



Single Building District Improvement Plan

Walker Charter Academy

Walker Charter Academy

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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?

Walker Charter Academy is located in Kent County in the city of Walker close to the border of northwest Grand Rapids. The students attending Walker Charter Academy predominately live in the cities of Grand Rapids and Walker with 55% of students living inside the boundaries of Grand Rapids Public Schools, 28% inside the Kenowa Hills Public School system, and 6% residing inside Comstock Park's Public Schools. Population in the City of Grand Rapids was 193,792 based on US Census Bureau estimates in 2014. The City of Walker's population was 24,259 according to US Census Bureau estimates in 2014.

The Census Bureau report from 2010 and estimates from 2014 for the City of Walker, list the population as 24,259 with 91% of residents White, 4.1% Hispanic/Latino, and 2.8 Black/African American. Roughly 6% of people in the city do not speak English in the home and 3.8% of residents being foreign born. Nearly 93% of citizens 25 years of age or older are high school graduates and 28% have obtained a bachelor's degree or higher. The median household income is \$50,828. Just over 60% of residents own their own home with a median value of \$145,900. The population residing in the City of Walker has grown 3.1% in the past four years.

The Census Bureau report from 2010 and estimates from 2014 for the City of Grand Rapids list the population as 193,792 with 64.6% of residents White, 15.6% Hispanic/Latino, and 20.9 Black/African American. Roughly 15.5% of people in the city do not speak English in the home and 10.1% of residents being foreign born. Nearly 84% of citizens 25 years of age or older are high school graduates and 29% have obtained a bachelor's degree or higher. The median household income is \$39,227. Just over 56% of residents own their own home with a median value of \$109,400. The population residing in the City of Grand Rapids has also grown 3.1% in the past four years.

School demographics at Walker Charter Academy are reflective of the surrounding neighborhoods in which the school resides. Twenty-three percent of the student population is considered minority with 13% Hispanic/Latino decent, 6.6% Black/African American, and 2.6% Asian or Pacific Islander. An increase of 3% in Black/African American students and 1% in Hispanic/Latino students has occurred over the past three school-years. Currently, 57 students that speak another language other than English in the home which has increased from just 27 two school-years ago. Forty-one percent of the student population is eligible for free or reduced lunch with 28.7% receiving free and 11.5% receiving reduced price lunches.

Our biggest marketing tool to bring new families to the school each year is "word-of-mouth" from our current students' parents. Many new families hear of our school through neighbors and co-workers of businesses in the nearby area. A few of the local businesses within one mile of the school building, Meijer Corporate Offices and Bissell World Headquarters, are recruiting new employees internationally. Several families have heard of Walker Charter Academy after speaking with coworkers at these businesses. Likewise, the increase of foreign born residents in the cities of Walker and Grand Rapids are reflected in the increased population of EL students at Walker Charter Academy.

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.

Purpose and Vision

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

Mission

To create a learning environment which enables students to realize their full potential and become contributing members of our community.

Educational Philosophy

The educational philosophy is based on the principles set forth in Effective Schools Research developed by Professor Ronald R. Edmonds. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning.

In his book What Works in Schools, Robert J. Marzano translates these principles into the following factors:

School-Level Factors:

- A guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- A safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors:

- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors:

- Home environment
- Learned intelligence and background knowledge
- Student motivation

The school employs a continuous improvement model that focuses on principles and practices that are simple and supported by research.

The school supports its researched based approach to education by including the following practices in its daily operation of the school:

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College Readiness: The school's focus on a liberal arts education provides the academic foundation necessary to succeed in an increasingly global and competitive society. In grade school, the vast majority of time is spent on mastering the core subjects of English, history, mathematics, reading, and science. Furthermore, the school's first priority is to bring students up to grade level in reading and math, so they will be able to master other subjects as well. In all grades, at least twice as much time is spent on language arts and mathematics than on other academic subjects.

Longer School Day: School days are approximately seven hours long, which is longer than most traditional public schools. This includes at least six hours of instructional time.

Structured Discipline: Students are expected to follow a clearly defined and structured discipline program. This program encourages personal responsibility and respect for others. As a result, students who have had behavior problems at other schools are often drawn back into a positive learning environment.

Moral Focus Program: Part of the school's purpose is to instill a strong moral identity in each of our students. The Moral Focus curriculum comprehensively identifies the skills, behaviors, and virtues students will need for character growth and development to prepare them for success, both academically and throughout their lives. The curriculum includes explicit and integrated instruction around three key components of character to provide students with a strong foundation for leading an ethical life. The Moral Focus program is an essential part of every student's education.

Parental Involvement: Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in many aspects of the education program.

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.

Walker has built a specific intervention program over the past three years with clear standards for benchmark assessments and progress monitoring. This multi-tiered system of support (MTSS) has been expanded to all grades from kindergarten through eighth grade. An academic specialist position has been added to support middle school students and an individualized system for support through technology purchases has been added to the paraprofessional/small group tutoring already implemented.

In addition, a school wide program for increasing student accuracy on grade level math skills (All-Star Math) has been used across all grade levels. Students in each grade level have three assessments to pass throughout the school year which includes basic facts, math vocabulary, and general math knowledge. These tests are given to all students on a bi-weekly basis. Students are recognized at the monthly moral focus assemblies each time they pass one of the three tests. After the third test is passed, students receive a "Math All Star" medal at the assembly. A Math-a-Palooza is held at the end of the school year in celebration of the hard work and perseverance of the students. Since the implementation of the MTSS, Math All Stars, and the above named programs, Walker has seen state assessment scores in math rise annually. There has also been an increase in math scores on the NWEA MAP test since implementing the program two years ago. Currently, Walker students outperform the three closest elementary schools and the closest middle school on the most current M-STEP assessment.

In the next three years, Walker Charter Academy is focusing on implementing supplemental technology resources and academic software licenses, including iReady and Chromebooks, to increase the effectiveness of small group workshop instruction. Additional professional development, monitoring practices, and computer-based programs will be purchased using supplemental grant funds. A focus on an increasing English Learners (EL) proficiency and growth will be a new challenge as the number of EL students have increased over the past three school years.

Additional Information

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

Keeping parents involved with their child's education is one of the foundational beliefs of our school. We encourage their participation by inviting them to supervise lunch, tutor small groups throughout the day, chaperone field trips, attend multiple after school events (athletics, curriculum nights, Carnival, musicals, productions, honors nights), supervise recess, assist with class activities/parties, and more. We communicate with them through weekly classroom newsletters, a weekly schoolwide calendar and newsletter, dates and events posted on websites and Facebook, schoolwide email blasts/phone blasts with upcoming information, and by providing translation services for meetings/parent-teacher conferences.

We have excellent parental partnership with a large percentage of parents attending parent/teacher conferences (97% in the fall of 2015). Encouraging parent support to participate in academic tutoring, homework completion, and student support, especially our parents of EL students, will be a new challenge. Next year we are planning a "Worlds' Fair" to encourage international families to become involved through sharing their traditional dress, holidays, food, and culture and a celebratory evening event. In addition, we have expanded our translation services through partnering with the services of Pacific Interpreters so information can be provided to parents in a language they can understand.

In the spring of 2016, all of our parents were given a survey. Ninety-five percent marked "Highly Satisfied" or "Satisfied" in response to the question what is your "overall satisfaction" of the school.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school improvement plan was completed by the Walker Schoolwide/Improvement Committee during the 2015-16 school year. Specifically, the Schoolwide Transition Team attended 5 meetings held by an MDE-approved facilitator, in addition to other school improvement working sessions. The stakeholders chosen to participate were self-selected through an interest in school-wide operations and chosen by their role across several grade levels. Members include classroom teachers, school administrators, parents, special education teachers, and grant funded teachers and paraprofessionals. This was to ensure all members of the school culture were able to contribute to the improvements of our school.

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

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

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

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

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

Mrs. Nancy Albrecht, Section 31a Paraprofessional- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Nichole Alkema, 2nd Grade Teacher - Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mr. Eric Armstrong, Dean of 6th-8th Grades - Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Mary Donaldson, Dean of Y5-2nd Grades- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Tammy Huizing, Dean of 3rd-5th Grades- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

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Mrs. Hillarie Huskins, Title I Academic Specialist K-5 Grades- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Keri Kolpanen, Parent- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mr. Rick Kreuger, 8th Grade Math Teacher- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Kelly Rusnell, Special Education Resource Room Teacher of 6th-8th Grades- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Laura Stroh, Kindergarten Teacher- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mrs. Emily Weinmann, Title I Academic Specialist 6th-8th Grades- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Mr. Paul Westdale, 7th & 8th Grades Social Studies Teacher- Member of the Schoolwide Transition team and the School Improvement Team that participated in the required transition meetings and provided input and feedback across all areas of the Schoolwide Plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

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

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

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?

Over the last three years, enrollment has decreased slightly. Within the 2013-2014 school year there were 771 students enrolled. The enrollment increased to 774 for the 2014-2015 school year. The enrollment then dropped again to 767 in 2015-2016. The trend has been fairly consistent over the last three years with less than a 1% yearly fluctuation. Over the last three years there has been an increase in students eligible for free and reduced lunch from 36% in 2013-2014 school year, to 40.2% in 2015-2016 school year.

Student Demographic Data

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

Over the last three years, our daily attendance has increased. Within the 2013-2014 school year there was an average attendance rate of 95.97%. Within 2014-2015, the average attendance rate was a 95.89% and finally in 2015-2016 (YTD) our average attendance rate was 96.83%. Walker has increased our attendance rates in the last three years and have not identified a challenge at this time.

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?

Over the last three years, Walker's behavioral referrals have decreased. Within the 2012-2013 school year there were a total of 2062 behavioral referrals. Within the 2014-2015 school year there were a total of 1062. Over the three years our referrals dropped by 1000, around a 48% drop.

Walker's suspensions have decreased over the last three years. In 2012-2013 school year, there were 104 suspensions. In 2014-2015 school year, there were 61 suspensions. The suspensions have decreased by 43 students, around a 41% drop. Only one student was expelled within the last three years.

Walker's biggest challenge within behavioral data is inconsistency between grade levels. For example, within the same group of students the behavioral referrals in 3rd grade were 45, when in 4th grade they received 186 referrals, and within 5th grade received 42 referrals. Another example is that in 2014-2015 school year, the highest number of referrals came from 2nd grade at 283 and the lowest was in 3rd grade at 25 referrals. There is an inconsistency between grade levels regarding expectations of behavior and behavioral referrals.

Student Demographic Data

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

Over the last three years we have seen consistency in enrollment, increased attendance rates, and decreased behavior referrals. However,
SY 2015-2016

Walker still has a challenge regarding consistency in behavioral referrals. This challenge could be addressed through professional development regarding student discipline and classroom management strategies. This training could provide more direct guidelines and set expectations regarding behavioral 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?

