



Single Building District Improvement Plan

South Arbor Charter Academy

South Arbor Charter Academy

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TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction	9
Improvement Planning Process	10
School Data Analysis	
Introduction	12
Demographic Data	13
Process Data	15
Achievement/Outcome Data	18
Perception Data	23
Summary	26

Single Building District Additional Requirements Diagnostic

Introduction 28
Single Building District Additional Requirements Diagnostic..... 29

Title I Targeted Assistance Diagnostic

Introduction 34
Component 1: Needs Assessment..... 35
Component 2: Services to Eligible Students..... 37
Component 3: Incorporated Into Existing School Program Planning 38
Component 4: Instructional Strategies..... 39
Component 5: Title I and Regular Education Coordination 42
Component 6: Instruction by Highly Qualified Staff 43
Component 7: High Quality and Ongoing Professional Development/Learning..... 44
Component 8: Strategies to Increase Parental Involvement..... 45
Component 9: Coordination of Title I and Other Resources..... 50
Component 10: Ongoing Review of Student Progress..... 52
Evaluation 54

South Arbor Charter Academy 2016-2017 SIP

Overview..... 56
Goals Summary..... 57
 Goal 1: All students at South Arbor Charter Academy will become proficient in ELA..... 58
 Goal 2: All students at South Arbor Charter Academy will become proficient in Math..... 60
 Goal 3: All students at South Arbor Charter Academy will become proficient in Science..... 63

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Our school is the rural part of Ypsilanti. Sometimes the distance from the city makes transportation a challenge for our families. We have diversity in where our students are from; most are from the Lincoln School District, but some students come from up to 30 minutes away. All of our students are driven by parents or by caregivers as we do not have buses.

Our students come from a range of backgrounds with approximately 65% Caucasian, 15% Asian, 15% African American, and 5% from other backgrounds.

Our EL population has been increasing with approximately 25 different languages spoken by our families.

Now that all local districts have an option for school of choices, there is more "competition" for students.

School's Purpose

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

Vision Statement: To better educate more children

Mission Statement: Challenging each child to achieve: Academic Proficiency, Moral Integrity, Personal Responsibility.

Notable Achievements and Areas of Improvement

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

South Arbor has earned Eagle Awards for academic results. Central Michigan University has recognized us as a top achieving school. National Heritage Academies has recognized us as a 4-Star School of Excellence (the highest possible award). Enrollment has remained relatively steady. We have achieved this by being consistent with planning and teaching. Time is on task.

While our student mobility rate is lower than other NHA schools, we would like to have fewer students leaving at the end of each year. We have had a slightly negative trend in achievement in Social Studies. More or updated resources may be helpful in addition to a scope and sequence (blueprint) for younger grades.

Additional Information

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

N/A

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 ensures that a variety of stakeholders are part of the development of the SIP. All stakeholders are encouraged to participate in the school improvement process by attending SIP meetings both during the regular school day and in the evenings, as well as providing feedback through written surveys. Roles of each stakeholder and the process are discussed in detail at the initial SIP meetings.

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

- Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.
- Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.
- Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.
- Students do not participate on the planning team as the school serves students in grades K-8.

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 staff, parents, and the Board each year 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. Then, the Committee meets regularly throughout the school year to monitor and evaluate the plan and updates are shared on a regular basis.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

The number of students enrolled has not experienced any significant changes over the last three years. The percentage of students who receive Free or Reduced Lunch has also remained relatively constant since 2013-14. The percentage of EL students has increased from 3% in 2013-14 to 9% in 2015-16. The percentage of IEP students has increased from 2% in 2013-14 to 6% in 2015-16.

Student Demographic Data

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

The Average Daily Attendance has increased as of 10/16/15, however the Average Daily Attendance has remained constant over the previous three years.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The number of In School Suspensions has decreased from 21 in 2012-13 to 13 in 2014-15. The number of Out of School Suspensions has decreased from 29 in 2012-13 to 25 in 2014-15. The number of referrals per student has decreased from 2.3 in 2013-14 to 1.2 in 2014-15. Male students receive significantly more discipline than female students.

