



Single Building District Improvement Plan

Benton Harbor Charter School Academy

455 RIVERVIEW DR
BENTON HARBOR, MI 49022-5080

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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.

Parents, teachers, and other staff were part of 6 SI meetings throughout the year.

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

Parents, teachers, staff, and community members were all equally involved in the process

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

It was emailed to all stakeholders and available on the school website

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Benton Harbor Charter School Academy comprehensive needs assessment was conducted over the course of the 2017-2018 school year using student data from test results, data collected from parent perception surveys, and through the involvement of other stakeholders. The school improvement team, consisting of administration, general education teachers, Title I educator, special education teachers, and a parent, created a school data profile/analysis, school process profile, and summary report based on parent/student/staff surveys conducted throughout the 2017-2018 school year and various demographic reports from the state, local and teacher assessments. Goals, objectives, and strategies were developed by the school improvement team and board of education by looking at the performance of each demographic group in each of the content areas as well as input from all stakeholders and identifying the root causes of any deficiencies. The school improvement team met monthly throughout the school year and summer in order to conduct these analyses and conclusions

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?

Looking at the results from our parent survey, parents are pleased with the level of rigor in the academic program in our school and are encouraged by the progress that their students are making. When looking at our student test scores on the NWEA and MSTEP, our students continue to under performing in math, reading, social studies, and science, but are making gains. Our school serve students from an urban area and high population of at risk and poverty-stricken families.

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.

The school goals are connected to priority needs redesign plan, and the needs assessment through the data analysis of MSTEP, NWEA and other teacher made 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?

The goals that we have in place are tailored to the needs of our children regardless of the cause of their disadvantage. This is evident through the use of Individualized Student Learning Plans (ISLPs) and Individual Reading Improvement Plans (IRIPs) that all classroom teachers create with the literacy coach, collaborate with the students on, and evolve as the school year progresses.

Component 2: Schoolwide Reform Strategies

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

1. The primary school-wide assessment that Benton Harbor Charter School Academy uses is MAP (NWEA) MAP is a computer adaptive assessment that identifies mastery of common core standards in Reading, Math and Science. BHCSA began administering the MAP assessment three times each year (fall, winter, spring) in Reading and Math during the 2015-2016 assessment. The assessment provides comparison data at the school, state and national levels. The data gained from NWEA serves as the foundation for monitoring student achievement and assists with the identification and placement of students in cooperative learning groups and also provides information which helps teachers differentiate instruction and recommend students for additional support and interventions. Finally, MAP data is used as a basis for discussion with parents during progress monitoring conferences and is posted on data walls in classrooms to engage students in monitoring class and individual progress. In addition to using MAP data, teachers also administer pre-mid-post-assessments from Engage NY. This teaching strategy will be fully implemented during the 2015-16 school year when pre-assessments are given to assess prerequisite skills prior to instruction. As teachers receive the data acquired from pre-assessments, they can plan lessons thoughtfully, address the student deficits and challenge stronger students. During the course of instruction, formative assessments are on-going and include assessments similar to the MStep format. These assessments include, but are not limited to, daily or weekly quizzes, exit tickets, reflections, summaries, homework assignments, class polls, etc.

Teachers analyze data from these sources regularly to drive instruction. Upon completion of a unit of study, teachers administer post assessments from Engage NY. The data generated from post assessments, coupled with data from pre-assessments, allows teachers to see student growth in a measurable way. This cycle of pre-assessing, instruction coupled with formative assessments, and post-assessments occurs as modules. While many teachers are currently following this Professional Learning Communities (PLCs), it was implemented schoolwide in 2016-17, and will continue with fidelity moving forward. Finally, data collected from the instructional programs will be collected, analyzed and used to monitor the effectiveness of implementation of all components of the instructional program. Data gained through the PLC will help maintain a laser like focus on increasing achievement and closing achievement gaps.

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).

