percentage of Asian and Hispanic making up the rest of the student population. Our free and reduced meal population has grown to over 40% for the first time since the school opened. We anticipate the poverty rate will continue to increase. We will closely monitor these subgroups and adjust instructional practices to fit their subgroup needs. Additionally, despite our high daily attendance rate we will continue our current practices to ensure this average isn't negatively impacted.

### CONCLUSIONS:

Based on the results of our CNA, East Arbor has identified the following areas of priority:

- 1- Increase student proficiency in math by four percentage points in math as measured by the 2018 spring M-STEP.
- 2- Reduce the achievement gap in math as measured by the 2018 spring M-STEP for students that qualify for free meals and student that were not eligible for free or reduced meals.
- 3- Increase student proficiency for all students in reading as measured by the 2018 spring M-STEP.
- 4- Increase the quality of math instruction through job embedded coaching and professional development events.
- 5- Increase the quality and quantity of math instruction.
- 6- Increase schoolwide discipline expectations and perceptions for staff and parents.
- 7- Implement more intensive and individualized supplemental interventions for students in the bottom quartile.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Through a thorough analysis of achievement (NWEA, M-STEP, and common assessments, formative assessments) demographic, programs/processes (SPR40), and perception data from parents and staff, East Arbor has identified multiple priority needs. East Arbor's goals are focused on academic proficiency with an additional focus on behavior. Through increased professional development on classroom

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management and additional parent and staff communications and behavior focused events, an increased focus on supplemental intervention support, East Arbor is confident that the needs of the all students, including students in the bottom quartile, and those that qualify for free and reduced meals.

There are multiple components to the achievement of East Arbor's schoolwide goals. While we are committed to increasing typical growth and proficiency for all students in all core content areas, based on the CNA there are identified focus areas. There is an increased focus on math, with additional attention for the student that qualify for free and reduced meals and students in the EL subgroup. All goals are aligned with the results of the CNA and were developed for all content areas.

Goal 1 41% (up from 37) percent of our students who are enrolled in the fall will be proficient in math as measured by 2018 Spring M-STEP.

Measurable Objective: The Free and Reduced Lunch subgroups will increase in proficiency by 12% in Math as measured by the state assessment by June 30, 2018.

Goal 2: 54% (up from 50) percent of our students who are enrolled in the fall will be proficient in reading as measured by 2018 Spring M-STEP.

Measurable Objective: The Free Lunch subgroup will increase in proficiency by 12% in Reading as measured by the state assessment by June 30, 2018.

Goal 3: 25% (up from 21) percent of our students who are enrolled in the fall will be proficient in science as measured by 2018 Spring M-STEP.

Measurable Objective: The Free and Reduced Lunch subgroups will increase in proficiency by 15% in Science as measured by the state assessment by June 30, 2018.

Goal 4: 30% (up from 26) percent of our students who are enrolled in the fall will be proficient in social studies as measured by 2018 Spring M-STEP.

Measurable Objective: The EL subgroup will increase in proficiency by 25% in Social Studies as measured by the state assessment by June 30, 2018.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The achievement of the goals stated above will bring more students to proficiency and close the achievement gap. The allocation of resources including Title I intervention strategies and special education resources will close achievement gaps and move all students to proficiency or college readiness.

## **Component 2: Schoolwide Reform Strategies**

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

The educational program at East Arbor is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. This school has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. These seven characteristics are as follows: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and strong home-school relations.

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, structured discipline, and a moral focus component of the curriculum based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the academy serves.

While Effective Schools Research serves as the foundation of the educational program, it has adopted a number of school wide reform strategies to ensure that it provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, uses effective methods and instructional strategies that are based on scientifically-based research, and addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

At East Arbor several research-based strategies have been adopted to move all students towards college readiness. One such strategy is the utilization of a master schedule that provides teachers with the maximum amount of instructional time possible as well as multiple opportunities to differentiate instruction in order to meet the varied learning needs of our students. Through the use of flexible grouping and differentiated instruction delivered in a daily workshop session in both reading and math, each student is challenged to achieve at a high level.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Reading: Strategies that we will implement for ALL students to increase proficiency in reading include: workshop time with differentiated instruction, alignment to the CCSS and use of curricular and assessment tools toward that end, focus on vocabulary instruction, PD on teaching reading, online tools like RAZ kids, professional development in student engagement.