4. What actions have been taken to address identified challenges with student demographic data

Student Demographic Data

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

We hired a full-time EL teacher that started in January 2016. We anticipate that more direct service time will positively impact our students. Teachers are the first line of defense at communicating with families when absences become excessive. If absences/tardies continue to happen, the administrative team communicates with the family to come up with an attendance plan and to encourage better attendance at school. Information has also been shared with all families through our school newsletter. We will continue to use a positive behavioral support system in classrooms to encourage positive behaviors. We will consider a staff training on how to better engage boys in the classroom to help cut down on the number of male discipline referrals.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

The years of teaching and administrative experience does impact student achievement. New leaders often struggle with providing their staff with effective development and coaching. The leadership's PD plan is based on the administrators' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of teaching experience does impact student achievement. New teachers often struggle with classroom management. The school plans PD events around teachers' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. It is critical for the school leader to have a constant presence in the building to support the staff, students, and parents. Without this direct support, behavior issues arise and the effectiveness of instruction is impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. Having a teacher absent from their classroom disrupts the learning environment, pacing, and rigor. Typically substitute teachers are used when a teacher is absent. The quality of these substitute teachers varies greatly and as a result, effective instruction does not always occur when a teacher is absent, and that has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

We have had an increase in teacher turn over the past two years, and that may be leading to a decrease in the areas of loyalty. In addition, NHA has recently changed compensation and insurance plans. We remain committed to providing support to our new teachers.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The following strands were strengths for South Arbor Charter Academy:

- Curriculum
 - o Indicator B: Coherence
- Instruction
 - o Indicator C: Instructional Design
 - o Indicator E: Learning Environment
 - o Indicator F: Reflection
- Assessment
 - o Indicator G: Assessment System
 - o Indicator H: Shared Understanding
 - o Indicator I: Data Analysis and Decision-Making
 - o Indicator J: Student Involvement in the Assessment Process
- Instructional Leadership
 - o Indicator K: A Vision For Learning
 - o Indicator L: Guidance and Support for Teaching and Learning
 - o Indicator M: Results-Focused
- A Culture for Learning
 - o Indicator N: Safe and Supportive Environment
 - o Indicator O: Shared Leadership for Learning
- Organizational Management
 - o Indicator P: Communication Systems
 - o Indicator Q: Intentional Practices
 - o Indicator R: Resource Allocation
- Professional Learning System
 - o Indicator U: Purposeful Planning
- Communication
 - o Indicator W: Approaches and Tools
 - o Indicator X: Cultural Responsiveness
- Engagement
 - o Indicator Z: Partnerships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Single Building District Improvement Plan

South Arbor Charter Academy

The following strands were challenges for South Arbor Charter Academy:

- Curriculum

o Indicator B: Coherence

- Instruction

o Indicator D: Effective Instructional Practices

- Professional Learning Culture

o Indicator S: Collaborative Teams

o Indicator T: Collective Responsibility

- Professional Learning System

o Indicator V: Impact of Professional Learning

- Engagement

o Indicator Y: Learning Opportunities

12. How might these challenges impact student achievement?

Having effective instructional practice and curriculum, having a professional learning culture and system, having all staff fully engaged and collectively responsible is important to have an effective learning environment that improves student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Using resources to develop a coherent curriculum and instruction, using the SIP data to drive decision making, and creating a shared leadership for learning will all assist with increasing academic achievement. In addition, we are committed to providing differentiated instruction to meet individual student needs.

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

All qualified students, including students with disabilities, are provided access to supplemental intervention programs and supplemental support from supplemental staff to increase academic achievement for all at risk students.

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

Bridge books will be offered to all students Summer 2017.

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

Single Building District Improvement Plan

South Arbor Charter Academy

Students are identified to participate in extended learning opportunities through student data reviews. The most academically at risk students are prioritized for program participation. Extended learning opportunities are shared with students and parents through school newsletters, parent letters, and student invitations to participate in extended learning opportunities, parent meetings, and teacher- parent conferences.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Evidence of implementation of Common Core State Standards will come in multiple Common Core State Standards will be loaded in every teacher's gradebook. These standards will be reported out to parents and students in progress reports and report cards. Professional Development for teachers in the summer and fall will be entail a deep dive into the Common Core standards. Furthermore, assessment evidence will also aligned to the Common Core Standards from classroom assessments and NWEA assessment reports.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

With the exception of sixth grade (at 79% proficiency) all grades are at 80% or higher for proficiency. Fifth grade is the highest grade proficient, which is at 91%.

19b. Reading- Challenges

Students that qualify for free lunch are 14% below in proficiency than students that do not qualify for free lunch.

19c. Reading- Trends

Trend data is unavailable due to the change to the M-Step.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Overall, the proficiency data is very positive; however, the transition to the M-Step hinders the ability to see accurate trends and/or make accurate comparisons to data from previous years.

20a. Writing- Strengths

Due to the M-Step, reading and writing are now combined to ELA.

20b. Writing- Challenges

Due to the M-Step, reading and writing are now combined to ELA.

20c. Writing- Trends

Due to the M-Step, reading and writing are now combined to ELA.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Due to the M-Step, reading and writing are now combined to ELA.

21a. Math- Strengths

Single Building District Improvement Plan

South Arbor Charter Academy

Fourth and sixth grade are both 87% proficient. With the exception of eighth grade (77%) and fifth grade (73%) all grades are in the 80s for proficiency.