Within our four administrators of the 2015-2016 school year, they have a total of 41 years of teaching experience, and a total of 27 years of leadership experience. All of our administrators have several years of teaching experience which helps them mentor and coach their staff, thus positively influencing our staff and student achievement.

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?

Nearly 30% of our teachers have less than 3 years of NHA teaching experience which may influence the student achievement data. However this data may be skewed by only accounting for NHA experience. Walker has 100% of highly qualified staff and 70% of our teaching staff have over 4 years of experience which may positively affect student achievement. This more experienced group of teachers are then able to support our 30% of newer teachers with less 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?

Our administration only tends to be absent for professional learning. Due to the fact that we have 4 administrators, when one is absent then the rest of the administrators are able to absorb the responsibilities for the absent administrator. This helps to minimize the effect of student achievement due to administrator absences.

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?

The amount of days teachers were absent due to illness increased from 39 in 2013-2014 to 46 in 2014-2015; additionally, the days teachers were absent for professional development decreased from 38 in 2013-2014 to 21 in 2014-2015. An increase in unplanned, or non professional development day absences could have a negative impact on student academic achievement due to a disruption in the classroom structure, curriculum pacing and instruction, and rigor of classroom work for the day.

Teacher/School Leader(s) Demographic Data

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

In order to minimize the effect an unplanned teacher illness absence has on a classroom, Deans will work with their staff to ensure comprehensive learning plans are in place. The school will also work with area substitute systems in order to ensure there is coverage for unplanned absences.

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?

After reviewing the results of School System Review it was found that the following strands, standards, and indicators are strengths: curriculum alignment, instructional design, effective instructional practices, guidance and support for teaching and learning, safe and supportive environment, resource allocation, and communication-approaches and tools.

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?

The following strands, standards, and indicators stood out as challenges: assessment and impact of professional learning.

12. How might these challenges impact student achievement?

Student achievement might be impacted due to the lack of follow-up and support of new professional learning. Limited documentation of vertical grade-level team meetings might result in loss of shared learning.

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.

Opportunities for cross grade levels to meet and share new learning would allow for more teachers to practice and receive feedback of instructional practices.

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 students are benchmarked three times a year to identify student need and placement in the multi-tiered system of support. Students are progress monitored regularly and growth is documented. If a student does not show adequate improvement, they are brought to the Intervention Assistance Team (IAT) where additional strategies are discussed. Further evaluations for possible learning disabilities may also be recommended.

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

Extended learning opportunities for students are available in many ways. School-wide programs include Math All Stars and Accelerated
SY 2015-2016

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Reader for grades kindergarten through eighth, allowing students to have extension materials for parents to work at with them in home. This includes learning math facts and encouraging reading. Additionally, during math and reading workshop times in grades K-8th, students not receiving intervention support are provided opportunities to work beyond the curriculum. Advanced classes in math (5-8), language arts (7-8), and Spanish (7-8) are also offered. After school tutoring and intervention is offered to the students scoring at the lowest proficiency levels on NWEA and M-STEP assessments from grades kindergarten through eighth. Currently, almost 40 students are participating in a one hour intervention session up to four times per week for reading and math support. Summer review books and check-in tutoring days are offered to students entering grades first through eighth to extend, review, and reteach learning from the prior school year.

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

Students are recommended by previous teachers based on class grades and NWEA for advanced class placement. A letter is sent home to parents explaining the program and giving them option to participate. For intervention, flexible student groupings are identified using multiple data points including NWEA scores, benchmark assessments, and teacher input. Parents are informed of identification for intervention services by letter. After each benchmark assessment, the intervention team along with grade level teams, regroup students based on intervention needs. These students are offered small group interventions, summer review books, access to teachers during summer check-in tutoring days, and additional reading materials.

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?

Teacher lessons are aligned and referenced to Michigan Academic Standards through the use of district curriculum resources. These standards in the form of objectives are posted in lesson plans and on the board in the form of a student "I can" statement. The posted objectives are recorded during teacher observations conducted by deans and referenced in one-on-one meetings between deans and teachers. The standards will be reported to parents and students through progress reports and quarterly report cards. Professional development for teachers in the summer and fall will include review and alignment exercises to better implement the Michigan Academic Standards. Additionally, assessment evidence will also be aligned to the standards when classroom, district, and state assessments are given.

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.

Not Applicable

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

Students categorized with free lunch show an upward trend in reading proficiency on the state tests from 64% in 2012-13 to 70% in 2013-14. Students categorized with reduced lunch show an upward trend in reading proficiency on the state tests from 68% in 2012-13 to 75% in 2013-14. Students categorized by gender (male or female) show an upward trend in reading proficiency on the state tests from 73% in 2012-13 to 78% in 2013-14 for males and 78% in 2012-13 to 83% 2013-14 for females. Students categorized with no-IEPs show an upward trend in reading proficiency on the state tests from 75% in 2012-13 to 80% in 2013-14. Students categorized as Hispanic, White, and Multi-racial show an upward trend in reading proficiency on the state tests from 35% in 2012-13 to 65% in 2013-14 for Hispanic ethnicities, 79% in 2012-13 to 83% in 2013-14 for White ethnicities, and 72% in 2012-13 to 76% in 2013-14 for Multi-racial ethnicities. Students categorized as both EL and Non-EL students show an upward trend in reading proficiency on the state tests from 18% in 2012-13 to 50% in 2013-14 for EL students and 78% in 2012-13 to 82% in 2013-14 for Non-EL students. Grade 6 categorized as students on a path for college readiness show an upward trend in reading proficiency on the state tests from 40% in 2012-13 to 52% in 2014-15. Grades 2-7 categorized as making necessary growth show an upward trend in reading proficiency from 74% to 80% for grade 2, 23% to 30% for grade 3, 37% to 44% for grade 4, 46% to 58% in grade 5, 27% to 36% in grade 6, and 35% to 44% in grade 7 all for the years 2012-13 to 2014-15.

19b. Reading- Challenges

Students categorized as Asian ethnicity show a downward trend in reading proficiency on the state tests from 82% in 2012-13 to 75% in 2013-14. Grades 2-4 and 7 categorized as students on a path for college readiness show a downward trend in reading proficiency on the state tests from 65% in 2012-13 to 56% in 2014-2015 for grade 2, 53% in 2012-13 to 45% 2014-15 for grade 3, 56% in 2012-13 to 44% in 2014-15 for grade 4, and 38% in 2012-13 to 33% for 2014-15 for grade 7. Grade 1 shows a downward trend in reading proficiency at or above grade level on the state tests from 85% in 2012-13 to 77% 2014-15. Grade K-1 show a downward trend in reading proficiency making typical growth on the state tests from 70% to 28% for grade 1, and 72% to 62% for grade K in the years 2012-13 to 2014-15.

19c. Reading- Trends

With the exception of fifth and sixth grade (no change), grades 3-8 show an upward trend in reading proficiency on the state tests from 2012-13 to 2013-14.

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.

The challenges of increasing reading proficiency in the following areas may be addressed and outlined specifically in our School Improvement Plan: Closing the gap in proficiency for EL students as compared to non-EL students

20a. Writing- Strengths

Students categorized with either free or reduced lunch show an upward trend in writing proficiency on the state tests from 31% to 57% for free lunch and 42% to 50% for reduced lunch in years 2012-13 to 2013-14. Students categorized as not-eligible for free or reduced lunch show an upward trend in writing proficiency on the state tests from 59% to 67% in 2012-13 to 2013-14. Students categorized as male show an upward trend in writing proficiency on the state tests from 36% in 2012-13 to 60% in 2013-14. Students categorized as Non-IEP students show an upward trend in writing proficiency on the state tests from 51% in 2012-13 to 64% in 2013-14. Students categorized as Asian and White ethnicities show an upward trend in writing proficiency on the state tests from 50% to 100% for Asian ethnicities, 55% to 67% for White ethnicities for the years 2012-13 to 2013-14. Students categorized as EL and Non-EL show an upward trend in writing proficiency on the state tests from 0% to 13% for EL students and 54% to 65% for Non-EL students in 2012-13 to 2013-14.

20b. Writing- Challenges

Students categorized as Black/African American or Multi-racial show a downward trend in writing proficiency on the state tests from 60% to 50% for Black/African ethnicities and 50% to 33% for Multi-racial ethnicities from 2012-13 to 2013-14. Many of these students qualify as

English Learners.

20c. Writing- Trends

Grade 4 shows a downward trend in writing on the state tests from 2012-13 to 2013-14. Grade 7 shows an upward trend in writing on the state tests from 2012-13 to 2013-14.

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.

The challenges of increasing the writing proficiency in the following areas may be addressed and outlined specifically in our School Improvement Plan: Closing the gap in proficiency for EL students as compared to non-EL students.

21a. Math- Strengths

Students categorized as female and male show an upward trend in math proficiency on the state tests from 48% to 58% for females and 52% to 59% for males in 2012-13 to 2014-15. Students categorized as Non-IEP students show an upward trend in math proficiency on the state tests from 50% to 61% for 2012-13 to 2014-15. Students categorized as Asian, Black/African American, Hispanic, and White show an upward trend in math proficiency on the state tests from 64% to 88% for Asian, 23% to 44% for Black/African American, 14% to 28% for Hispanic, and 54% to 64% for White ethnicities from 2012-13 to 2014-15. Students categorized as EL show an upward trend in math proficiency on the state tests from 0% to 12% in years 2012-13 to 2014-15. Grades 4 and 8 show an upward trend in math proficiency on the state tests from 74% to 81% in grade 4 and 68% to 77% in grade 8 in 2012-13 to 2014-15. Grades 2-5 show an upward trend in math proficiency making necessary growth on the state tests from 84% to 89% in grade 2, 16% to 29% in grade 3, 18% to 69% in grade 4, and 43% to 64% in grade 5 in 2012-13 to 2014-15.

21b. Math- Challenges

Students categorized as IEP students show a downward trend in math proficiency on the state tests from 46% to 33% in the years 2013-14 to 2014-15. Students categorized as Multi-racial show a downward trend in math proficiency on the state tests from 61% to 37% in 2012-13 to 2014-15. Students in grade 2 show a downward trend in math proficiency for college readiness on the states tests from 93% to 86% in 2012-13 to 2014-15. Grade 6 shows a downward trend in math proficiency making necessary growth on the state tests from 62% to 42% in 2012-13 to 2014-15. Grade K-1 show a downward trend in math proficiency making typical growth on the state tests from 92% to 79% in grade K and 70% to 36% in grade 1 in 2012-13 to 2014-15.

21c. Math- Trends

With the exception of fifth grade (downward trend), grades 3-8 show an upward trend in math proficiency on the state tests from 2012-13 to 2014-15.

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.

The challenges of increasing the math proficiency in the following areas may be addressed and outlined specifically in our School Improvement Plan: Increase proficiency for students with IEPs to close the gap between them and students without IEPs.