Math: Strategies that we will implement for ALL students to increase proficiency in math include: workshop time with differentiated instruction, alignment to the CCSS and use of curricular and assessment tools toward that end, focus on vocabulary instruction, PD on teaching math, online tools like IXL, professional development in student engagement.

Science: Strategies that we will implement for ALL students to increase proficiency in Science: differentiation during lessons, use of interim assessments with item analysis reports for targeted instruction, professional development in student engagement, PD on teaching science, focus on vocabulary instruction.

Social Studies: Strategies that we will implement for ALL students to increase proficiency in Social Studies differentiation during lessons, use of interim assessments with item analysis reports for targeted instruction, focus on vocabulary instruction.

The school's foundation of Effective School's Research, coupled with these comprehensive schoolwide reform strategies is the means by which it ensures that all children are academically successful.

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

The results of the CNA showed that based on NWEA only 68% of students that are at or above grade level are meeting typical growth in reading. Only 15% of students in the bottom quartile are meeting typical growth. The results for math are even lower with only 50% of students that are at or above grade level are meeting typical growth in math. Only 11% of students in the bottom quartile are meeting typical growth.

East Arbor will implement the following strategies, which are aligned to the conclusions in the CNA to increase student achievement in all core content areas:

- Workshop time with differentiated instruction - allows us to target individual students or groups of students for explicit instruction aimed at closing the achievement gap
- Differentiation during lessons - meets students at their level since our data shows that there are vast differences in proficiency
- Alignment to the CCSS and use of curricular and assessment tools toward that end - adhering to these tools will address the need for our school to better adapt to the CCSS
- Focus on vocabulary instruction - allows us to target individual students or groups of students for explicit instruction aimed at closing the achievement gap
- PD on teaching each content areas - allow us to dig deeper into what students need to know in order to better prepare them and maintain proficiency levels above our local, charter and state comparisons
- Online tools like RAZ kids, IXL, etc. - meets students at their level since our data shows that there are vast differences in proficiency, differentiates for their needs
- Professional development in student engagement - allow us to target the harder-to-reach subgroups in order to close the achievement gap
- Professional development on classroom management
- Interim assessments with item analysis reports for targeted instruction - provides a wealth of detailed and timely data in order to adjust instruction to meet individual student needs and close the achievement gap

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

All students identified as needing a high level of instructional support have an individual learning plan which tracks all interventions provided as well as progress made toward proficiency. Data collected from each intervention is included in each student's plan. Academic specialists, paraprofessionals, after-school tutoring, summer learning, technology and supplemental assessments and materials provide a level of intervention for students who need the most instructional support and supports progress for all students.

**Reading:** Students in the 0-30th percentile are supported using MySidewalks, Corrective Reading, and/or Fountas and Pinnell-Leveled Literacy Intervention during reading workshop time by intervention staff. Those below the 10th percentile will receive this support in groups daily. Those between the 11th and 30th percentiles receive this added support 2-4 times a week. After school tutoring is provided for each grade level twice a week in reading and is taught by instructional staff, and summer learning which will incorporate math instruction for students indicated as below grade level.

**Math:** Interventions for students not reaching grade level proficiency in the area of mathematics are provided the following interventions: daily small group instruction from academic specialists and paraprofessionals using, twice a week tutoring for each grade level focusing on students below grade level, and summer learning which will incorporate math instruction for students indicated as below grade level.

**Science:** Interventions for students most at risk for not reaching grade level proficiency in the area of science include supplemental technology including Discovery for Kids and Brain Pop. Other resources include access to informational text from A to Z. Additionally, students indicated as below grade level are pulled for individualized support on concepts not mastered in class by the classroom teacher during independent practice.

**Social Studies:** Interventions for students not reaching grade level proficiency in the area of social studies include teachers pulling small groups to provide extra support for students performing below grade level on each common assessment for skills not mastered.