21b. Math- Challenges

Students that qualify for free lunch are 22% below in proficiency than the students that do not qualify for free lunch.

21c. Math- Trends

In the 2012-13 school year student proficiency was 72%, which increased to 74% in the 2013-14 school year, and increased again in the 2014-15 school year to 82%.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All grades are at or above 73% proficient.

22a. Science- Strengths

Male students increased 8% from 2013-14 to 2014-15.

22b. Science- Challenges

Female students dropped 3% from 2013-14 to 2014-15, while male students increased 8% during this same timeframe.

22c. Science- Trends

In the 2012-13 school year student proficiency was 22%, which increased to 45% in the 2013-14 school year, and increased again in the 2014-15 school year to 48%.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This was the first year that seventh grade students were tested and they had 54% proficient, while fourth grade was also tested for the first year and they only had 41% proficient.

23a. Social Studies- Strengths

Female students increased 6% from 2013-14 to 2014-15.

23b. Social Studies- Challenges

Male students dropped 7% from 2013-14 to 2014-15, while female students increased 6% during this same timeframe.

23c. Social Studies- Trends

In the 2012-13 school year student proficiency was 45%, which increased to 52% in the 2013-14 school year, and increased again in the 2014-15 school year to 51%.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This was the first year that eighth grade students were tested and they had 55% proficient, while fifth grade was also tested for the first year and they only had 48% proficient.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

N/A

24b. Student Perception Data

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

N/A

24c. Student Perception Data

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

N/A

25a. Parent/Guardian Perception Data

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

The overall highest level of satisfaction is "Likelihood to Enroll Next Year," which is at 84%.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction is "Discipline is Effective," which is at 49%.

25c. Parent/Guardian Perception Data

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

Parents may not be aware of actual data, and their answers may be based on hear-say or perceptions rather than facts. Questions may be difficult for them to understand what is really being asked. We will address these issues in upcoming school newsletters to increase their background knowledge and make them more informed.

26a. Teacher/Staff Perception Data

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

The overall highest level of satisfaction is tied at 82% in "Have Notified of Progress," and "Principal is Committed to School."

26b. Teacher/Staff Perception Data

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

The overall lowest level of satisfaction is "Morale in School is High," which is at 41%.

26c. Teacher/Staff Perception Data

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

There are systems put in place to increase employee engagement. We are using observational tools now that are deliberate and consistent, and are used throughout the school culture, which allows us to calibrate what we agree solid instructional practices should look like. We also now have several types of meetings. There are grade level team meetings that meet weekly, there are O3s, and there are focus group meetings and weekly school meetings.

27a. Stakeholder/Community Perception Data

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

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27b. Stakeholder/Community Perception Data

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

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27c. Stakeholder/Community Perception Data

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

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

Summary

28a. Summary

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

The total number of students enrolled has not experienced any significant changes in enrollment over the last three years. The percentage of students who receive Free or Reduced Lunch has also remained relatively constant since 2013-14. The percentage of EL students has increased from 3% in 2013-14 to 9% in 2015-16. The percentage of IEP students has increased from 2% in 2013-14 to 6% in 2015-16. The student mobility rate has remained relatively constant from 2012-13 to 2014-15, although there was a slight improvement over the previous school year. The Average Daily Attendance has increased as of 10/16/15; however, the Average Daily Attendance has remained constant over the previous three years. The number of In School Suspensions has decreased from 21 in 2012-13 to 13 in 2014-15. The number of Out of School Suspensions has decreased from 29 in 2012-13 to 25 in 2014-15. The number of Referrals per student has decreased from 2.3 in 2013-14 to 1.2 in 2014-15. Male students receive significantly more discipline than female students. Science needs the most improvement out of all the subject areas tested because it is only at 48% proficient.

28b. Summary

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

We will continue to make sure that all the students know what the behavior policy is and in turn making sure the parents are on the same pages.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School will prioritize their schoolwide goals to address these identified challenges.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	https://www.nhaschools.com/schools/southarbor/Lists/School%20Operations%20Documents/South%20Arbor%20Annual%20Education%20Report%202015-16%20FINAL.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

Single Building District Improvement Plan

South Arbor Charter Academy

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached South Arbor 2016-17 Parent Involvement Plan	South Arbor 2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	NEED FROM HANDBOOK	South Arbor Compact 2016-17

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

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

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

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

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

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

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

Single Building District Improvement Plan

South Arbor Charter Academy

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	See state-approved technology plan on file.	

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

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	See state-approved technology plan on file.	

Single Building District Improvement Plan

South Arbor Charter Academy

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

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

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

- A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. It includes a review of a variety of data from the following categories:

1. Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis)
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, School Quality Review findings (if appropriate), MI-SAAS, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc. This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback:

i. Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.

ii. Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.