22a. Science- Strengths

Students categorized with either reduced or Not-Eligible lunch show an upward trend in science proficiency on the state tests from 6% to 17% for reduced lunch and 22% to 33% for Not-eligible lunch in years 2012-13 to 2014-15. Students categorized as female show an upward trend in science proficiency on the state tests from 13% to 28% from 2012-13 to 2014-15. Students categorized as IEP and Non-IEP students show an upward trend in science proficiency on the state tests from 0% to 14% for IEP students and 18% to 27% for Non-IEP students from 2012-13 to 2014-15. Students categorized as Black/African American, Hispanic, and White ethnicities show an upward trend in science proficiency on the state tests from 14% to 30% for Black/African American, 0% to 9% for Hispanic, and 18% to 32% for White ethnicities for 2012-13 to 2014-15.

22b. Science- Challenges

Students categorized as Asian and Multi-racial show a downward trend in science proficiency on the state tests from 50% to 0% for Asian and 33% to 0% for Multi-racial ethnicities for 2012-13 to 2014-15. These include English Learner students.

22c. Science- Trends

Grades 4-5 and 7-8 show an upward trend in science proficiency on the state tests from 2012-13 to 2014-15.

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.

The challenges of increasing the science proficiency in the following areas may be addressed and outlined specifically in our School Improvement Plan: Closing the gap in proficiency for EL students as compared to non-EL students.

23a. Social Studies- Strengths

Students categorized as reduced lunch show an upward trend in social studies proficiency on the state tests from 20% to 36% in 2012-13 to 2014-15. Students categorized as female show an upward trend in social studies proficiency on the state tests from 36% to 54% from 2012-13 to 2014-15. Students categorized as male show an upward trend in social studies proficiency on the state tests from 38% to 48% from 2013-14 to 2014-15. Students categorized as IEP students and Non-IEP students show an upward trend in social studies proficiency on the state tests from 0% to 38% for IEP students and 46% to 52% for Non-IEP students from 2012-13 to 2014-15. Students categorized as Black/African American show an upward trend in social studies proficiency on the state tests from 0% to 25% and Multi-racial students from 20% to 50% in 2012-13 to 2014-15.

23b. Social Studies- Challenges

Students categorized as Hispanic ethnicity show a downward trend in social studies on the state tests from 25% to 8% from 2012-13 to 2014-15. Students categorized as EL students show a downward trend in social studies on the state tests from 50% to 14% from 2012-13 to 2014-15.

23c. Social Studies- Trends

Grades 5-6 show an upward trend in social studies on the state tests from 2012-13 to 2014-15. No comparison data is available for grade 8 in social studies on the state tests from 2012-13 to 2014-15.

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.

The challenges of increasing the social studies proficiency in the following areas may be addressed and outlined specifically in our School Improvement Plan: Closing the gap in proficiency for EL students as compared to non-EL students

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?

Due to the grade levels served at Walker Charter Academy student perception data is not collected.

24b. Student Perception Data

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

Due to the grade levels served at Walker Charter Academy student perception data is not collected.

24c. Student Perception Data

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

Due to the grade levels served at Walker Charter Academy student perception data is not collected.

25a. Parent/Guardian Perception Data

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

Analysis of the NHA Fall 2015 Voice of the Parent Survey Highest satisfaction is shown as likelihood to enroll next year, likeliness to recommend Walker to others, and satisfaction of high expectations held by Walker Staff.

25b. Parent/Guardian Perception Data

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

Lowest areas of satisfaction include satisfaction with child's progress, effective discipline, and providing a safe environment.

25c. Parent/Guardian Perception Data

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

There will be an increase in communication about policies and procedures for safety and discipline. Communication with parents through an office newsletter about the location of progress in AtSchool to assist with monitoring their child's progress.

26a. Teacher/Staff Perception Data

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

The staff survey indicators measuring providing a quality education, the principal being committed to the job, and being talked to about my progress were indicated as the highest levels of satisfaction.

26b. Teacher/Staff Perception Data

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

The data shows that the lowest level of satisfaction is having input in decision making processes, staff morale, and loyalty to National Heritage Academies.

26c. Teacher/Staff Perception Data

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

Walker Staff members are active members of the school improvement efforts. Curriculum, discipline, and NHA changes will be vetted through the teachers and staff before final decisions are made. NHA will be encouraged by Walker administration to include teacher survey, committees, and buy-in through including their input in a more strategic effort. Implementation of a peer-to-peer online recognition system (High-Five) will encourage staff morale. Opportunities to share professional learning at staff meetings will be given. Schoolwide goals will be posted and reviewed on a regular basis to measure progress and additional needs as reported by teaching staff. Continued inclusion of staff on decision making committees such as: School Improvement Team, Subject Area committees, Staff Caring/Concerns, and Intervention Assistance Team (IAT) will be given.

27a. Stakeholder/Community Perception Data

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

Highest satisfaction is shown as likelihood to enroll next year, likeliness to recommend Walker to others, and satisfaction of high expectations Walker has.

27b. Stakeholder/Community Perception Data

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

Lowest areas of satisfaction include satisfaction with child's progress, effective discipline, and providing a safe environment.

27c. Stakeholder/Community Perception Data

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

There will be an increase in communication about policies and procedures for safety and discipline. Communication with parents through an office newsletter about the location of progress in AtSchool to assist with monitoring their child's progress.

Summary

28a. Summary

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

DATA-DEMOGRAPHIC STRENGTHS: Walker has strengths within our student attendance rates, enrollment consistency, and student retention to the school. About 70% of Walker's staff has 4 years or more of teaching experience with well experienced administration which positively impacts student achievement.

DATA-DEMOGRAPHIC CHALLENGES: Walker's most noted challenge was the inconsistency of referrals which may be a result of inconsistent behavioral expectations or failure to log behavioral referrals consistently.

PROCESS STRENGTHS: After reviewing the School System Review it was found that the implementation of curriculum and objectives is a strength. Effective instructional practices including universal screeners, multi-tiered system of support, and differentiated instruction ensure that student needs are being met.

PROCESS CHALLENGES: After reviewing the School System Review it was found that the impact of professional learning is limited as it lacks follow-up and accountability. Implementation of new learning by instructional staff is optional and opportunities to share new ideas are not provided regularly.

ACHIEVEMENT/OUTCOME STRENGTHS: Most demographic areas show an upward trend in subject proficiency from 2012-13 to 2014-15. All students have shown an upward trend on state testing proficiency from grades 2012-13 to 2014-15

ACHIEVEMENT/OUTCOME CHALLENGES: Students with IEPs and EL students show a general downward trend in subject area proficiency.

PERCEPTION STRENGTHS: The perception strengths for Walker Charter Academy based on the data reviewed was Walker provides a quality education with high expectations. The commitment of the Principal was rated as a strength as well.

PERCEPTION CHALLENGES: The perception challenges for Walker Charter Academy based on the data reviewed was the low school morale among staff as well as an effective discipline program and a safe environment.

28b. Summary

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

DATA-DEMOGRAPHIC: The challenge of consistent behavioral referrals can impact student achievement by lacking consistent behavioral expectations. This can result in inconsistent academic progress and student achievement due to change in behaviors.

PROCESS: Because opportunities to share new learning are limited, fewer teachers are aware of the best practices, thus fewer students are reached academically.

PERCEPTION CHALLENGES: The perception challenges could impact student achievement by interruption of the learning environment through emotional or physical safety concerns.

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 following challenges may be addressed in the school improvement plans:

- increased EL and students with IEPs across subject areas
- increased communication in regards to effective discipline procedures and consistency could improve morale and overall safety of the environment.
- include goals that address professional development in consistent behavioral expectations and procedures.

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/walker/Lists/School%20Operations%20Documents/Walker%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		

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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		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		School-Parent Compact

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		

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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

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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 SE, 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 Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A formal comprehensive needs assessment was completed by the Walker Charter Academy School Improvement Committee during the 2015-2016 school year. Formally, the School Improvement Committee Team attended five meetings facilitated by Lindsey Muller, a Michigan Department of Education approved facilitator, in addition to other improvement working sessions that took place by sub-committees who worked to draft and revise the components of the Schoolwide Improvement Plan. The Comprehensive Needs Assessment includes a review of data from categories including: 1. Student achievement data, including NWEA and M-STEP. NWEA results by subject, grade level, classroom level, and subgroup analysis were used to support decisions related to establishment of academic and program goals. 2. Demographic data was analyzed. Student demographics by subgroup and student enrollment information were included. Student attendance and school discipline information were also analyzed for trends that might lead to improved support for academic performance and to develop a positive climate. Teacher demographics were analyzed, including years of experience, and Highly Qualified teacher and paraprofessional information. 3. Programs and process data, including SPR (40) were included in the analysis. 4. Perceptions data from staff, parent, and Governing Board were utilized and shared in the School Improvement Plan. This data is analyzed and discussed by the Schoolwide/Improvement Committee. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback: 1) staff, 2) parents, and 3) board members.

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

PERCEPTIONS DATA:

What data was reviewed: Voice of the Parent Survey and Employee Loyalty Survey

What was concluded:

The results of the parent surveys indicate that parent satisfaction has dropped from 73% highly satisfied in 2013-14 to 64% in 2014-15. Preliminary data from spring 2016 shows satisfaction is again on the rise. The lowest area for parent satisfaction is discipline is effective at 57%. The highest area for parent satisfaction is likelihood to enroll next year at 88%.

The results of the staff surveys indicate room for improvement. While 49% of staff are highly satisfied, the data shows that staff also feel stronger emphasis needs to be placed on having input in decision making processes, staff morale, and loyalty to National Heritage Academies.

The staff survey indicators measuring providing a quality education, the principal being committed to the job, and being talked to about my progress were all ranked as superior.

Parent Survey Results:

% of parents who were satisfied or highly satisfied: 97%

LOYALTY

Overall satisfaction: 64%

Likelihood to Enroll Next Year: 88%

Likelihood to Recommend: 78%

ACADEMICS/COMMUNICATION

Academic Program is Best in the Area: 65%

School has high expectations: 68%

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Satisfaction with Child's Progress: 57%

School Communication is Timely and Effective: 54%

ADMINISTRATION:

Discipline is Effective: 57%

Provides a Safe Environment: 64%

Emphasis on Reading and Math is good for my child: 66%

Staff Survey Results:

49% of staff were highly satisfied.

OVERALL SATISFACTION:

Satisfied with Job: 42%

PERSONAL GROWTH:

Knows Expectations: 53%

Inspired to do my best everyday: 13%

MANAGER/PRINCIPAL:

Principal is Committed: 56%

STUDENTS/STAFF RELATIONSHIP:

Students and Staff feel Safe: 47%

Recommends school to others for their children: 51%

LOYALTY:

School provides a Quality Education: 60%

Rarely think about leaving NHA: 16%

Compensation for work: There was not data to support staff perception of compensation for work.