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

East Arbor Academy utilizes a variety of tools to monitor and track the progress of all students, including those students who are receiving interventions. In addition to regular common assessments designed to measure progress on objectives delivered in classrooms to all students, students who receive intervention services are assessed through aimswebPlus three times per year. These assessments drive instruction and inform teachers, academic specialists, and paraprofessionals of student progress in math and reading. Student NWEA scores are used as a measure of growth for all students twice a year. Progress monitoring for students who are not proficient in math and reading is conducted monthly using aimswebPlus. Data from these and other classroom formative and summative assessments is reviewed regularly by our Intervention staff, teachers, and leadership to monitor, review, and understand student progress toward our goal of having all students on the path toward college readiness and to ensure that students needing additional interventions (after-school tutoring, summer school, etc.) have been correctly identified.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The school is compliant with the 100% highly qualified teacher and paraprofessional requirements and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The school is compliant with the 100% highly qualified teacher and paraprofessional requirements and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

15.48% of our staff had turned over as of January 27th, 2017.

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

21 teachers out of 38 have 0-3 years of experience, 15 teachers have 4-8 years, and 2 have 9 or more years of teaching experience.

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

The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies include the following:

- Establishing close relationships with local universities and colleges with teacher education programs. Specific universities and colleges targeted for recruitment efforts include Western Michigan University, Grand Valley State University, Michigan State University, the University of Michigan - Ann Arbor, Wayne State University, Central Michigan University and Eastern Michigan University.
- Internal teacher job fair events sponsored by National Heritage Academies.
- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitate a successful transition into teaching (NHA's New Teacher Orientation and East Arbor specific training).
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program (Classroom Framework Rubric)
- Providing leadership opportunities through the grade level leader position.
- Team building activities before the school year begins along with ongoing events throughout the school year to build team culture and boost morale.
- A committee dedicated to staff morale. They gather staff feedback, plan team building events and provide opportunities for staff recognition.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.
- Teacher referral

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

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The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies include the following:

- Establishing close relationships with local universities and colleges with teacher education programs. Specific universities and colleges targeted for recruitment efforts include Western Michigan University, Grand Valley State University, Michigan State University, the University of Michigan - Ann Arbor, Wayne State University, Central Michigan University and Eastern Michigan University.
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- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitate a successful transition into teaching (NHA's New Teacher Orientation and East Arbor specific training).
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program (Classroom Framework Rubric)
- Providing leadership opportunities through the grade level leader position.
- Team building activities before the school year begins along with ongoing events throughout the school year to build team culture and boost morale.
- A committee dedicated to staff morale. They gather staff feedback, plan team building events and provide opportunities for staff recognition.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.
- Teacher referral

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

In our attempt to lower the turnover rate of highly qualified staff, we have initiated several components. Our goal is to improve culture at East Arbor and retain staff. We intend to do this by using an employee engagement committee that is dedicated to planning events and initiatives to improve staff morale and engagement. Such activities include; team outings, monthly recognition at staff meetings, staff dress down days, and surprise treats. To increase staff buy-in, we include them in the School Improvement Committee where we ask for input to help our school for the following year. In addition, we provide leadership opportunities through a grade level leadership position. We gain input from staff through frequent surveys on a variety of topics to implement changes as needed. We support new teachers with mentoring from master teachers and support from deans. The leadership team plans intentional onboarding. Leadership also intentionally plans recognition and makes a point of asking for and listening to teacher grade level and subject area preferences for the following school year.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Curriculum development in all subjects is ongoing beginning with New Teacher Orientation, five days of summer teacher development, online curricular tools training videos, weekly staff meetings, and regional curriculum training sessions. Additional regional trainings specific to science will be offered. Teachers will receive training on current curriculum used throughout the school and the updates, as well as ongoing instructional coaching from Deans. Deans will provide teachers and staff with coaching, modeling, and professional development that deepens their knowledge and skills, and provides them with improved researched-based instructional and behavioral strategies that can be implemented immediately in the classroom.

East Arbor teachers meet weekly with grade level deans for one on one meetings to discuss areas for improvement with curriculum and behavior. Grade level teams meet once a week to analyze classroom data, plan high quality instruction, and adjust any classroom behaviors that they may be having.