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

- The comprehensive needs assessment data was used to develop Title I, Title II, and Section 31a programs and services. The program and services are outlined in detail in the goals sections as well as in the schoolwide reform strategies.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

- The school utilizes many data points to identify at-risk students, or students who need timely and additional assistance, including: 1) failing the MEAP, 2) scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment, and 3) teacher recommendation. Academic progress is monitored through these methods as well as the formative assessment process. Students are exited from these programs based on their progress against the aforementioned three factors.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

- The following objective criteria are established to generate the list of eligible students in grades 3-8: 1) failing the MEAP, 2) scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress, and 3) teacher recommendation.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

- The following objective criteria are established to generate the list of eligible students in grades K-2: 1) scoring below the 50th percentile on the Northwest Evaluation Association Primary Grades Assessment, and 2) teacher recommendation.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The supplemental services provided to eligible students in the four core academic areas include: > supplemental instructional positions, supplemental supplies and materials including subscriptions and technology.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

- A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. The identification and prioritization of needs for students who qualify for Title I, Part A services is included in this analysis. Specific instructional strategies, supplemental interventions, and extended learning programs are included in the School Improvement Plan.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

The school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teacher and school leadership with sufficient information on which to base effective assistance. Teachers utilize the formative assessment process to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible groupings in order to meet each student's individual learning needs.

Supplemental intervention services are provided to students that are having difficulty mastering State academic achievement standards through differentiation in the classroom. If the school has student that are identified as neglected or delinquent, they will use the Comprehensive Needs Assessment data to develop neglected programs and services.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The school's educational program 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.

One research-based schoolwide reform strategy that has been adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. The school uses differentiated instruction through implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. As such, the school differentiates instruction in order to address the needs of all children in the school--particularly those at risk of not meeting challenging State standards.

By implementing differentiated instruction as a schoolwide strategy, it allows teachers to use a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all students to the general education curriculum. This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Teachers differentiate instruction by incorporating a variety of teaching strategies including direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.) Additionally, teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher. By using these multiple strategies, teachers are able to meet the needs of students' various learning styles.

Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the instructional team to ensure students are receiving the most effective instruction. School leadership supports differentiated instruction by including additional professional development opportunities for teachers through conferences, workshops, and team meetings.

Another research-based schoolwide reform strategy that has been adopted is the development of what Richard DuFour calls a Professional Learning Community. The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning.

The focus on student learning drives discussions in which teachers examine how students learn and where learning gaps are for each of their students. Through these discussions teachers are better able to understand the whole student and not just their achievement in a certain content area.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate student learning goals and track student progress through the formative assessment process. The school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success as they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals--which align with the State's Grade Level Content Expectations--teachers can effectively provide feedback on student learning through the use of formative assessment. Since teachers have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school

Single Building District Improvement Plan

South Arbor Charter Academy

works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

The needs assessment reveals that students as a whole are struggling in the content areas of science and social studies. It is a priority to bring all students up to grade level and surpass all state targets of performance. The school will use the strategies outlined above to address the needs of all students and will utilize staff and supplemental programs to provide additional support to the students who need it most. Please see the schoolwide goals which are aligned to the Comprehensive Needs Assessments and specifically target struggling students and specific content standards.

The school's foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Summer learning program - The extended supplemental learning program includes the extended program, which is research-based and aligned with the school's curriculum, provides students with additional learning time so they can master grade level content.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

- Students are not pulled for supplemental support during core instruction as evidenced by grant funded staff schedules.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

- The school's Title I, Part A program coordinates with and supports the regular education program. The program provides supplemental services designed to support the regular education program through individualized and extended learning opportunities to students, including limited English proficient students, who are most at risk of failing state standards. In addition, services are provided to assist preschool children in the transition to elementary school.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

- The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition. For example:

-Popsicles in the Park (school wide summer fun at the park for new students to meet staff members and other students making a similar transition)

-A welcome party for new families including all incoming kindergarteners

-An Open House will occur prior to the school year in which students will meet their classroom teachers.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	The school is compliant with the 100% paraprofessional requirement 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 regarding this.	Yes	The school is compliant with the 100% teacher requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

- The principal and the Intervention Service Coordinator receive professional development on Title I Part A, including allowability, evaluation, and student eligibility criteria through their Grants Consultant, the Grants Compliance Requirements Website, and the Intervention Services Scorecard. If there are additional needs during the school year, additional professional development activities will be provided.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