STUDENT ACHIEVEMENT DATA

What Data was reviewed:

Student achievement data helped us gauge what students have learned over time. The data we reviewed included standardized test scores using annual and state assessments. Standardized assessment result data was used from: NWEA Measures of Academic Progress, NWEA for Primary Grades, MEAP, and MSTEP. The standardized assessment results provided data on several student subgroups specifically. The team was able to assess results for students based on free and reduced lunch eligibility (i.e. socio-economics status), gender, IEP status, English learner status (EL), and ethnicity among other subgroups.

What was concluded:

On NWEA Measures of Academic Progress and on NWEA Primary Grades, there has been an upward trend in the majority of student achievement data in the subject areas of Math and ELA/Reading (the only subjects tested) over time. In math, students making necessary growth has climbed from 45% in 2012-2013 to 56% in 2014-2015. In ELA/Reading, students making necessary growth has climbed from 41% in 2012-2013 to 47% in 2014-2015. Students in grades K, 1st, 2nd, 3rd, and 6th showed a slight decline in necessary growth percentages in 2014-2015 from the year prior in math. Students in K, 1st, and 2nd grade decreased in necessary growth in 2014-2015 from the year prior in ELA/Reading. No other subgroup data was available.

On state assessments including MEAP and M-STEP, grades 3-8 show an upward trend in math proficiency on the state tests from 2012-13

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to 2014-15 with the exception of fifth grade (downward trend). Grades 3-8 show an upward trend in reading proficiency on the state tests from 2012-13 to 2013-14 with the exception of fifth and sixth grade (no change). Grades 4-5 and 7-8 show an upward trend in science proficiency on the state tests from 2012-13 to 2014-15. Grades 5-6 show an upward trend in social studies on the state tests from 2012-13 to 2014-15. No comparison data is available for grade 8 in social studies on the state tests from 2012-13 to 2014-15. Grade 4 shows a downward trend in writing on the state tests from 2012-13 to 2013-14. Grade 7 shows an upward trend in writing on the state tests from 2012-13 to 2013-14. No comparison data is available in ELA for grades 3-8 on the state tests from 2012-13 to 2014-15.

In Math:

Socio-Economic Status: 39% of students receiving free lunch and 47% receiving reduced lunch were proficient in math compared to 68% of not-eligible students. This is a gap of 29% between free and not-eligible students and a gap of 21% between reduced lunch and not-eligible students on 2014-2015 state assessments. The gap in proficiency percentages has widened as not-eligible students percentages have increased for three years at a faster pace than eligible for free and reduced lunch students.

Gender: 58% of female students and 59% of male students were proficient in math on 2014-2015 assessments. A gap of 1% exists. The gap has decreased from 4% in 2012-2013 to 3% the following year to 1% in 2014-2015.

IEP vs. non-IEP students: 33% of students with IEPs performed in the proficient level in 2014-2015, compared to students without IEPs who had 61% proficiency, whereas in 2013-2014 Walker had 46% of students with IEPs reaching proficiency versus 53% of students without an IEP. Therefore, a trend demonstrating a widening gap between general education students and students with an IEP in math exists. The data demonstrates a gap of 7% in 2013-14 and 28% in 2014-15 between general education students and students with an IEP in math.

EL vs. non-EL students: 12% of EL students performed in the proficient level in 2014-2015 compared to non-EL students who had 61% proficiency. In 2013-2014, 16% of EL students reaching proficiency versus 55% of non-EL students. There is a trend demonstrating a widening gap between non-EL students and EL students in math. The data demonstrates a gap of 39% in 2013-14 and 49% in 2014-15 between EL students and students and non-EL students.

Ethnicity: The largest subgroups include "Black or African American", "Hispanic", "multi-racial", and "White" students. The gap in proficiency on ELA assessments between Black or African American and white students in 2014-2015 was 20%. This gap has decreased by 11% in the past two years when comparing to MEAP Reading assessments. The gap in proficiency between Hispanic and white students in 2014-2015 was 36%. This gap has decreased by 4% in the past two years and the number of Hispanic students has almost doubled. The gap in proficiency between multi-racial and white students in 2014-2015 was 27%. This gap has increased by 34% in the past two years with multi-racial students performing higher in 2012-2013 than white students.

In ELA/Reading:

Socio-Economic Status: 49% of students receiving free lunch and 65% receiving reduced lunch were proficient in ELA compared to 73% of not-eligible students. This is a gap of 24% between free and not-eligible students and a gap of 8% between reduced lunch and not-eligible students on 2014-2015 state assessments. This gap in proficiency percentages for not-eligible students has remained roughly the same over three years in ELA and reading.

Gender: 71% of female students and 61% of male students were proficient in ELA on 2014-2015 assessments. A gap of 10% exists. The gap has increased from 5% in 2012-2013 and 2013-2014 proficiency levels on MEAP reading assessments.

IEP vs. non-IEP students: 41% of students with IEPs performed in the proficient level in 2014-2015 compared to students without IEPs who had 68% proficiency on ELA assessments. On Reading assessments in 2013-2014, a gap of 5% existed between these two groups. The

gap has increased by 22% in one year.

EL vs. non-EL students: 23% of EL students performed in the proficient level in ELA on 2014-2015 assessments compared to non-EL students that were 68% proficient. A gap of 45% between the two groups exists. The gap has been as high as 60% in 2012-2013.

Ethnicity: The largest subgroups include "Black or African American", "Hispanic", "multi-racial", and "White" students. The gap in proficiency on ELA assessments between Black or African American and white students in 2014-2015 was 21%. This gap has increased by 5% in the past two years when comparing to MEAP Reading assessments. The gap in proficiency on ELA assessments between Hispanic and white students in 2014-2015 was 32%. This gap has decreased by 8% in the past two years when comparing to MEAP Reading assessments and the number of Hispanic students has almost doubled. The gap in proficiency on ELA assessments between multi-racial and white students on ELA assessments in 2014-2015 was 18%. This gap has increased by 11% in the past two when comparing to MEAP Reading assessments

In Writing:

Writing has been combined with reading for state assessments and is now under the heading of ELA. ELA results are being used to compare students and subgroups from year to year.

In Social Studies:

Socio-Economic Status: 32% of students receiving free lunch and 36% receiving reduced lunch were proficient in social studies compared to 60% of not-eligible students. This is a gap of 28% between free and not-eligible students and a gap of 24% between reduced lunch and not-eligible students on 2014-2015 state assessments. The gap in proficiency percentages has narrowed as more students are proficient than on MEAP social studies assessments in 2012-2013 and 2013-2014.

Gender: 54% of female students and 48% of male students were proficient in social studies on 2014-2015 assessments. A gap of 6% exists. The gap has decreased by 21% in 2012-2013 where boys were 17% more proficient than girls.

IEP vs. non-IEP students: 38% of students with IEPs performed in the proficient level in 2014-2015 compared to students without IEPs who had 52% proficiency on social studies assessments. On MEAP assessments in 2012-2013 and 2013-2014 no gap could be determined as less than ten students with IEPs were in the grade levels tested.

EL vs. non-EL students: Comparisons cannot be made as less than ten EL students took the social studies state assessments in the past three years.

Ethnicity: The largest subgroups include "Black or African American", "Hispanic", "multi-racial", and "White" students. The only groups with more than ten students that took the M-STEP social studies assessments in 2014-2015 were Hispanic and white. The gap in proficiency between Hispanic and white students in 2014-2015 was 49%. This is the first year in which this comparison can be made since in no prior years has there been more than ten Hispanic students taking the social studies state assessment.

In Science:

Socio-Economic Status: 16% of students receiving free lunch and 17% receiving reduced lunch were proficient in science compared to 33% of not-eligible students. This is a gap of 17% between free and not-eligible students and a gap of 16% between reduced lunch and not-eligible students on 2014-2015 state assessments. The gap in proficiency percentages has narrowed as less students are overall proficient than on MEAP science assessments in 2012-2013 and 2013-2014.

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Gender: 28% of female students and 25% of male students were proficient in science on 2014-2015 assessments. A gap of 3% exists. The gap has decreased by 12% in 2012-2013 where boys were 9% more proficient than girls on MEAP science assessments.

IEP vs. non-IEP students: Comparisons cannot be made as less than ten IEP students took the science state assessments in the past three years.

EL vs. non-EL students: 0% of EL students performed in the proficient level in science on 2014-2015 assessments compared to non-EL students that were 29% proficient. This is one of the first years where more than ten EL students took the science state assessment.

Ethnicity: The largest subgroups include "Black or African American", "Hispanic", "multi-racial", and "White" students. The only groups with more than ten students that took the M-STEP science assessments in 2014-2015 were Hispanic and white. The gap in proficiency between Hispanic and white students in 2014-2015 was 23%. On 2013-2014 MEAP assessments, the gap between these groups was 21%

PROGRAMS AND PROCESSES DATA

What Data was reviewed:

The SPR(40) Report Summary, also called the EdYes! Report.

What was concluded:

"Full Implementation" or "sustained implementation" were considered areas of strength when reviewing the SPR(40) Report summary.

"Partial Implementation" or "beginning implementation" were considered areas of weakness.

Strengths were found in:

"Standard 1: Curriculum" and "Standard 2: Instruction" It was found that most of the areas are either full or sustained. Curriculum was found to be aligned with both the state and district standards. Classroom lesson plans included learning objectives which are posted and followed. Curriculum pacing guides are aligned to district curriculum and include detailed information which is useful in daily instructional practice.

"Standard 4: Instructional Leadership". It was found that most of the areas are either full or sustained. The school's mission and school improvement goals are aligned with the vision for learning, the vision includes high expectations for students and staff, and school leaders are knowledgeable about Michigan's standards and identify and support professional learning to develop the capacity of all instructional staff. Multiple sources of data and research drive decisions and measure progress, review of data is encouraged and support is given for teams to delve into the implications of the data. The school environment is one that models trust, respect and collaboration, and students at risk for intensive assistance are linked to support quickly.

"Standard 9: Communication". It was found that communication and learning opportunities had several areas of strength. The school provides information in a consistent, two-way, and varied model. Families are active participants in the school improvement process and on committees to provide input.

Weaknesses and areas for improvement were found in:

"Standard 3: Assessment". It was found that not all staff can communicate the appropriate purposes and uses of assessments. Also, instructional staff need to better collaborate to make changes to instructional practice based on assessment data.

"Standard 7: Professional Learning Culture" and "Standard 8: Professional Learning System". It was found that professional learning needs to be better differentiated for instructional staff and that increased measures are put in place to support/fully implement new learning. Professional development needs to better align with the expectations/needs of the school.

DEMOGRAPHIC DATA

What data was reviewed: MSCR (Monthly School Comprehensive Report) and School Leadership Experience, Student and Staff Demographic Information, Census Information were reviewed.

What was concluded:

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

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highly qualified requirements.

The school currently serves approximately 767 students in kindergarten through 8th grade. The school is located in a suburban setting in the city of Walker within the Kenowa Hills School District; however 55% of our student population comes from Grand Rapid Public Schools, 28% of our population comes from Kenowa Hills Public Schools, and 6% comes from Comstock Park Public Schools, 3% of the students are from Grandville Public Schools, and 2% of the students are from Sparta Area Schools.