Teachers will learn how to use Reading Street curriculum with students in order to improve academic achievement in reading. Teachers will learn how to use the My Sidewalks and Corrective Reading intervention materials with tier 2 and 3 students in order to improve academic achievement in reading. Teachers will understand how to use these materials to supplement the Reading Street and Holt curricular tools.

Teachers will learn how to analyze, organize, and implement NWEA, M-STEP and interim data in the classroom. These activities are all driven by the results of the CNA and are carried out in support of the goals identified as priorities.

In the summer of 2017, Leadership will participate in a series of supplemental professional development workshops designed to improve instructional practices in the school. Professional development for teachers prior to the start of the school year will include Pat Quinn, the RtI Guy, aimswebPlus and Corrective Reading.

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

The faculty at East Arbor will participate in sustained and ongoing professional development through learning opportunities offered on professional development days. Also, faculty receives weekly individualized coaching and grade level team coaching with their assigned grade level dean once per week. Staff meets once per week for personal learning opportunities within the building. Lastly, the Curriculum and Instruction team meets with staff members quarterly each school year.

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

## Component 6: Strategies to Increase Parental Involvement

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

Parent involvement programs are designed by stakeholders, including representative parents, who serve on the East Arbor Charter Academy Schoolwide/Improvement Committee. This Committee, including two parents, met five times throughout the school year to work on the Schoolwide Plan. The Committee analyzes academic, demographic, perception, and program/process data in order to determine needs related to parent involvement. In addition, many parents provide input into the program design through ongoing and frequent surveys and parent meetings.

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

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the East Arbor Charter Academy Schoolwide/Improvement Committee and also by attending the annual Title I parent meetings held every year during the fall and spring. They also participate in a variety of parent committees that aide in carrying out the schoolwide plans. For example, the Staff Appreciation Committee works to improve staff morale.

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

Feedback from parents on the annual evaluation of the schoolwide plan is solicited formally through annual meetings and surveys as well as informally from principal meetings and parent teacher conferences, as well as through their participation on the schoolwide team. As mentioned earlier, two parents were present for five (5) schoolwide transition meetings during the 2016-17 school year. Parent feedback is welcomed and incorporated into the review process and the schoolwide plan and programs are adjusted accordingly. East Arbor Charter Academy utilized the NHA Voice of the Parent Survey to increase classroom safety and positive student behaviors by increasing staff training and ensuring consistent adherence to NHA policies.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		PIP PI Calendar

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

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators:

Coffee with the Principal Meetings, Parent Learning Events, information provided/discussed at conferences, provided assessment and progress monitoring results, open house, curriculum night, middles school night, access to online grades

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### 2. Provide materials and training for parents:

Handouts provided at conferences and at any Parent Learning Event as well as online. Coffee with the Principal Meetings, Parent Learning Events, information provided/discussed at conferences, provided assessment and progress monitoring results, open house, curriculum night, middle school night, access to online grades, follow-up emails after events

### 3. Training for school staff on the importance of parent involvement:

During New Teacher Orientation (NTO), during staff meetings, when reviewing school data such as Voice of the Parent Surveys and attrition rates, encouraged to solicit volunteering from parents, and coaching during one-on-one meetings.

### 4. Coordinate with parent involvement in other programs in the school:

Principal meets with committee heads monthly and as needed, parents coaches/tutors in after school programs like the science club, and reminders sent for parent involvement opportunities.

### 5. Provide information in a format that is understandable to parents:

Agendas, PowerPoint presentations, letters, newsletters, oral presentations, email, online, paper in mailers, phone calls, and reminder texts.

### 14. Provide other reasonable support as requested:

East Arbor has committed to a 24-hour communication turn-around, staff (hierarchy of office staff, paras, teachers, deans, parents) readily available to set up meetings with parents.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you assist each of these parent groups: East Arbor is ADA accessible, handicapped lane for dismissal procedure, handicapped seating provided at school events, translators available as needed, Spanish versions of school documents.

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

Parental involvement activities, and the parent involvement component of this schoolwide plan, will be part of the annual evaluation of the school wide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly each spring as part of East Arbor's continuous improvement process. Also, annual and frequent parent survey results will be analyzed as part of the program evaluation.