Teachers analyze data from these sources regularly to drive instruction. Upon completion of a unit of study, teachers administer post-assessments from Engage NY. The data generated from post assessments, coupled with data from pre-assessments, allows teachers to see student growth in a measurable way. This cycle of pre-assessing, instruction coupled with formative assessments, and post-assessments occurs as modules. While many teachers are currently following this Professional Learning Communities (PLCs), it was implemented schoolwide in 2016-17, and will continue with fidelity moving forward.

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

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There are several research-based reform strategies in the schoolwide plan aligned with the findings of the needs assessment. The Title I Schoolwide Diagnostic comprehensive needs assessment identified that All of our students under perform in all core subjects. Teachers consistently use the following strategies and activities to produce mastery students and close gaps: Engage NY Curriculum: English language arts and mathematics curriculum modules emphasizing deeper learning, problem solving and critical-thinking. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. All students have common curricular objectives. Reading Across the Curriculum: Improving reading in all content areas, designed to help students bridge the gap between their reading levels and the reading level of their instructional materials. The curriculum emphasizes language development in all subjects, Math and Science included. Language development includes an introduction of writing and reading for meaning. Students become subjects of their own education by using applications tied to students' cultures and their every day experiences. Differentiating Instruction: Allows teachers to observe and understand the differences and similarities among students, using this information to plan and meet the needs of each individual student. Kagan Cooperative Learning: Allows teachers to organize classroom activities into academic and social learning experiences. Small teams of students (usually teams of four) work together towards a learning goal. Daily Five Peer Modeling: Allows more advanced students to tutor their peers in mastering the material. Middle school students may be used as mentors for the second graders. Extended Time on Task: High-poverty students benefit the most from expanded learning time. These students often do not have access to the same kind of out-of-school family and community learning resources as their higher-income counterparts. This is a reality that widens both opportunity and achievement gaps.

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.

There are several research-based reform strategies in the schoolwide plan aligned with the findings of the needs assessment. The Title I Schoolwide Diagnostic comprehensive needs assessment identified that All of our students under perform in all core subjects. Teachers consistently use the following strategies and activities to produce mastery students and close gaps: Engage NY Curriculum: English language arts and mathematics curriculum modules emphasizing deeper learning, problem solving and critical-thinking. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. All students have common curricular objectives. Reading Across the Curriculum: Improving reading in all content areas, designed to help students bridge the gap between their reading levels and the reading level of their instructional materials. The curriculum emphasizes language development in all subjects, Math and Science included. Language development includes an introduction of writing and reading for meaning. Students become subjects of their own education by using applications tied to students' cultures and their every day experiences. Differentiating Instruction: Allows teachers to observe and understand the differences and similarities among students, using this information to plan and meet the needs of each individual student. Kagan Cooperative Learning: Allows teachers to organize classroom activities into academic and social learning experiences. Small teams of students (usually teams of four) work together towards a learning goal. Daily Five Peer Modeling: Allows more advanced students to tutor their peers in mastering the material. Middle school students may be used as mentors for the second graders. Extended Time on Task: High-poverty students benefit the most from expanded learning time. These students often do not have access to the same kind of out-of-school family and community learning resources as their higher-income counterparts. This is a reality that widens both opportunity and achievement gaps.

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

Students meeting their target growth and/or benchmark in accordance with NWEA and being proficient on MSTEP

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2017-2018 school year the teacher turnover rate at BHCSA was 24%

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

There are 25 K-8 educators on campus 4 teachers have 0-5 years of experience 15 teachers have 6-9 years of teaching experience and there is currently 4 teachers on the staff with more than 10 years of teaching experience. Both administrators have over 10 years of experience.

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

BHCSA offers up to a \$500 yearly incentive for continuing education classes and college courses, and referrals. An additional incentive is given every time a new degree is completed. We offer a comprehensive health care package, 401K benefits, and the opportunity for some to advance their careers by being selected to participate in School Leaders Institute (SLI); a program offered to all staff who would like to have a leadership career with the company. This is a one year comprehensive program supported by Ferris State University that guides employees through the task of leadership with the company. Once the program is complete, staff can apply for limited leadership opportunities with the company. BHCSA offer teachers training in Educating Children of Poverty, Engage NY, Kagan Cooperative Learning. The academy recruits at state university job fairs, and will reach out to HBCUs as we move forward.