At the school, 48.9% of the students are female and 51.1% are male. 6.6% percent are identified as Black or African American, 2.6% are identified as Asian or Pacific Islander, 77.3% are identified as White, and 0.5% are identified as American Indian or Alaskan Native. About 40.2% are eligible for free/reduced lunch and 59.8% are not eligible. The percentage of students with an IEP is 11%. Walker Charter Academy serves an English Learner population of 57 students representing 7% of the population. There are 41 teachers at Walker, 12 of whom have 0-3 years, 19 have 4-8 years, and 10 have 9 or more years of teaching experience at NHA. As of January 2016, 7.3% of the staff had turned over with 100% leaving prior to the first day of school.

As of December 2015, attrition is at 8.5% with a school-wide goal of less than 9% for the school year. As of the 2014-2015 school year, the numbers of in-school and out-of-school suspensions are 14 and 47 respectively. As of 2014-2015 school year, 1162 behavior referrals have been recorded with 1000 of these referrals being level one and two behaviors. Our school wide behavior management system has 6 levels of behavior descriptors. Level 1 indicates student repeated minor to moderate impulsive misbehavior that disrupts the class. Level 2 is continued minor to moderate impulsive misbehavior after receiving Level 1 disciplinary action or minor to moderate intentional misbehavior. Students in 2nd grade received the most behavior referrals (283) with students in the 3rd grade receiving the fewest (25). There has been 1 expulsion. The highest reported behavior incident was a level 6-long term suspension/expulsion.

Walker's average daily attendance for 2014-2015 is 95.89% which is 2.49% above the state goal. Our enrollment has decreased from 774 students during the 2014-2015 school year to 767 students for the 2015-16 school year.

RESULTS

What are the gaps that were uncovered by looking at the 4 types of data?

Perceptions Data: Based on parent responses and the employee satisfaction survey, Walker has several areas to address. Both parents and employees desire an increase of focus on the school discipline plan and providing safety. Walker's most noted challenge was the inconsistency of referrals which may be a result of inconsistent behavioral expectations or failure to log behavioral referrals consistently.

Additionally, parents reported that communication was essential and that improvement could be made. Weekly newsletters from teachers and from the office were implemented this year to improve upon communication practices. Additional professional development on how to use online communication tools and practices can be given to staff.

Lastly, staff results showed low satisfaction for being inspired daily at their jobs and that they were likely to consider leaving the district (National Heritage Academies). Professional development and additional surveys will allow teachers to explore their own motivations and their feelings about the impact of their job.

Student Achievement: There are student achievement gaps that exist across all subjects to be addressed in this school improvement/transition plan. Math and ELA proficiency has increased over time for all students but not closed the gap between several subgroups. Science and social studies proficiency is low for all students and a gap exists between several subgroups. Several subgroups gaps will need to be addressed. The gap between EL students and non-EL students is significant. A primary focus will be the reduction of this gap. There is a significant gaps in academic proficiency in all subjects between the socio-economic groups of free and reduced lunch compared to non-eligible students. Gaps between students with IEPs compared to non-IEP students were significantly present in math and reading. An increasing number of Hispanic students are less proficient than white students with a significant gap in the subjects of math, ELA, social studies, and science.

Programs/Processes: Professional development implementation and focus on student learning is an area for focus. Increasing

collaboration, sustained learning, and chances for staff to share information are the largest concerns/weaknesses.

Demographic: The most notable change in demographics was the Increasing English learner population currently at 7% of the total student count.

CONCLUSIONS:

What are your areas of priority ?

1. Increase necessary growth for all students in math and reading on NWEA by 10%.
2. Close the academic achievement gap by 10% in math, ELA, social studies, and science on the M-STEP state assessment for all students with an emphasis on the subgroup of students that are English Learners (EL) versus students that are not English Learners.
3. Close the academic achievement gap by 10% in math, ELA, social studies, and science on the M-STEP state assessment for all students with an emphasis on the socio-economic subgroups of students that are eligible for free or reduced lunch versus student not eligible.
4. Enhance the perception of parents and staff in the areas of student behavior and safety. Increased communication and better tracking of incidents to cultivate a collaborative community will be measured using Employee Satisfaction surveys and Voice of the Parent surveys.

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

Through a thorough analysis of achievement (NWEA, MEAP, demographic, program/processes (SPR 40), and perception data (parent and staff surveys), Walker has identified multiple priority needs. Walker's goals are focused on academic proficiency, yet encompass all of the identified needs. Through increased staff professional development on the schoolwide behavior management system, increased attention to cultural heritage, and an intervention schedule focused on meeting the needs of below grade level students, Walker will achieve the increased proficiency of all students.

The content areas of math, English Language Arts, science and social studies have been identified as areas of priority for Walker Charter Academy. Goals have been set in each of these areas as follows:

2016-17 Goal 1: All students will be proficient in Math.

Measurable Objective 1: Fifty percent of students who qualify for special education services will demonstrate proficiency in Math on spring 2017 M-STEP assessments.

2016-17 Goal 2: All students will be proficient in English Language Arts (ELA).

Measurable Objective 1: Fifty percent of students who are English Learners (EL) will achieve proficiency on 2017 Spring M-STEP ELA assessments.

2016-17 Goal 3: All students will be proficient in social studies.

Measurable Objective 1: Sixty percent of all students will be proficient in social studies and fifty percent of English Learners (EL) students will achieve proficiency on 2017 spring M-STEP assessments.

2016-17 Goal 4: All students will be proficient in science.

Measurable Objective 1: Forty percent of students who are English Learners (EL) will achieve proficiency on 2017 spring M-STEP science assessments.

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

These goals address the overall proficiency and growth of all students. Special emphasis and aligned strategies are being implemented for two special populations that have been determined as our most underachieving students: English learners and students receiving special education services.

Component 2: Schoolwide Reform Strategies

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

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

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

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

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

Walker Charter Academy implements a multi-tiered system of support strategy called RTI or Walker Reading and Math Club. The educational needs of students performing below grade level is met along with providing time for teachers to extend instruction for students at or above grade level. RTI is a tiered system of intervention designed to ensure students are not over-identified as having special needs, while at the same time ensuring that all individual students' needs are met, including providing students with genuine special learning needs with an appropriate level of service. Walker's Math and Reading Club program is delivered by academic specialists and intervention paraprofessionals who utilize a pull out and push in format for students who qualify for Title I and/or Section 31a services. These services are provided during a designated small group approach for 30-45 minutes per day. Students are qualified for Walker Reading and Math Club using NWEA data and state assessment data to indicate below student grade level performance. There are also some other risk factors used for identifying eligible students. Notably, any student experiencing homelessness automatically qualifies for services.

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

The research-based methods and strategies in the plan that increase the quality and the quantity of instruction include supplemental support through our Walker Reading and Math Clubs, academic specialists, and intervention paraprofessionals who deliver interventions such as Evidence Based Literacy Instruction (EBLI), Reading Street's Strategic Intervention, I-Ready, after school tutoring, Fountas and Pinnell's Leveled Literacy, Reading A to Z, and online curricular support through Accelerated Reader. In addition, quality instruction is increased through intentional, research-based professional development for all staff in the areas of implementing curricular tools including professional development on delivering the supplemental interventions of EBLI/Sound Reading Framework instruction and building student academic vocabulary. The quantity of instruction is increased through hard scheduling intervention times for all students during Reading and Math Clubs. This provides for at least 30 minutes of additional instruction per day plus after school tutoring that provides up to four hours of instructional time per week.

Reading: Strategies that we will implement for ALL students to increase proficiency in reading include:

Daily differentiated instruction workshop

Focus on reading comprehension through school-wide incentives and use of Accelerated Reader

Professional development for staff in instructional strategies and technology tools to promote curriculum implementation of Reading Street

Utilize Reading Street RTI lessons for differentiated instruction

Read Live (Read Naturally) instruction during workshop and after school tutoring

Evidence Based Literacy Instruction (EBLI) in the general classroom and during workshop

Reading A-Z resources such as close reading passages, leveled books, fluency passages, and comprehension skills lessons to supplement Reading Street curriculum in the general classroom and during workshop

Fountas and Pinnell leveled books to supplement Reading Street curriculum in the general classroom and during workshop

Florida Center for Reading Research activities to supplement the Reading Street curriculum in the general classroom and during workshop

Read Works Story passages to increase the use of informational/non-fiction text

Bob Books used in early elementary to encourage and inspire a love of reading

Utilize a publishing center led by parent volunteers for students to edit and publish their writing

Parent involvement including a reading night with activities for students and their families

Weekly reading homework with student goals

AIMSweb ORF (Oral Reading Fluency), NWF (Nonsense Word Fluency), PSF (Phoneme Segmentation Fluency) to benchmark and progress monitor

Burns-Roe Comprehension Assessments to benchmark and progress monitor

Summer learning program along with a Summer Bridge Book

Math: Strategies that we will implement for ALL students to increase proficiency in math include:

Daily differentiated instruction workshop

Professional development for staff in instructional strategies and technology tools to promote curriculum implementation of Math Expressions and Big Ideas

Focus on math fact fluency and academic vocabulary through Math All Stars program with a Math-a-Palooza incentive celebration

Utilize Math Expressions parent letters to engage parents and explain the concepts their child is learning

Weekly math homework to reinforce mathematical concepts and increase fact fluency

Khan Academy utilized during workshop to differentiate instruction

Xtra Math utilized to increase fact fluency during school and at home

IXL for after school tutoring and intervention

Rocket Math utilized to build fact fluency

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AIMSweb M-COMP (Math Computation) and M-CAP (Math Concepts and Applications) to benchmark and progress monitor

Science: Strategies that we will implement for ALL students to increase proficiency in Science:

Focus on building academic vocabulary

Interactive science notebooks for students to take notes, record experiment data, and write about their findings.

Hands on learning through experimentation using the scientific method

Use of Claims, Evidence, and Reasoning to increase opportunities for higher level thinking

Discovery Education for real world videos and lesson plans

Reading A to Z for informational passages

Time for Kids for informational passages

Social Studies: Strategies that we will implement for ALL students to increase proficiency in Social Studies

Focus on building academic vocabulary

Discovery Education for real world videos and lesson plans

MAISA (Michigan Association of Intermediate School Administrators) units aligned to state standards for lesson and materials

Simulation lessons

Reading A to Z for informational passages

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

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

The findings of the needs assessment indicate English Learners as less proficient in reading, science, and social studies as their peers. It also indicates that students receiving special education services are less proficient in math than students without IEPs. We chose to invest in research-based reading and math strategies through the use of two academic specialists and several intervention paraprofessionals in addition to the special education staff in place to support the needs of students with IEPs. An additional finding was that parents and staff feel an inconsistency in behavior tracking records and communication. Due to this finding, we will require that all staff and administration use the student information system (AtSchool) to record incidents of student behavior issues.