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

The school is able to make prompt changes when possible, directly in response to parent feedback. Some examples include dress code changes, parking lot procedures, increasing communication regarding our supplemental intervention services and adaptations to the prevalence of the moral focus curriculum in the school.

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

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The Parent Compact was developed and created by all stakeholders and includes input from Board members, school employees, and parents. During the developmental process, the proposed School-Parent Compact was shared with parent groups, including the parents serving on the East Arbor Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the East Arbor Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document.

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

Bi-annually during the parent-teacher conferences the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign in to demonstrate that they have reviewed the Compact. East Arbor collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Also during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Parent feedback on the East Arbor Parent Compact is also gathered through informal meetings with the principal, school leadership team and teachers.

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

Bi-annually during the parent-teacher conferences the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign in to demonstrate that they have reviewed the Compact. East Arbor collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Also during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Parent feedback on the East Arbor Parent Compact is also gathered through informal meetings with the principal, school leadership team and teachers.

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

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

East Arbor provides individual student academic assessment results (M-STEP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. East Arbor will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. As such, East Arbor complies with Section 1113(b)(3). East Arbor SY 2016-2017

wants parents to fully understand their child's test results so they can be an active participant in their academic success.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

East Arbor offers a variety of events and activities that allow for incoming kindergarten students to become oriented with what their school experience will be like. The Parent Ambassador, leadership team, and office staff regularly hold open houses so that families can come tour the building and have their questions answered. At different points throughout the summer leading up to their first year at East Arbor, social events are held so that the parents and students can meet the teachers and other families. The parents are provided with information in regards to activities and skills to work on throughout the summer to help prepare their child for school. In August, the kindergarten teachers hold a screening in which they meet with the students one on one to gather academic and social information so that they can better prepare for the new group of students.

Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten. Some examples of the strategies used are:

- Popsicles on the Playground (A welcome party for new families including all incoming kindergarteners)
- An Open House takes place the 2nd week of school
- Welcome Back/New Family Orientation Night is held prior to school starting
- Screen for kindergarten readiness

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

East Arbor's plan for transitioning students from preschool to kindergarten include kindergarten focused parent meetings and Open Houses. At these events, discussions will focus on:

- Basic skills children should know coming into kindergarten
- The difference between young fives and kindergarten
- The kindergarten Curriculum
- A tour of East Arbor
- Meeting the teachers and visiting the classrooms

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

Teachers have significant input into the use of school-based academic assessments. Each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including feedback on the school's academic assessments.

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

Teachers look at a variety of data points to develop a fuller picture of student learning. They analyze NWEA RIT scores, proficiency levels and growth rates. They work together as grade-level teams to analyze Unit and Interim data reports, which provide item analyses separated by test question and standard. These data provide information that teachers use to determine where to reteach or add enrichment and how to group students for differentiated learning.

## Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

### 1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

English Language Arts/Reading

Grade span: K-Eighth grade

Identification/Criteria for Selection:

- Many data points are used to determine and identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including
  - o Scoring below the 50th percentile on the NWEA or Primary Grades Assessment
  - o Scoring "not proficient" or "partially proficient" on the M-STEP
  - o aimswebPlus benchmark assessments scores showing students are below proficient
  - o Teacher recommendation
  - o Behavior results: Atypical behavior observed
  - o Interim district assessments
  - o Student class work: There is a decline or the student is not making typical growth.
  - o In-Class Formative Assessments: Student does not demonstrate mastery of concepts.
  - o Student classroom engagement: When the student becomes withdrawn and stops engaging in classroom discussion.
- All the students who are below grade level are provided additional services. In order to serve the most academically at risk students, East Arbor Academy prioritizes students who are scoring at or below the 30th percentile in a particular subject area to receive Tier 2 intervention services and students who score at or below the 10th percentile to receive Tier 3 intervention services.
- Intervention teachers and paraprofessionals providing services to students meet formally every 4-6 weeks with grade level teachers to discuss progress of students who receive intervention services. Students not receiving additional services that are falling below expectations and need additional support are also discussed.