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

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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?

BHCSA offers up to a \$500 yearly incentive for continuing education classes and college courses, and referrals. An additional incentive is
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given every time a new degree is completed. We offer a comprehensive health care package, 401K benefits, and the opportunity for some to advance their careers by being selected to participate in School Leaders Institute (SLI); a program offered to all staff who would like to have a leadership career with the company. This is a one year comprehensive program supported by Ferris State University that guides employees through the task of leadership with the company. Once the program is complete, staff can apply for limited leadership opportunities with the company. BHCSA offer teachers training in Educating Children of Poverty, Engage NY, Kagan Cooperative Learning. The academy recruits at state university job fairs, and will reach out to HBCUs as we move forward.

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.

The staff at Benton Harbor Charter School Academy commits to a Professional Learning program that is high quality, job-embedded and ongoing. Our focus for Professional Learning, which will began during the 2015-16 school year, includes the following:

1. Generating and analyzing data from chosen instructional programs (Lexia, Learning Odessey, Study Island, IXL)
2. Using data effectively to monitor and inform instruction (MSTEP, NWEA, pre, mid, and post module assessments from Engage NY.)
3. Teaching and assessing reading and writing throughout the curriculum
4. Differentiated Instruction
5. Best Practices in classroom instruction in coordination with implementation of the Danielson
6. Framework for Effective Teaching
7. Test Score Improvement Plans
8. Curriculum Analysis
9. Test Anxiety
10. Ruby Payne Teaching Children of Poverty
11. Teaching Children of Poverty How to Learn
12. Webb's Depth of Knowledge
13. Kagan Cooperative Learning
14. Test Taking Skills & Technology
15. Guided Reading practices
16. ZooPhonics

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

The Professional Learning program will provide repeated opportunities for teachers to learn, reflect and share new concepts with a common focus. Additionally, providing teacher support for generating and analyzing data from instructional programs will ensure that teachers are implementing these programs with fidelity in an effort to reach our goal of raising student achievement

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in multiple ways in the design of the schoolwide plan. The BHCSA Title I Schoolwide team included general and special education teachers, intervention staff, a parent and community member, board members, as well as administrators. The parent participated in school improvement meetings that involved building and designing the schoolwide plan with both the building team and the Title I Schoolwide Facilitator. Parents input was sought on a variety of topics through surveys throughout the year. Parent Teacher Conferences, which included communication, classroom instruction, parent involvement, school environment, staff and office rapport, and school safety. Parents were presented with information during several grade level parent meetings throughout the school year. Parents were encouraged to give their input during and after these meetings.

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

In order to keep parents involved in the implementation of the school-wide plan, BHCSA will work with parents to keep open lines of communication and parental involvement. BHSCA will host an annual meeting, flexible meeting times, program improvement, participation opportunities, frequent progress reports, coordination of resources and training to the education of staff on the importance of parent involvement.

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

In order to keep parents involved in the evaluation of the school wide plan, parents are invited to offer their feedback at the annual Title I meeting, grade level parent meetings, the annual school Open House, and through their feedback in several parent surveys. Surveys will be available in a variety of formats; online, mailed home, and additional surveys sent home with students

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		

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

Benton Harbor Charter School Academy provides parents with curriculum information and explains the required Common Core State Standards at curriculum night. Families visit the facility and meet their educational team. Information is shared regarding rules, regulations, schedules and activities. Parents are encouraged to become active members with the educational environment with an open invitation into the classroom and to become a member of PTO. Teachers will provide information such as classroom expectations, and how they are

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aligned with the state standards. Teachers will also explain Powerschool and how parents can access grades from home. Parents will also be aware of the Bi-weekly progress reports sent out.