PD is sustained and ongoing through grade level meetings, and schoolwide professional development events. Staff complete surveys after each professional development to assess the content of each training. Grade ongoing and sustained job-embedded professional development. Deans monitor and observe implementation throughout the year through observations, coaching, modeling, and continuous feedback.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Attached South Arbor 2016-17 PD Plan	South Arbor 2016-17 PD Plan

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

- Design of Targeted Assistance Program Plan: Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Committee. The Committee analyzes academic, perception, and process data in order to determine needs related to parent involvement. In addition, parents provide input into the program design through several surveys and parent meetings.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the school improvement team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals. Parents that volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshop and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	- Feedback from parents on the annual evaluation of the targeted assistance program plan will be solicited formally through annual surveys and meetings surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the SIP team. The parent feedback will be incorporated into the review process and the targeted assistance program plan and programs will be adjusted accordingly.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

- Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f): Section 1118 (e) - Building Capacity for Involvement

1118 (e) (1) - The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. The school complies with Section 1118 (e)(1) as follows: Parents will have the opportunity to learn about the following during Parent Learning Events, Coffee with the Principal, and

Single Building District Improvement Plan

South Arbor Charter Academy

other Parent Meetings: the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress and work with educators to improve achievement for their children. The school will also hold Parent Teacher Conferences twice per year, and teachers will communicate opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child(s) education via school email, teacher and principal newsletters, and School Reach (automated communication system).

1118 (e) (2) - The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. The school complies with Section 1118 (e)(2) as follows: This is done in myriad of ways, one of which is the Back to School event held in August each year, in which families will receive a school calendar and information regarding additional services offered by the school; they will also have access to their child(ren)'s teacher(s), and will receive print materials to help them understand the opportunities for parent involvement during the school year. Another way that the school reaches parents is through monthly newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. These newsletters are distributed via email, the school's website, and in print form available in the school's front office. Additionally, the principal hosts informal "Coffee with the Principal" meetings. Further, the school holds two annual parent-teacher conferences, which are very well-attended, but parents are always welcome to schedule additional time with school staff to discuss these and any other topics as needed. Another way in which parents are provided with materials and training to enable and empower them to help their children increase their achievement is through parent learning events. All parents are invited to these events to help them better understand their key role in their child(ren)'s education. Finally, all parents are invited to attend the Title I Parent Meetings held at least twice per school year. The meetings will always include the following agenda items, but will be expanded based on student needs:

- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview
- Title I Parent Involvement Policy Review
- Teacher-Parent-Student Compact Review
- Homeless Dispute Resolution Process

1118 (e) (3) - The school takes seriously its commitment to educating teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The school complies with Section 1118 (e) (3) as follows: Educators receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. The school solicits the assistance of parents through its parent nights and surveys so that they are part of the conversation around educating all school staff on the value and utility of the contributions of the parent population. Further, the school's Director of School Quality provides the school leadership team with ongoing support related to these key areas of parent/school development, and in turn, the leadership team provides weekly observations and one-on-one coaching for teachers which includes coaching around meaningful parent involvement and family engagement to increase academic achievement. Teachers are encouraged to keep open lines of communication with parents, to work with them as partners in every student's education, to participate and volunteer for parent events and programs, and to build and maintain positive relationships between families and the school.

1118 (e) (4) - The school coordinates and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and/or public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Single Building District Improvement Plan

South Arbor Charter Academy

The school complies with Section 1118 (e)(4) as follows: One of the duties of the school's social worker is to coordinate and integrate the parental involvement program at the school with activities and resources in the community by attending meetings with local agencies monthly, maintaining regular contact with community services resources and not for-profit counseling and young person's groups such as The Boys and Girls Club and the YMCA. Additionally all staff are expected to educate the whole child by encouraging and supporting parents to fully participate in their child's education. Staff does this by being available via phone, email and for in-person meetings, and also more formally through parent and family events. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition.

For example:

- Popsicles on the Playground (school wide summer fun at the school playground for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

1118 (e) (5) - The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. The school complies with Section 1118 (e)(5) as follows: The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities.

1118 (e) (14) - The school provides such other reasonable support for parental involvement activities under this section as parents may request. The school complies with Section 1118 (e)(14) as follows: The school solicits feedback from parents about support they may need via surveys, meetings, and informal communication. If requested by parents, the school will provide parents of identified Title I students additional opportunities for regular meetings to offer suggestions and to participate in decisions that impact their child's education such as during the already regularly scheduled monthly parent/principal meetings.