An intentional schedule for intervention will be used to hard schedule workshop time for reading and math for grades kindergarten through eighth grade. In order to ensure all students will receive the instruction they need the most, the school will utilize instructional tools including Accelerated Reader, All-Stars math, Aimsweb, Evidence Based Literacy Instruction (EBLI), Reading A to Z, online curricular support tools for Math Expressions and Big Ideas programs, online curricular support tools for Reading Street, iReady, ReadLive (Read Naturally), IXL, Khan Academy, and XTRA Math. Teachers, academic specialists, and paraprofessionals will use utilize these tools to progress monitor and diagnose which will pinpoint the skills for which each student needs additional instruction to master.

The school will utilize its master schedule in order to provide students that are in the bottom quartile, according to the data presented in the needs assessment, to provide differentiated instruction during workshop time. During this time the academic specialists and paraprofessionals will pull students in order to work on foundational skills needed to be successful in the classroom content areas. This will serve as to benefit student learning during their core instructional time.

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

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

Reading: Students in the bottom quartile are supported using Evidence Based Literacy Instruction (EBLI) for phonemic awareness, phonics, and high frequency words by the academic specialists and paraprofessionals. In addition, authentic texts are utilized to build fluency and practice comprehension strategies. Reading Street resources as well as Reading A to Z comprehension skills lessons are utilized to instruct students on identified areas of need as demonstrated on progress monitoring and benchmark assessments. Read Live is utilized with students receiving intervention as part of the after school program.

Math: Students in the bottom quartile receive Intervention in the area of mathematics during workshop time by academic specialists and paraprofessionals. Math fact fluency is built through Rocket Math which is differentiated for students. Key mathematical concepts which are below grade level as demonstrated by AIMSweb are retaught, practiced, and reassessed. IXL is utilized with students receiving intervention as part of the after school program.

Science: Interventions for students most at risk for not reaching grade level proficiency in the area of science include supplemental technology with Discovery Education and access to informational text from Reading A-Z and Time for Kids. Additionally, students indicated as in the bottom quartile are pulled for individual or small group instruction by the classroom teacher to support concepts not mastered.

Social Studies: Interventions for students most at risk for not reaching grade level proficiency in the area of social studies include supplemental technology with Discovery Education and access to informational text from Reading A-Z. Additionally, students indicated as in the bottom quartile are pulled for individual or small group instruction by the classroom teacher to support concepts not mastered.

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

Walker Charter Academy utilizes a variety of tools to monitor and track the progress of all students, including those who are receiving interventions. In addition to weekly classroom assessments, students who receive intervention services are assessed through AIMSweb benchmarking and progress monitoring for both reading and math. The intervention team collaborates with each grade level on a six week cycle to analyze the data and create flexible student groupings for intervention. These assessments drive instruction and inform teachers, academic specialists, and paraprofessionals of student progress.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

0% of our staff had turned over as of January 2016.

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

10 teachers out of 41 have 0-3 years of experience, 19 teachers have 4-8 years, 8 have 9-14 years of experience, and 4 have 15 or more years of teaching experience.

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

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

- Establishing close relationships with local universities and colleges with teacher education programs. Specific universities and colleges targeted for recruitment efforts include Western Michigan University, Grand Valley State University, Michigan State University, the University of Michigan - Ann Arbor, Calvin College, Hope College, Cornerstone University, Aquinas College, and Central Michigan University.
- Internal teacher job fair events sponsored by National Heritage Academies.
- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitate a successful transition into teaching (New Teacher Orientation and NHA University).
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program (TOPS)

- Providing leadership opportunities through the grade level leader position.
- Team building activities before the school year begins along with ongoing events throughout the school year to build team culture and boost morale.
- A committee dedicated to staff morale. They gather staff feedback, plan team building events and provide opportunities for staff recognition.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

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

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- Providing a comprehensive orientation, mentoring and induction that facilitate a successful transition into teaching (New Teacher Orientation and NHA University).
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- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

We do not have a high turnover rate at this time.

Component 5: High Quality and Ongoing Professional Development

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

Teachers meet bi-weekly to weekly with grade level deans for one on one meetings to discuss areas for improvement with curriculum delivery and behavior management. Curriculum development in all subjects is ongoing from summer work of teachers and grade levels to quarterly regional development days with the NHA Curriculum and Instruction team. Grade level teams meet weekly to create plans and develop strategies for delivering the curriculum. Training for Title I staff and general education staff will be given to support all subject areas and particularly in ELA. GVSU will provide instruction in the Sound Reading Framework to lower elementary teachers and KISD and NHA Special Populations representatives will provide instruction in teaching English Learner students. Time will be given for staff to review student progress through release days. On the release days, teaching staff will develop plans for intervention and extension using Common Assessment and NWEA assessment results. These activities are all driven by the results of the CNA and are carried out in support of the goals identified as priorities for school improvement.

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

Parent involvement programs are designed by stakeholders, including representative parents, who serve on the Walker Charter Academy Schoolwide/Improvement Committee. This Committee, including a parent, met 5 times throughout the school year to work on the Schoolwide Plan. The Committee analyzes academic, demographic, perception, and program/process data in order to determine needs related to parent involvement. In addition, many parents provide input into the program design through ongoing and frequent surveys and parent meetings.

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

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the Walker Charter Academy Schoolwide/Improvement Committee and also by attending the annual Title I parent meetings held every year during the fall and spring. They also participate in parent teacher conferences, individualized contact from teachers and administrators, and all information pertinent to their individual student(s).

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

Feedback from parents on the annual evaluation of the schoolwide plan is solicited formally through annual meetings and surveys as well as informally from principal meetings and parent teacher conferences, as well as through their participation on the schoolwide team. As mentioned earlier, a parent was present for five schoolwide transition meetings during the 2015-16 school year. Parent feedback is welcomed and incorporated into the review process and the schoolwide plan and programs are adjusted accordingly. Walker Charter Academy utilized the NHA Voice of the Parent Survey to increase classroom safety and positive student behaviors by increasing staff training and ensuring consistent adherence to NHA policies.

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

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

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

Parents are provided information to help them understand the State's academic content standards, state and local assessments (M-STEP, WIDA, and NWEA), and how to monitor their child's progress. In addition to being covered during school open houses and parent-teacher conferences, this is also accomplished by scheduling regular parent meetings throughout the school year.

2. Provide materials and training for parents

The school provides materials and training to help parents develop and use at-home skills that support their children's academic achievement and social development. Parents are given techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted during a Parent Night. Some of these activities may include:

- Math games
- Reading skills games
- Kindergarten orientation
- Writing skills
- District standards and assessments
- Community resources
- Helping with Homework

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

The school educates principals, teachers, student services personnel, and other staff, with the assistance of parents, regarding the value and utility of parental contribution, ways to reach out to, communicate with, and work with parents as equal partners, ways to implement and coordinate parent programs, and ways to build ties between parents and the school.

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

The school coordinates and integrates, to a feasible and appropriate extent, parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs to encourage parents to fully participate in the education of their children.

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

Information is shared with parents in a language and format they can understand. Examples include:

- Bilingual staff for interpretation
- Offering translators during parent meetings
- Translation of documents
- Private meetings with parents to explain information as needed

14. Provide other reasonable support as requested

Parents are provided with other reasonable support such as:

- Parent Room with community resources listed and computer access
- Parent Learning Events based on parent survey results
- Voice of Parent results used for decision making regarding school safety and student behaviors

Translation of documents

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you assist each of these parent groups.

Staff provide opportunities for full parent participation:

Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents and families of migratory children

Staff social worker and school administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them

Hearing Assistance

Wheel chair accessible campus

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

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

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

Results of the evaluation and Comprehensive Needs Assessment are being used to provide appropriate trainings for staff and parents. The school administration has added weekly communication through email rather than through a monthly newsletter. A positive reward system has been implemented in grades 8 through eighth grade through "Caught Being Good" cards, Wildcat of the Month awards, and House Points system.

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

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

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

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

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

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

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

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

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

Component 7: Preschool Transition Strategies

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

Walker Charter Academy 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. Specifically, Walker has a dedicated representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. Walker's Registrar and Leadership Team meet with community members and preschools to discuss preschool transition. Meetings consist of informing parents about Walker, inviting parents and students to visit Walker and kindergarten classrooms, and a presentation regarding the skills and knowledge students will need to know when they enter the kindergarten classroom.

Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten. 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 Walker and other students making a similar transition. For example:

- Popsicles on the Playground (Time for new and returning students to meet staff members and other teachers in structured play on the school playground)
- A welcome and orientation dinner for new families including all incoming kindergarteners
- An Open House will occur prior to the new school year in which students will meet their classroom teachers.
- Screen for kindergarten readiness
- Sibling preferences which allows parents the first seat available if siblings are enrolled at our school.
- Make & Take (or pre-made) workshop games for parents to use at home with their child

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

Walker's plan for transitioning students from preschool to kindergarten include kindergarten focused parent meetings and open houses. At these events, discussions will focus on:

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

Teachers are provided release time throughout the year to analyze student data. These times are given after data is available following NWEA testing. A planning guide is provided by school leadership which directs teachers towards using data to differentiate instruction for students. Lesson plans are created by grade levels using the data.

In addition, student achievement data is collected through benchmarking and progress monitoring data. Students are moved in and out of the multi-tiered system of support using NWEA and Aimsweb data every six weeks based on their levels of understanding. Time is given for analysis of the data during prep periods in the school day. Decisions are made collectively among grant funded staff members and classroom teachers to determine the differentiated group placement of students.

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

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

Several data points are used to determine and identify students at risk of not mastering the State's academic achievement assessment standards. These include scoring below the 50th percentile on the NWEA or Primary Grades Assessment, teacher recommendation, atypical behavior, student classwork progress, classroom assessments, and actual state assessment test results. In addition, a strategic approach to identifying students quickly and universally on needed academic skills is described below:

ELA/Reading & Math: All students in grades K-8 are benchmarked three times a year to identify student need and placement in the multi-tiered system of support using AIMSweb. Students are progress monitored using the AIMSweb measures of progress for math and ELA/Reading every three weeks and growth is documented .

Science & Social Studies: Students are identified for additional support using data from State assessments (M-STEP), from NWEA test scores, and from classroom assessments. Teachers pull small groups to provide extra support for students performing below grade level on specific skills.

If a student does not show adequate improvement, they are brought to the Intervention Assistance Team (IAT) where additional strategies are discussed. Further evaluations for possible learning disabilities may also be recommended.

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

English Language Arts/Reading

Grade Span: K-8

Interventions: Academic specialist work with students scoring at the lowest performance levels on AIMSweb or other measures of academic achievement to create an identified learning plan which tracks all interventions provided as well as progress made toward proficiency.

Evidence Based Literacy Instruction (EBLI) for phonemic awareness, phonics, and high frequency words is used for instruction in grades K-3. For grades 4-8, Reading Street and Holt Literature curricular tool resources as well as Reading A to Z comprehension skills lessons are utilized to instruct students on identified areas of need as demonstrated on progress monitoring and benchmark assessments. Students are pulled during workshop time from their general classroom to work one-on-one or in a group of no more than three students during their ELA block for 30-45 minutes, 3-5 times per week.