1118 (e)(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; The Title I instructional staff will work closely with staff members. The instructional staff will provide feedback and advice to a parent on their child's educational needs. The instructional staff will also take parents concern and analyze data. Workshops will be attended in order to provide tools and resources for educational staff and parents of students.

1118 (e)(3) Shall educate teachers, pupil services personnel, and other staff with the assistance of parents, in the value and utility of contributions of parents as equal partners, implement and coordinate parent programs, and build ties between parent and school: BHCSA staff is provided with instructional coaching, materials, mentors, and suggestions on building effective relationships with parents. Staff will be given training on how to have effective communication with parents. Parents will be able to analyze staff and the academy in our survey.

1118 (e)(4) Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, and conduct activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children:

1118(e)(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practical, in a language the parents can understand. Information with parents will be provided in multiple ways such as electronic and hard copies of newsletters. The information given will be in a language that parents can understand.

1118(e)(14) Shall provide such other reasonable support for parent involvement activities under this section as parents may request: BHCSA has an open door policy and encourages parents to come in and talk about any issues or concerns. Parents are allowed to communicate and encourage communicating however they feel is necessary.

Section 1118(f) Accessibility: Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. BHCSA will assist parents in communicating in whichever way they feel comfortable. In order for our school to assist parents with limited English proficiency staff will use simple language and picture techniques such as clip art and graphics. Parents with disabilities that are mobile will be able to access the building for events such as conferences. Parents may also have phone conferences if requested because of a disability. Language used will be simple with picture techniques such as clip art and graphics. Parents for migratory children will be evaluated on a case by case scenario and situation. Children will have a plan in the start of the school year that best fits their needs.

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

In order to evaluate the parent component of the school wide plan, BHCSA will maintain data on parent attendance at open house, parent/teacher conferences, volunteer work, and all other parent involvement activities and sessions. Parents will

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also make suggestions via parent representatives on the school improvement team or at PTO meetings, through quarterly parent surveys, at Parent Teacher Conferences, and with administrators on an individual basis. Stakeholders, including staff members, parents, and building administrators, will meet to discuss the components that have worked well, as well as possible areas of improvement in parent friendly language. Using input from the meeting, on-line surveys, paper surveys, and the school website, the school wide plan will be modified to further encourage parent involvement

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

Over the past few years the results of the evaluations show that parents are most often in the school for the sake of disciplinary concerns with their child. About 50% of our parents participate in parent teacher conferences at which surveys are distributed. Grade level meetings held for parents produce participation results of less than 25% for middle school parents. These numbers increase for grades K-4. These rates provide insight to the trends of a declining rate of parental involvement in middle school grades, which indicates that more aggressive strategies are needed to engage our parents. BHCSA parents will be informed of the results of the year's evaluations of the parent involvement plan, in a language that parents can understand, in order to identify barriers to greater parent involvement. These results will be shared in the building's annual report and posted online, and provided to the school's school improvement team to conduct gap analysis and determine parent involvement targets.

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

The school-parent compact was developed as a collaborative effort between stakeholders. The school-parent compact is reviewed and revised annually by a team to evaluate trends during the school year. Through a collaboration of parents, students, and staff, input is gathered and analyzed in order to make modifications of the school wide plans and expectations

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

The parent compact is reviewed and discussed annually during in-person parent-teacher conferences. The compact is discussed, along side the school rules and regulations as outlined in the school handbook, in the classroom with the students. The compact is then signed by the parents and students. The compact is then kept on file to be used as a reminder of the agreement between the stakeholders and is reviewed at future parent-teacher conferences as needed

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

The parent compact is reviewed and discussed annually during in-person parent-teacher conferences. The compact is discussed, along side the school rules and regulations as outlined in the school handbook, in the classroom with the students. The compact is then signed by the parents and students. The compact is then kept on file to be used as a reminder of the agreement between the stakeholders and is reviewed at future parent-teacher conferences as needed

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

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

To ensure that parents are informed about academic standards and assessments in a language the parents can understand, BHCSA will provide the following:

A summary of Grade Level Content Expectations/ Common Core Standards in parent-friendly language on the school's website. Parents are introduced to the state standards that are presented to the students and the parents are encouraged to ask clarification questions where needed

Local assessment information (DIBELS, F & P, NWEA, MSTEP, and school wide common assessments in reading, writing, math, science and social studies) are shared with parents at parent-teacher conferences, report cards, and/or assessment results sheet with cover letter guide and booklet to interpret the results. Students receiving additional assistance will be progress monitored on a bi-weekly basis depending on student need. Progress monitoring information will be shared at parent teacher conferences, Individual Education Plan meetings, and at individual conferences as requested by parents and/or teachers.

An interpreter is used when parent language is one other than English. For English speaking parents, teachers break down and explain scores that relevantly reflects student progress and answer any specific questions parents may have.

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?

Kindergarten Classroom visits: The kindergarten and preschool teachers schedule a visit in the fall and in the spring for a preschool visit of the kindergarten classrooms. In May of each school year the kindergarten teachers host a kindergarten round-up for the parents of incoming kindergarten students. Tours, the school's policies and information regarding curriculum is discussed with the parents. Families are invited to spend half day in the morning observing the kindergarten teachers. We schedule several visits during the week to accommodate the parent's schedule. Students are invited to experience a typical day involving morning activities, lessons, centers and lunch.

The preschool teachers and kindergarten staff work closely to prepare them for transition, and a kindergarten readiness checklist is given to parents. An in house preschool program allows for frequent interaction with Kindergarten students during various whole school activities and occasional lunch room visits. During the last month of school, the outgoing Pre-school students spend 25 minutes per week in a Kindergarten class to help with adjustment. Parents are welcome to visit on these days. During Kindergarten round up , current Pre-K teachers escort new Kindergarten families to the rooms and introduce them to Kindergarten teachers.

Kindergarten teachers offer a make and take activity, snack and time spent with them to explore their new room. Prior to the beginning of the school year, teachers make home visits to help with the transition and make a presence in the community.

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?

The preschool teachers in cooperation with the preschool director, kindergarten teachers will introduce parents to the standards and expectations of students when entering kindergarten the following year. They will be provided with training on information and strategies to assist their student in kindergarten readiness. Kindergarten Round Up, held in May, also revisits kindergarten readiness reviewing curriculum and policies and procedures.

Preschool teachers receive extensive training in common core standards for kindergarten. They work closely with the kindergarten staff to ensure progress is being made towards beginning Kindergarten goals. Preschool Parents are given Creative Curriculum literature to make home-school connections. Preschool teachers undergo an extensive training. Parents are given program information and materials throughout the year.

Preschool and Kindergarten teacher meet during Professional Learning Community meetings to discuss transition strategies and skills. Parents are given a list of core activities for students entering kindergarten to work on to best prepare them for the transition

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?

Benton Harbor Charter School Academy teachers participate in the decision making process at all levels of the district regarding the use of school-based assessments. They are invited to participate in School Improvement Teams and in the development of curriculum and assessments as the district moves to a standards-based program. Departmental teams meet to analyze assessment data.

They use their assessment data to to create common assessments. During staff and content level meetings teachers have opportunities to participate in building decisions. Focus groups were established to maximize participation.

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

Teachers work in Professional Learning Communities (PLC's) to build teamwork and to analyze data and to work together to improve instructional programming. Grade level teams are given collaborative planning daily for common lesson planning and data analysis and application. More time is used for planning and program evaluation during early release days. School staff meetings are held monthly.

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.

The process for identifying students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level at BHCSA is the Rtl model. NWEA (universal screener) is used for our Rtl model which provides effective educational services to all students. The teachers, administration, and support staff are trained to use formative and summative assessment data to identify and pin-point student academic achievement gaps. Based on that data teachers develop prescriptive and appropriate instructional strategies to facilitate the closing of student achievement gaps. F & P is used to assess early childhood literacy.

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?