Math

Grade Span: K-Eighth Grade

Identification/Criteria for Selection:

- Many data points are used to determine and identify students who are experiencing difficulty mastering the State's Academic achievement standards at an advanced or proficient level, including
  - o Scoring below the 50th percentile on the NWEA or Primary Grades Assessment
  - o Scoring "not proficient" or "partially proficient" on the M-STEP
  - o aimswebPlus benchmark assessments scores showing students are below proficient
  - o Teacher recommendation
  - o Behavior results: Atypical behavior observed
  - o Interim district assessments
  - o Student class work: There is a decline or the student is not making typical growth.
  - o In-Class Formative Assessments: Student does not demonstrate mastery of concepts.
  - o Student classroom engagement: When the student becomes withdrawn and stops engaging in classroom discussion.

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- All the students who are below grade level are provided additional services. In order to serve the most academically at risk students, East Arbor Academy prioritizes students who are scoring at or below the 30th percentile in a particular subject area to receive Tier 2 intervention services and students who score at or below the 10th percentile to receive Tier 3 intervention services.
- Intervention teachers and paraprofessionals providing services to students meet formally every 4-6 weeks with grade level teachers to discuss progress of students who receive intervention services. Students not receiving additional services that are falling below expectations and need additional support are also discussed.

### Science

Grade Span: K-8

Identification/Criteria for Selection:

- Few data points are used to determine and identify students who are experiencing difficulty mastering the State's Academic achievement standards at an advanced or proficient level:
  - o Scoring "not proficient" or "partially proficient" on the M-STEP
  - o Interim district assessments
  - o Student class work: There is a decline or the student is not making typical growth.
  - o In-Class Formative Assessments: Student does not demonstrate mastery of concepts.
  - o Student classroom engagement: When the student becomes withdrawn and stops engaging in classroom discussion.
- Teachers pull small groups to provide extra support for students performing below grade level on each common assessment for skills not mastered.

### Social Studies

Grade Span: K-8

Identification/Criteria for Selection:

- Few data points are used to determine and identify students who are experiencing difficulty mastering the State's Academic achievement standards at an advanced or proficient level:
  - o Scoring "not proficient" or "partially proficient" on the M-STEP
  - o Interim district assessments
  - o Student class work: There is a decline or the student is not making typical growth.
  - o In-Class Formative Assessments: Student does not demonstrate mastery of concepts.
  - o Student classroom engagement: When the student becomes withdrawn and stops engaging in classroom discussion.
- Teachers pull small groups to provide extra support for students performing below grade level on each common assessment for skills not mastered.

## **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

English Language Arts/Reading

Grade Span: K-8

Interventions:

- Daily workshop (classroom teachers) with DI in the classroom
- push-in/pull-out support from interventionists based on early identification with aimswebPlus benchmark testing
  - o Tier 3 - daily for a minimum of 30 minutes each session

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- o Tier 2 - 2-4 times per week for a minimum of 30 minutes each session
- o MySidewalks curriculum for K-5; Corrective Reading for 6-8
- after school tutoring
- summer school
- access to differentiated online tools facilitated by classroom teachers

### Math

Grade Span:K-8

Interventions:

- Daily workshop (classroom teachers) with DI in the classroom
- push-in/pull-out support from interventionists based on early identification with aimswebPlus benchmark testing
- o Tier 3 - daily for a minimum of 30 minutes each session
- o Tier 2 - 2-4 times per week for a minimum of 30 minutes each session
- o Supplemental Math Expressions curricular tools for K-5; IXL, Khan Academy and supplemental Big Ideas curricular tools for 6-8
- after school tutoring
- summer school
- access to differentiated online tools facilitated by classroom teachers
- 

### Science

Grade Span: K-8

Interventions:

- Project based learning to support various learning types and build on students' strengths
- Classroom teachers assist students on lesson objectives not mastered during independent work time. This time is used so students who are not mastering lesson objectives can receive extra support from classroom teachers. This occurs daily for 20 minutes.

### Social Studies

Grade Span:K-8

Interventions:

- Project based learning to support various learning types and build on students' strengths
- Classroom teachers assist students on lesson objectives not mastered during independent work time. This time is used so students who are not mastering lesson objectives can receive extra support from classroom teachers. This occurs daily for 20 minutes.