Paraprofessionals work with students scoring below grade level on AIMSweb or other measures of academic achievement using authentic texts to build fluency and practice comprehension strategies. Additional instruction is given using Reading A to Z to build comprehension skills. Students are pulled during workshop time from their general classroom to work in small groups of 3-6 students during their ELA block for 30-45 minutes, 3-5 times per week.

The Read Live program is utilized by classroom teachers delivering additional after school tutoring to students scoring below grade level on AIMSweb or other measures of academic achievement. After school tutoring in ELA/Reading is given four times per week for 60 minutes per day.

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Writing:

Grade Span: K-8

Interventions: Classroom teachers assist students during independent writing conference with them on their writing strategies and assist them in growing their writing skills. Paraprofessionals assist students at risk with writing during workshop time using Fountas and Pinnell Guided Reading Program for 5-30 minutes daily.

Math:

Grade Span: K-8

Interventions: Academic specialists and paraprofessionals practice math fact fluency using the Rocket Math program which is differentiated for students. Key mathematical concepts which are below grade level as demonstrated by AIMSweb are retaught, practiced, and reassessed. Students scoring at the lowest performance levels on AIMSWeb or other measures of academic achievement work with the academic specialist and are pulled during workshop time from their general classroom to work one-on-one or in a group of no more than three students during their Math block for 30-45 minutes, 3-5 times per week. Paraprofessionals work with students scoring below grade level on AIMSWeb or other measures of academic achievement pulling them during workshop time from their general classroom to work in small groups of 3-6 students during their math block for 30-45 minutes, 3-5 times per week.

The IXL Math program is utilized by classroom teachers delivering additional after school tutoring to students. After school tutoring in math is given four times per week for 60 minutes per day.

Science:

Grade Span: K-8

Interventions for science are given by the classroom teacher and include supplemental technology with Discovery Education and access to informational text from Reading A-Z and Time for Kids. Additionally, students are pulled for individual or small group instruction for 5-20 minutes per day during their science class time by the classroom teacher to support concepts not mastered.

Social Studies:

Grade Span: K-8

Interventions for Social Studies are given by the classroom teacher and include supplemental technology with Discovery Education and access to informational text from Reading A-Z and Time for Kids. Additionally, students are pulled for individual or small group instruction for 5-20 minutes per day during their Social Studies class time by the classroom teacher to support concepts not mastered.

Students at risk that have difficulty in mastering the academic achievement standards of the State of Michigan are given additional interventions including:

- Daily small group workshop instruction from classroom teachers, academic specialists, and paraprofessionals
- Daily differentiated instruction in the classroom
- At risk support from paraprofessionals. Paraprofessionals work with identified students daily during school day hours under the direct supervision of a certified teacher. Paraprofessionals provide support through lesson planning together or with the classroom teacher using the Reading Street, Math Expressions, Holt Literature, and Big Ideas Math curricular tools.
- Access to Accelerated Reader program to incentivize reading and to support reading comprehension
- Access to IXL Math, iReady, and other math online sites to practice math fact fluency or other grade level math skills
- Biweekly Math All-Stars assessments to promote and incentivize grade level math fact fluency and vocabulary

Additionally, after school tutoring time is made available. Students at risk will receive a Summer Success workbook to complete at home with 9 check-in days during the summer for them to work through activities from the workbook with classroom teachers. Teachers create an identified learning plan which tracks all interventions provided as well as progress made toward proficiency on state assessments.

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

The master schedule of Walker Charter Academy includes 30-60 minutes daily of Reading and Math intervention workshops. Students in the 0-49th percentile receive intervention during workshop time by academic specialists and paraprofessionals. Students in the 50-99th percentile receive additional instruction by the general classroom teachers. Small group rotation time is built in for all students to work one-on-one or in leveled groups with the classroom teachers. Extensions are assigned by teachers using the teacher toolkits of their curriculum and textbooks. Students have access to online learning including Kahn Academy, iReady, IXL math, Time for Kids, Discovery Education, and more. Support for reading comprehension is given time as students have access to the Accelerated Reader program.

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

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

Walker ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from federal, state, and local sources to support the goals identified in the Schoolwide Plan. Walker is a 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 funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. General/Local (Board) funds are used to support the schoolwide plan by providing: Staff Wages and Benefits (Administrators, Teachers, Office Staff, Custodial, Coaches, etc.), Textbooks and Curricular Tools, Computers and Office Equipment, Supplies and Materials, Building Costs, Maintenance, Utilities, Professional Development, and Parent Engagement.

IDEA/Special Education funds are used to support the schoolwide plan by providing: Special Education Teachers' Wages and Benefits.

Title I Part A funds are used to support to the schoolwide plan by providing supplemental: Staff Wages and Benefits (Paraprofessionals, Academic Specialist, and an At Risk Teacher), Intervention Program Supplies (Fountas and Pinnell, Read Naturally), and Subscriptions (iReady and Aimsweb).

Title IIA funds are used to support the schoolwide plan by transferring to Title I to support the intervention programming.

Section 31a funds are used to support the schoolwide plan by providing: Staff Wages and Benefits (Paraprofessionals, Academic Specialists) as well as afterschool tutoring.

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

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

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

Description of support provided: Admissions representative (general), teachers (general, IDEA), and the school leadership team (general) will work in collaboration to support student achievement. Staff will be provided job-embedded PD to increase teaching effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience. Textbooks and Curricular Tools, Computers and Office Equipment, Supplies and Materials, and Professional Development.

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

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Description of support provided: Paraprofessionals, Academic Specialists and Intervention Program Supplies, Materials, and Subscriptions (iReady and AimsWeb). 2016-17 Estimated Allocation Amount: \$91,825.24.

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

Description of support provided: Allocation transferred to Title I to support direct services to students in the form of supplemental intervention programming subscriptions (iReady and Aimsweb), as well as supplemental Supplies and Materials. 2016-17 Estimated Allocation Amount: \$9,478.56.

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

Description of support provided: Staff Wages and Benefits (Paraprofessionals, At Risk Teacher), Targeted summer tutoring, and before/after school tutoring wages and benefits. 2015-16 Allocation Amount: \$142,435.00.

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

While funding will not be consolidated, the school's entire educational program is supported by the Schoolwide Plan; this includes supplemental programs. Since the school is a single-school, K-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 funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

Evaluation:

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

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

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

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

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

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

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

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

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

The improvement process at Walker will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, Board meetings, staff meetings, parent meetings and in-service days will be used to provide opportunities for
SY 2015-2016

all stakeholders to be involved in the revision and evaluation process.

Walker Charter Academy Schoolwide Transition Goals for 2016-2017

Overview

Plan Name

Walker Charter Academy Schoolwide Transition Goals for 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Walker Charter Academy will be proficient in Math.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$0
2	All students at Walker Charter Academy will be proficient in Social Studies	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	All students at Walker Charter Academy will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
4	All students at Walker Charter Academy will be proficient in English Language Arts.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0

Goal 1: All students at Walker Charter Academy will be proficient in Math.

Measurable Objective 1:

50% of Students with Disabilities students will demonstrate a proficiency in number sense and operations in Mathematics by 06/01/2017 as measured by NWEA and M-STEP.

Strategy 1:

Math Instructional Support Positions - Student schedules align with IEP required times and general education intervention periods. Students will receive supplement instruction and support to meet the grade level expectations and IEP goals during workshop/intervention periods without missing significant amounts of instruction in the general education classroom.

Category: Mathematics

Research Cited: Strategies and Tools for Responsive Teaching, Alexandria, VA: ASCD. "Only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place." – Workshop/Intervention periods: Research from McGraw Hills shows that by implementing workshop (and other differentiated instruction) into a daily classroom routine helps reach both the higher achieving student as well as those below grade level.

Tier: Tier 3

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	06/01/2017	\$0	Section 31a	Classroom teachers, SPED support staff

Strategy 2:

Provide additional intensive support to special education students in the area of math 2-4 days per week. - Extra time will be provided with specific instructional strategies in small groups.

Category: Mathematics

Research Cited: Farmer-Hinton, R. L. (2002). When Time Matters: Examining the Impact and Distribution of Extra Instructional Time. Additional time in instruction of specific skills can impact learning positively.

Tier: Tier 3

Activity - Additional Time with IEP Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special Education staff will support students in small groups during in classroom workshop time and during pull-out services outside of core instruction time.	Academic Support Program	Tier 3		07/01/2016	06/01/2017	\$0	General Fund	Special Education staff
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Strategy 3:

Math Technology - Technology-based instruction and progress monitoring will be used on a regular basis. This can include Aimsweb, IXL, iReady, and Kahn Academy.
Category: Mathematics

Research Cited: Findings have 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 according to a study commissioned by the Software and Information Industry Association. In this study, 311 researched studies on effectiveness of technology on student achievement were completed by Sivin-Kachala and Bialo (2000).

Tier: Tier 3

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology use will increase student motivation and allow for differentiated instruction through a blending learning model. Data from IXL progress monitoring will be analyzed to monitor progress on IEP goals.	Technology			07/01/2016	06/01/2017	\$0	Title II Part A	Teachers, Instructional Support Staff

Strategy 4:

Math Professional Development - Professional Development- All special education staff, along with several general education staff, will participate in professional development to learn how to better support academically struggling students in an effort to increase student proficiency.

Category: Mathematics

Research Cited: In support of professional development for teachers in increasing teacher quality, a 1998 study involving a half million elementary and middle level students in 3000 Texas schools, researchers found that the most important factor in student achievement was teacher quality (Hanushek, Kain, and Rivkin, 1998).

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deans will provide one-on-one coaching for all staff members using research based teaching strategies and bi-weekly lesson observations for guidance. All special education staff will participate in IEP "Boot camp" to learn how to design specific goals and strategies for students. All staff will attend National Heritage Academies Regional professional development centered on intervention tools and differentiated classroom development.	Professional Learning			07/01/2016	06/01/2017	\$0	General Fund	All Staff

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Strategy 5:

Visual Resources for Increased Learning - Visual representations and guided notes used to present information and guide student thinking.

Category: Mathematics

Research Cited: Tomlinson, C.A. (2003). Fulfilling the promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD
“Providing student with guided notes does not harm performance on exams and can help students more accurately record critical points and examples” (Austin, Lee, & Carr 2004; Marsh & Sink 2010; Rayver & Maydosz 2010).

Tier: Tier 3

Activity - Visual Resources for Increased Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction will be provided through scaffolded notes.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$0	General Fund	Classroom teachers, SPED staff

Goal 2: All students at Walker Charter Academy will be proficient in Social Studies

Measurable Objective 1:

60% of All Students will demonstrate a proficiency according to the assessment parameters in Social Studies by 06/01/2017 as measured by M-STEP .