Section 1118 (f) - The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. The school complies with Section 1118 (f) as follows: the school provides individual student academic assessment results (MEAP, 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. The school 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. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success. The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities. Outlined below and within the Parent Involvement Plan are several parent involvement activities and strategies that will be implemented throughout the school year. Parent involvement activities and strategies that will be implemented throughout the school year include:

Popsicles on the Playground, Parent Information Meeting with Principal, Summer Learning Activity Newsletters, Back to School Open House, Parent Orientations, Title I Parent Meeting, Parent Teacher Conferences, Parent SIP Meeting, and Principal Newsletters, Dean Newsletters,

Single Building District Improvement Plan

South Arbor Charter Academy

and Teacher Newsletters, Additional activities will be added as needed. Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents through parent teacher conferences, access to teachers and administrators via phone, email and in person, parent trainings, and other individualized ways according to parent needs; 2) provides materials and training to help parents work with children to improve their achievement during family engagement and parent involvement events, meetings with school leadership and teachers, parent teacher conferences and other individualized ways according to parent needs; 3) trains teachers and other required staff in the importance of and how to partner with parents during staff professional development days, through coaching with new teacher mentors and school leadership, and via online courses provided by the management company; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language via text, SchoolReach, phone call, email, letters home and face-to-face meetings with school staff; and 6) provides full opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports; and 7) provides other reasonable support for parental involvement activities as parents may request. The school uses all necessary means to ensure that all parents receive opportunities to be involved at the school and that they are provided information in a format that is useful to them. As such, the school complies with NCLB Sections 1118(e) 1-5 and (14) and Section 1118 (f).

5. Describe how the parent involvement activities are evaluated.

- Parental involvement activities, and the parent involvement component of this targeted assistance plan, will be involved in the annual evaluation of the SIP plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the targeted assistance plan and programs will be adjusted accordingly. Also, annual parent survey results will be analyzed as part of the program evaluation.

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

- The School-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 School Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the School-Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Attached	South Arbor Compact 2016-17

8. How does the school provide individual student academic assessment results in a language parents can understand?

- The school provides individual student academic assessment results (MEAP, 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. The school will accomplish

Single Building District Improvement Plan

South Arbor Charter Academy

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, the school complies with NCLB Section 1118. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Parent Involvement Policy - NEED FROM HANDBOOK Attached South Arbor 2016-17 Parent Involvement Plan	South Arbor 2016-17 Parent Involvement Plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

In accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during 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. 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. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

- The school uses several resources to implement the required Schoolwide plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's Schoolwide Plan. A complete list of support can be found in below.

Components 2,3,4,5,6,7,8, and 9 - Resources: IDEA, state/general and local funds

Support provided: Admissions representative (general), teachers (general and 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 effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience.

Components 1,2,3,6 and 9 - Resources: Title IA

Supplemental support provided: Paraprofessional, Academic Specialist, supplemental supplies and materials including subscriptions and technology.

Components 1,2,4,5 and 9- Resources: Title IIA

Supplemental support provided: Paraprofessional

Component 1, 2, 3, 4, 5, 6, and 9 - Resources: Title III Funds

Supplemental Support Provided: Professional development on English Learner strategies, Software and progress monitoring tools, Instructional coaching support, ESL certification reimbursement, fees associated with a Title audit, and English instruction for EL parents including supplies and child care.

Components 1,2,3, and 9- Resources: Section 31a

Supplemental support provided: Paraprofessional, At Risk Teacher, supplies and materials including subscriptions

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: 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-8 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

Single Building District Improvement Plan

South Arbor Charter Academy

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.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

- Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school utilizes many data points to throughout the year to monitor the progress of students participating in the Title I program:

- 1) The Northwest Evaluation Association test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- 2) Each year, MEAP scores are analyzed to determine student proficiency
- 3) Formative assessments are given throughout the year to measure mastery of state standards.

When students have mastered content (as measured by progress monitoring tools, MEAP, and NWEA) they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff. Students are exited from the Title I program or receive additional, more intense services based on their progress against the aforementioned three factors.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

- The school provides assistance in enabling participating children to meet the State's challenging student achievement standards in all content areas while focusing on the identified needs in the comprehensive needs assessment. The school staff have many opportunities to learn how to identify academically struggling students and they are aware of the assistance that is available to struggling students. The school utilizes many data points to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including the analysis of:

- 1) Failing the MEAP
- 2) Scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment,
- 3) Teacher recommendation
- 4) Behavior results - Atypical behavior is observed
- 5) NWEA/MEAP results - Flat or declining test scores
- 6) Student classwork - There is a decline or the student is not making typical growth
- 7) In-class formative assessments - Student does not demonstrate mastery of concepts
- 8) Student classroom engagement - When the student becomes withdrawn and stops engaging in classroom discussion.