After students who are having difficulty mastering the State's academic achievement standards at an advanced or proficient level are identified, various interventions are put into place including, daily small group workshop instruction delivered by classroom teachers, academic specialists, and paraprofessionals, after school tutoring, and daily use of supplemental curricular tools for math and reading. Additionally, Summer Learning programs will be implemented for students who are at risk of not meeting standards for proficiency on the State achievement assessment. An individualized learning plan template is completed for each student in order to track participation and progress in selected interventions.

East Arbor Academy has implemented many programs and interventions to serve students at risk of academic failure, as well as students with special needs. These interventions provided to students in need of timely and additional assistance are evaluated for their effectiveness in helping students master the State's academic achievement standards. These interventions include activities that are inside and outside the regular classroom. The following interventions are provided to risk students in the classroom:

- Daily small group instructions by regular classroom teacher and supplemental staff.

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- Daily differentiated instruction in the classroom
- At-risk support from paraprofessionals. Paraprofessionals work with identified students daily during school day hours under the direct supervision of a certified teacher. They provide one-on-one or small group instruction for eligible students within the regular classroom, working with the most academically at-risk students in order to increase student achievement in two content areas. Paraprofessionals work with students on skills identified through NWEA data and/or aimswebPlus benchmark testing in a daily workshop format. In addition, paraprofessionals deliver interventions such as Reading Street's "My Sidewalks" academic intervention tools during workshop.
- At-risk support from Academic Specialists. Academic Specialists work as co-teachers or in pull-out groups each day in the classrooms where students are identified as the most academically at-risk students. The students are identified as eligible for intervention services through the use of assessments and eligibility criteria set by East Arbor Academy in order to increase students' achievement in two content academic areas. Academic Specialists deliver supplemental grade level curriculum daily in two of the four content areas to all students who are currently at greatest risk of not meeting grade level objectives. Additionally, Academic Specialists deliver interventions such as Reading Street's "My Sidewalks" academic intervention tools during workshop.
- Supplemental additional learning resources will be offered daily to all students who are not mastering the State's academic achievement standards. These resources include RAZ Kids, MySidewalks, Corrective Reading, IXL, and Khan Academy. Using each child's individualized Learning Plan template, classroom teachers, Academic Specialists, and paraprofessionals will create a learning plan for each child as well as track student progress on the above listed programs and interventions. Data collected from each intervention will be included in each student's data notebook and shared with parents in bi-monthly progress reports.
- East Arbor also provides additional time for identified at risk students to master the State's academic standards. These opportunities include the following interventions:
  - o After school tutoring which is provided for students who are classified as being at-risk. The tutoring program is provided for one hour after school, two days a week per grade level and focuses on the individual students' needs in order to increase student achievement in all four content academic areas. This is communicated to parents through emails and letters sent from the school.
  - o Summer Learning Program. This program is implemented to provide additional academic support for at-risk students to prevent summer learning loss. The program combines enrichment courses to increase academic proficiency for at-risk students. Parents were sent an invitation letter and were notified when they were accepted into the program.

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

An individualized, differentiated learning plan is completed for each child currently at risk of not meeting standards at a proficient or advanced level. Progress toward proficiency is tracked on these plans from classroom assessments and interventions that take place within the classroom, as well as the progress monitoring tracked through aimswebPlus. Each Learning Plan is tracked through the use of an individual student data notebook. Differentiation of instruction to address individual student academic needs is evident in classrooms at East Arbor Academy. This is done through reading and math workshop both with the classroom teacher and academic specialists. Teachers use the NWEA RIT bands and scores and aimswebPlus benchmarking data to analyze individual student needs and develop programs and groups for each student. The use of explicit instruction, cooperative learning, reader's notebooks and conferencing with specific feedback also enhances individualized student instruction. Academic specialists and paraprofessionals supplemental curricular tools in small group workshop depending on individual student need. Leveled libraries are utilized in classrooms to increase reading proficiency for all students. Teachers also utilize the advanced and intervention materials provided with the curricular materials to support individualized student needs.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

East Arbor ensures that the use of all federal, state, and local funds are coordinated to ensure intentional focus on the schoolwide goals, strategies, and action activities identified in this schoolwide plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from federal, state, and local sources to support the goals identified in the schoolwide plan. East Arbor is a K-8 public school academy and does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future their use will be coordinated along with all other available funds through the school's schoolwide plan.