Strategy 1:

Professional Development - Social Studies - Deans will provide one-on-one coaching for all staff members using research based teaching strategies and bi-weekly lesson observations for guidance.

All staff will attend National Heritage Academies Regional professional development centered on intervention tools and differentiated classroom development.

Category: Social Studies

Research Cited: In support of professional development for teachers in increasing teacher quality, a 1998 study involving a half million elementary and middle level students in 3000 Texas schools, researchers found that the most important factor in student achievement was teacher quality (Hanushek, Kain, and Rivkin, 1998).

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development – Social Studies: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.	Professional Learning			07/01/2016	06/30/2017	\$0	General Fund	all staff

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Strategy 2:

Targeted Instruction - Teachers will provide support through small group and one-on-one meetings during workshop/intervention support times as it is built into the master schedule of the school.

Category: Social Studies

Research Cited: Workshop/Intervention periods: Research from McGraw Hills shows that by implementing workshop (and other differentiated instruction) into a daily classroom routine helps reach both the higher achieving student as well as those below grade level.

Tier: Tier 1

Activity - Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted Instruction – Classroom teachers will provide additional support to students struggling with social studies content during independent work time.	Academic Support Program			07/01/2016	06/28/2017	\$0	General Fund	Classroom Teachers

Strategy 3:

Technology - Technology use will increase student motivation and allow for repetitive practice. Online simulations, videos, and resources will be used to relay content in a way that relates to multiple learning styles for each student.

Category: Social Studies

Research Cited: Findings have 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 according to a study commissioned by the Software and Information Industry Association. In this study, 311 researched studies on effectiveness of technology on student achievement were completed by Sivin-Kachala and Bialo (2000).

Tier: Tier 1

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, and online sources.	Academic Support Program	Tier 1		07/01/2016	06/28/2017	\$0	General Fund	All Staff

Strategy 4:

Parent Involvement - Teachers, students, and parents will collaborate for a World Fair event. Food, dress, customs, dance, and cultural heritage will be researched and presented in a community-wide event.

Category: School Culture

Research Cited: "Change has to start with educators before it can realistically begin to take place with students. The central aim of the second phase of the work is building educators' cultural competence—their ability to form authentic and effective relationships across differences." Responding to Changing Demographics.

Educational Leadership: ASCD, March 2007.

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Tier: Tier 1

Activity - World Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging parents and students to share their cultural heritage through activities that promote new learning.	Parent Involvement, Community Engagement	Tier 1		07/01/2016	06/28/2017	\$0	Other	All Staff

Goal 3: All students at Walker Charter Academy will be proficient in Science.

Measurable Objective 1:

A 15% increase of Economically Disadvantaged students will demonstrate a proficiency according to the assessment parameters in Science by 06/01/2016 as measured by M-STEP.

Strategy 1:

Science Instructional Support Positions - 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:

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 Science.	Academic Support Program			07/01/2015	06/30/2016	\$0	Section 31a, Title I Part A, Title II Part A	Academic Specialists, Paraprofessionals

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Strategy 2:

Science Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category:

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. *Elementary School Guidance & Counseling*, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage

Tier:

Activity - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	\$0	Section 31a	Social Worker

Strategy 3:

Science Professional Development - Professional Development (10% Focus School Set Aside PD): Staff will participate in an on-site professional development event designed to teach instructional staff how to work with at risk students using the Respond To Intervention (RTI) model. This includes one full day of professional development in September, plus two dates throughout the school year to work with teams.

Category:

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). *Teachers, Schools, and Academic Achievement*. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). *What Makes Professional Development Effective? Results From a National Sample of Teachers*. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will receive PD to improve instruction for academically struggling students.	Professional Learning			07/01/2015	06/30/2016	\$0	Title I Part A	All Staff
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Goal 4: All students at Walker Charter Academy will be proficient in English Language Arts.

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency measured by the assessment parameters in English Language Arts by 06/01/2017 as measured by NWEA and M-STEP.

Strategy 1:

Supplemental Instructional Support - Students will be grouped based on academic levels according to NWEA, M-STEP, AIMS-Web, Burns-Roe, and classroom reports. The groups will be flexible in order to meet each student's need. Workshop time will be scheduled in addition to the classroom core content for ELA in which differentiation will occur. The academic specialist and paraprofessionals will utilize Reading A to Z, Fountas and Pinnell, the Sound Framework, and materials from the general education classrooms to provide direct instruction. Additionally, classroom teachers will ability group students remaining in the classroom during the workshop time in order to best meet the needs of students in the classroom. Students will rotate between leveled reading groups, small group time with the teacher, independent practice, and online learning apps to address specific skills in which they struggle.

Category: English/Language Arts

Research Cited: Strategies and Tools for Responsive Teaching, Alexandria, VA: ASCD. "Only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place." – Workshop/Intervention periods: Research from McGraw Hills shows that by implementing workshop (and other differentiated instruction) into a daily classroom routine helps reach both the higher achieving student as well as those below grade level.

Tier: Tier 2

Activity - Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Instructional Support – ELA – Academic specialists and paraprofessionals will service students in ELA during scheduled workshop times. This will occur in all grades K-8th.	Professional Learning, Academic Support Program	Tier 2		07/01/2016	06/01/2017	\$0	Title I Part A, Section 31a	Academic Specialist, At Risk Teacher, and Paraprofessionals

Strategy 2:

Out of School Time Strategies - Extra time will be provided with specific instructional strategies in small groups.

Category: English/Language Arts

Research Cited: Farmer-Hinton, R. L. (2002). When Time Matters: Examining the Impact and Distribution of Extra Instructional Time. Additional time in instruction of specific skills can impact learning positively.

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Tier: Tier 2

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tutoring to English Learner students in the area of Reading and Language Arts 2-4 days per week utilizing SIOP instructional methodology.	Technology , Academic Support Program			07/01/2016	06/01/2017	\$0	General Fund	Support Staff

Strategy 3:

Technology- Based Instruction - Technology used during intervention, free time, and after school will increase student motivation and allow for repetitive practice. Data from IXL progress monitoring will be analyzed to monitor progress on IEP goals.

Category: English/Language Arts

Research Cited: Findings have 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 according to a study commissioned by the Software and Information Industry Association. In this study, 311 researched studies on effectiveness of technology on student achievement were completed by Sivin-Kachala and Bialo (2000).

Tier: Tier 2

Activity - Technology- Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology-based instruction and progress monitoring will be used on a regular basis. This can include IXL, iReady, and Kahn Academy.	Academic Support Program			07/01/2016	06/01/2017	\$0	General Fund	All staff

Strategy 4:

Professional Development - Deans will provide one-on-one coaching for all staff members using research based teaching strategies and bi-weekly lesson observations for guidance.

All staff will attend National Heritage Academies Regional professional development centered on intervention tools and differentiated classroom development.

Category: English/Language Arts

Research Cited: In support of professional development for teachers in increasing teacher quality, a 1998 study involving a half million elementary and middle level students in 3000 Texas schools, researchers found that the most important factor in student achievement was teacher quality (Hanushek, Kain, and Rivkin, 1998).

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development- All general education staff will participate in professional development to learn how to better support academically struggling students in an effort to increase student proficiency.	Academic Support Program	Tier 1		07/01/2016	06/01/2017	\$0	General Fund	all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
World Fair	Engaging parents and students to share their cultural heritage through activities that promote new learning.	Parent Involvement, Community Engagement	Tier 1		07/01/2016	06/28/2017	\$0	All Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Time with IEP Students	Special Education staff will support students in small groups during in classroom workshop time and during pull-out services outside of core instruction time.	Academic Support Program	Tier 3		07/01/2016	06/01/2017	\$0	Special Education staff
Technology	Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, and online sources.	Academic Support Program	Tier 1		07/01/2016	06/28/2017	\$0	All Staff
Visual Resources for Increased Learning	Differentiated instruction will be provided through scaffolded notes.	Academic Support Program	Tier 3		07/01/2016	06/30/2017	\$0	Classroom teachers, SPED staff
Professional Development	Professional Development- All general education staff will participate in professional development to learn how to better support academically struggling students in an effort to increase student proficiency.	Academic Support Program	Tier 1		07/01/2016	06/01/2017	\$0	all staff

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Professional Development	Deans will provide one-on-one coaching for all staff members using research based teaching strategies and bi-weekly lesson observations for guidance. All special education staff will participate in IEP "Boot camp" to learn how to design specific goals and strategies for students. All staff will attend National Heritage Academies Regional professional development centered on intervention tools and differentiated classroom development.	Professional Learning			07/01/2016	06/01/2017	\$0	All Staff
Targeted Instruction	Targeted Instruction – Classroom teachers will provide additional support to students struggling with social studies content during independent work time.	Academic Support Program			07/01/2016	06/28/2017	\$0	Classroom Teachers
Technology- Based Instruction	Technology-based instruction and progress monitoring will be used on a regular basis. This can include IXL, iReady, and Kahn Academy.	Academic Support Program			07/01/2016	06/01/2017	\$0	All staff
Professional Development	Professional Development – Social Studies: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.	Professional Learning			07/01/2016	06/30/2017	\$0	all staff
Tutoring	Provide tutoring to English Learner students in the area of Reading and Language Arts 2-4 days per week utilizing SIOP instructional methodology.	Technology , Academic Support Program			07/01/2016	06/01/2017	\$0	Support Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Workshop Instruction	Supplemental Instructional Support – ELA – Academic specialists and paraprofessionals will service students in ELA during scheduled workshop times. This will occur in all grades K-8th.	Professional Learning, Academic Support Program	Tier 2		07/01/2016	06/01/2017	\$0	Academic Specialist, At Risk Teacher, and Paraprofessionals
Professional Development	Staff will receive PD to improve instruction for academically struggling students.	Professional Learning			07/01/2015	06/30/2016	\$0	All Staff
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			07/01/2015	06/30/2016	\$0	Academic Specialists, Paraprofessionals

Section 31a

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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 Mathematics.	Academic Support Program			07/01/2016	06/01/2017	\$0	Classroom teachers, SPED support staff
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			07/01/2015	06/30/2016	\$0	Academic Specialists, Paraprofessionals
Workshop Instruction	Supplemental Instructional Support – ELA – Academic specialists and paraprofessionals will service students in ELA during scheduled workshop times. This will occur in all grades K-8th.	Professional Learning, Academic Support Program	Tier 2		07/01/2016	06/01/2017	\$0	Academic Specialist, At Risk Teacher, and Paraprofessionals
Non-Instructional Support Positions	Supplemental social worker will work with students who experience difficulty in school and community settings as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.	Behavioral Support Program			07/01/2015	06/30/2016	\$0	Social Worker

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			07/01/2015	06/30/2016	\$0	Academic Specialists, Paraprofessionals
Technology	Technology use will increase student motivation and allow for differentiated instruction through a blending learning model. Data from IXL progress monitoring will be analyzed to monitor progress on IEP goals.	Technology			07/01/2016	06/01/2017	\$0	Teachers, Instructional Support Staff