Academic progress is monitored through these methods as well as the formative assessment process. Based on this analysis, the targeted assistance program services will be revised if necessary.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions. They are active participants in the analysis of data to improve the academic achievement for all students. The Northwest Evaluation Association test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Teachers also analyze MEAP results and school-based assessments. Additionally, each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs and developing instructional strategies to address those needs. 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 with respect to the curriculum in order to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained by each student within their classroom and at the school. Through the analysis referenced above, professional development needs for teachers related to identification of students and implementing student academic achievement standards in the classroom may be identified. These needs will be prioritized and added to the plan as necessary.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

- The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs.

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

- The school improvement team and the staff will analyze MEAP, MI-SAAS, and NWEA MAP data to determine if goals were met. Appropriate supports will be put into place to support students not making appropriate gains.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

- The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

- The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

South Arbor Charter Academy 2016-2017 SIP

Overview

Plan Name

South Arbor Charter Academy 2016-2017 SIP

Plan Description

South Arbor Charter Academy 2016-2017 SIP

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 at South Arbor Charter Academy will become proficient in ELA.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
2	All students at South Arbor Charter Academy will become proficient in Math.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	All students at South Arbor Charter Academy will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: All students at South Arbor Charter Academy will become proficient in ELA.

Measurable Objective 1:

A 20% increase of English Learners students will demonstrate a proficiency according to the assessment parameters in Reading by 06/30/2017 as measured by State student achievement data..

Strategy 1:

ELA Instructional Support Positions - At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Academic Specialist: Will plan, present, and monitor intervention services they provide to targeted students through the use of both inclusion and small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions and related learning strategies for eligible students in the regular classroom setting.

Paraprofessionals: Will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regulars classroom in order to increase student achievement in the core content areas.

Category: English/Language Arts

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

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

South Arbor Charter Academy

Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title II Part A, Title I Part A, Section 31a	Academic Specialists, At Risk Teachers, Paraprofessionals
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Strategy 2:

ELA Out of School Time - Summer 2017: Bridge Activity Workbooks will be provided to at risk students in an effort to prevent summer learning loss. Each identified student will be given a workbook at the end of the 2016-2017 school year. Students will turn in their workbooks at the beginning of the 2017 school year. NWEA test data from Spring 2017 will be compared to data from Fall of 2017 to evaluate the academic effectiveness of this program.

Category: English/Language Arts

Research Cited: Out of School Time

In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Summer 2017 bridge book will be provided for at risk students to increase their ELA proficiency.	Extra Curricular			07/01/2016	06/30/2017	\$0	Section 31a	School leadership and teachers

Strategy 3:

ELA Technology - Supplemental Chromebooks and iPads will be used by at risk students during classroom and small group instruction to differentiate instruction and increase academic achievement.

Supplemental Chromebook repairs: Reasonable repairs to Title I purchased Chromebooks and iPads, which will allow eligible Title I students continued access to technology.

Dibels Progress Monitoring Tool: Supplemental materials will be used in conjunction with the assessments as interventions to measure early literacy skills and increase student achievement. Teachers will identify students at risk for poor learning outcomes, monitor progress, provide evidence based interventions and adjust instruction.

Category: English/Language Arts

Single Building District Improvement Plan

South Arbor Charter Academy

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental assessment tools, Chromebooks and iPads that will be used with at risk students to increase their ELA proficiency.	Technology			07/01/2016	06/30/2017	\$0	Title I Part A	school leadership, interventionists

Strategy 4:

ELA Supplies and Materials - Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency. Expenses include \$4750 supplies/materials (144 leveled books (6 copies/ea), 6 novels (6 copies/ea), lesson/prompting guides, PD & tutorial DVDs, folders, white boards, labels, word magnet tiles, notebooks, assessment kit, bags, markers), and tax/shipping.

Category: English/Language Arts

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplies and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Section 31a	Intervention staff

Goal 2: All students at South Arbor Charter Academy will become proficient in Math.

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in decimals and fractions in Mathematics by 06/30/2017 as measured by State student achievement data..

Single Building District Improvement Plan

South Arbor Charter Academy

Strategy 1:

Math Instructional Support Positions - At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Academic Specialist: Will plan, present, and monitor intervention services they provide to targeted students through the use of both inclusion and small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions and related learning strategies for eligible students in the regular classroom setting.

Paraprofessionals: Will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regulars classroom in order to increase student achievement in the core content areas.

Category: Mathematics

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2016	06/30/2017	\$0	Title I Part A, Section 31a, Title II Part A	Academic Specialists, At Risk Teachers, Paraprofessionals

Strategy 2:

Math Out of School Time - Summer Bridge Activity Workbooks will be provided to at risk students in an effort to prevent summer learning loss. Each identified student will be given a workbook at the end of the 2016-17 school year. Students will turn in their workbooks at the beginning of the 2017 school year. NWEA test data from Spring 2017 will be compared to data from Fall of 2017 to evaluate the academic effectiveness of this program.