General/Local (Board) funds are used to support the schoolwide plan by providing staff wages and benefits, textbooks, curricular tools, computers, office equipment, supplies and materials, building costs, maintenance, utilities, and professional development.

IDEA/Special Education funds are used to support the schoolwide plan by providing special education teacher and support staff wages and benefits.

Title I Part A funds are used to support the schoolwide plan by providing supplemental staff wages and benefits, summer learning, tutoring, intervention supplies and materials, and professional development.

Title IIA funds are used to support the schoolwide plan by providing supplemental professional development and are also transferred into Title I Part A to support the supplemental intervention program.

Section 31a funds Title I Part A funds are used to support the schoolwide plan by providing supplemental staff wages and benefits, summer learning, tutoring, intervention supplies and materials, and professional development.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

East Arbor uses several resources to implement the required schoolwide plan components. Title I and Section 31a funds provide supplemental services to students. Professional development programs, supplemented with funding available through Title IIA, are also used to implement the school's schoolwide plan. A complete list of support can be found below.

Components 2, 3, 4, 5, 6, 7, 8, and 9 - Resource: IDEA, Charter School Grant, state/general and Local Funds

Description of support provided: Admissions representative (general), teachers (general, IDEA), and the school leadership team (general) will work in collaboration to support student achievement. Staff will be provided job-embedded professional development to increase teaching  
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East Arbor Charter Academy

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effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience. Textbooks and curricular tools, computers and office equipment, supplies and materials, professional development, and supplement online subscriptions will be used to support whole group and small group instruction for all students.

Components 1, 2, 3, 6, 9, 10 - Resource: Title I, Part A Funds

Description of support provided: Supplemental intervention staff, targeted summer learning programming, tutoring, supplemental intervention supplies and materials.

2017-18 Estimated Allocation Amount: \$107,463

Components 1, 2, 4, 5, 9, 10 - Resource: Title II, Part A Funds

Description of support provided: Professional development relevant to the schoolwide plan and transferability to support Title I, Part A.

2017-18 Estimated Allocation Amount: \$22,253

Components 1, 2, 3, 9, 10 - Resource: Section 31a Funds

Description of support provided: Supplemental intervention staff, targeted summer learning programming, tutoring, supplemental intervention supplies and materials.

2017-18 Estimated Allocation Amount: \$169,289

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

While funding will not be consolidated, the school's entire educational program is supported by the Schoolwide Plan; this includes supplemental programs. Since the school is a single-school, K-5 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

## **Evaluation:**

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

East Arbor annually evaluates the implementation of its school improvement efforts through its school improvement process which includes demographic, programs/process, academic and perception survey (parent and staff) data collection and analysis to gauge the impact of its school improvement plan on meeting identified needs. The school improvement process is an ongoing, cyclical effort that encompasses the following:

- 1) capturing, analyzing, and reporting data;
- 2) prioritizing needs based on data;
- 3) communicating priorities;
- 4) organizing and implementing specific action in accordance with priorities; and
- 5) evaluating progress.

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

East Arbor's Schoolwide Improvement team and the staff analyze, MI-SAAS, and NWEA data to evaluate results and determine if goals are met. Appropriate supports will be put into place to support students not making appropriate gains.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

While East Arbor regularly assesses its needs and student academic performance data to gauge the impact of the schoolwide program, the school improvement process is an ongoing, cyclical effort that encompasses the following:

- 1) capturing, analyzing, and reporting data;
- 2) prioritizing needs based on data;
- 3) communicating priorities;
- 4) organizing and implementing specific action in accordance with priorities; and
- 5) evaluating progress. To determine if the schoolwide program is effective, a key piece is the consideration of whether achievement gaps are closing between students who are furthest from achieving the standards and their at or above grade level peers.

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

The improvement process at East Arbor will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, Board meetings, staff meetings, parent meetings and in-service days will be used to provide opportunities for  
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all stakeholders to be involved in the revision and evaluation process.