Category: Mathematics

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to

Single Building District Improvement Plan

South Arbor Charter Academy

be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Summer 2017 bridge book, support will be provided for at risk students to increase their Math proficiency.	Extra Curricular			07/01/2016	06/30/2017	\$0	Section 31a	school leadership and teachers

Strategy 3:

Math Technology - Supplemental Chromebooks and iPads will be used by at risk students during classroom and small group instruction to differentiate instruction and increase academic achievement.

Supplemental Chromebook Repairs to Title I purchased Chromebooks and iPads, which will allow eligible Title I students continued access to technology.

DIBELS Progress Monitoring Tool: Supplemental materials will be used in conjunction with the assessments as interventions to measure early literacy skills and increase student achievement. Teachers will identify students at risk for poor learning outcomes, monitor progress, provide evidence based interventions and adjust instruction.

Category: Mathematics

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental assessment tools, Chromebooks and iPads that will be used with at risk students to increase their math proficiency.	Technology			07/01/2016	06/30/2017	\$0	Title I Part A	school leadership and intervention staff

Strategy 4:

Math Supplies and Materials - Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency. Expenses include \$4750 supplies/materials (144 leveled books (6 copies/ea), 6 novels (6 copies/ea),

SY 2015-2016

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Single Building District Improvement Plan

South Arbor Charter Academy

lesson/prompting guides, PD & tutorial DVDs, folders, white boards, labels, word magnet tiles, notebooks, assessment kit, bags, markers), and tax/shipping.

Category: Mathematics

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplies and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Section 31a	Intervention Staff

Goal 3: All students at South Arbor Charter Academy will become proficient in Science.

Measurable Objective 1:

A 10% increase of Black or African-American students will demonstrate a proficiency according to the assessment parameters in Science by 06/30/2017 as measured by State student achievement data..

Strategy 1:

Science Instructional Support Positions - At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Academic Specialist: Will plan, present, and monitor intervention services they provide to targeted students through the use of both inclusion and small group instruction in order to increase student achievement in the four core content areas. Will work in conjunction with the classroom teacher to determine the most appropriate interventions and related learning strategies for eligible students in the regular classroom setting.

Paraprofessionals: Will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regulars classroom in order to increase student achievement in the core content areas.

Category: Science

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Single Building District Improvement Plan

South Arbor Charter Academy

Tier:

Activity - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Science.	Academic Support Program			07/01/2016	06/30/2017	\$0	Section 31a, Title II Part A, Title I Part A	Academic Specialists, At Risk Teachers, Paraprofessionals

Strategy 2:

Technology - Supplemental Chromebooks and iPads will be used by at risk students during classroom and small group instruction to differentiate instruction and increase academic achievement.

Supplemental Chromebook repairs- reasonable repairs to Title I purchased Chromebooks, which will allow eligible Title I students continued access to technology.

Category: Science

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks and iPads will be used with at risk students to increase their science proficiency.	Technology			07/01/2016	06/30/2017	\$0	Title I Part A	school leadership and intervention staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies and Materials	Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Intervention Staff
Supplies and Materials	Fountas & Pinnell Leveled Literacy Intervention: A small-group, supplementary reading intervention designed for Title I students who need intensive support to achieve grade-level competency.	Supplemental Materials			07/01/2016	06/30/2017	\$0	Intervention staff
Out of School Time	Supplemental Summer 2017 bridge book, support will be provided for at risk students to increase their Math proficiency.	Extra Curricular			07/01/2016	06/30/2017	\$0	school leadership and teachers
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Science.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals
Out of School Time	Supplemental Summer 2017 bridge book will be provided for at risk students to increase their ELA proficiency.	Extra Curricular			07/01/2016	06/30/2017	\$0	School leadership and teachers
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals

Single Building District Improvement Plan

South Arbor Charter Academy

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Science.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Chromebooks and iPads will be used with at risk students to increase their science proficiency.	Technology			07/01/2016	06/30/2017	\$0	school leadership and intervention staff
Technology	Supplemental assessment tools, Chromebooks and iPads that will be used with at risk students to increase their math proficiency.	Technology			07/01/2016	06/30/2017	\$0	school leadership and intervention staff
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Reading.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals

Single Building District Improvement Plan

South Arbor Charter Academy

Technology	Supplemental assessment tools, Chromebooks and iPads that will be used with at risk students to increase their ELA proficiency.	Technology			07/01/2016	06/30/2017	\$0	school leadership, interventionists
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Science.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals
Instructional Support Positions	Supplemental staff will work with at-risk students to provide supplemental services aimed at increasing student proficiency in Mathematics.	Academic Support Program			07/01/2016	06/30/2017	\$0	Academic Specialists, At Risk Teachers, Paraprofessionals