BHCSA students will be provided timely, effective and additional assistance to achieve state academic standards by using Response to Intervention (RTI) model and accelerated services. Tier 1, teachers provide high quality instruction, Teachers differentiate instruction in the classroom to meet individual student needs. Tier 2, student receive instruction in Tier 1 and Tier 2. Teachers provide research based instructional strategies that will provide students with the academic skills to be proficient in common core content areas.

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

A RTI and Accelerated model are designed to support students in learning their standards. It has three tier of instruction and support: Tier 1, includes the instruction and support provided to all children. Tier 2, (supplemental) serves students needing more help. Extra instruction and support are provided to these children in small groups, and Tier 3 (intensive) is for students who need intense support in order to succeed. Extra instruction and support for these students are provided in even smaller groups.

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.

The State, local, and Federal programs/resources that will be supporting the school wide program are:

Title I Part A:

Summer school and after school tutoring provide interventions to strengthen skills of students performing below grade level.

Teachers to provide instructional services during the school day to individuals who are below grade level.

Teacher/Facilitator to involve parents in programs that support BHCSA and their school.

Study Island , Learning Odessey, Lexia, IXL to provide instructional support in reading, and math.

Reading, math, science, and social studies materials to provide support for acceleration.

Title I instructional staff to provide professional development for technology and training.

-Extended day tutoring program

-Saturday School Program (when necessary)

-Summer School Program

-Support Staff (Psychologist, Social Worker, Speech Pathologist)

-Parent Involvement activities

-Food Service program

-Teacher training and workshops

Title II Part A

Professional development for technology training to improve instruction

Local General Funds: Provides additional support for district requirements

-Writing the School Improvement Plan

-School Improvement Team meetings

-Parent Teacher Conferences

General Funds

Update Math, Science, Social Studies, Reading, and Writing curriculum to meet the demands of the Common Core.

Support purchase of curriculum materials that meet the demands of the Common Core

Section 31a: Provides additional support that help students

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.

1. Comprehensive Needs Assessment: General Fund, Title I stakeholders meetings to identify the needs and write an effective plan.

2. School wide Reform Strategies: General Fund, Title I stakeholders to align with CNA, create and implement strategies.

3. Highly Qualified staff: Title II Part A, Title I, Teacher recruitment incentives, teacher mentoring programs and integration of technology.

4. Attract and Retain Highly Qualified staff: General Fund, Title II Part A, Title I, Teacher recruitment incentives, teacher mentoring programs and integration of technology.

5. Professional development: General Fund, Title II Part A, Training and support materials for instruction in all academic core areas.

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6. Parental Involvement: General Fund, Title I, annual meeting, PTA meetings, Quarterly Parent Teacher Conferences, Parent Partnership;Workshops.
7. Preschool Transitions: General Funds, 8th Grade students visits to high school.
8. Assessment decisions: General funds, Professional Learning Communities, grade level meetings, School Improvement meetings. Teams will discuss assessments and results.
9. Timely and Additional Assistance: Title I, Title II Part A, Special Education, general funds, section 31a , After school and Summer School programs, all programs that address at risk students.
10. Coordination and Integration of Federal, State,, and Local Resources: General fund and Federal Fund program meetings

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.

BHCSA will use a combination of all funds to support services that contribute to the success of all children. Our administration team and Special Services Team work with students on Restorative Practices, resolving conflicts, peer mediation, and providing resources and support for families. BHCSA provides programs to support positive behavior, a bully free school built on character education. The free and reduced meal program provides a healthy lunch and breakfast to our students. Additionally, the school participates in the Fruit & Vegetable program, and serve an afternoon snack to students after school. BHCSA provide assistance and support to our families in the McKinney Vento program.

Evaluation:

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

BHCSA has a school improvement team that evaluates, and reviews standardized test score. Those results will provide individualized areas of needed improvement within a content area. These areas will show how goals were not met. The school improvement team will meet once a month to discuss and implement improvements in student learning. The SIP team will analyze gaps and discuss specific strategies for student achievement in each content area. After analyzing this data, it will be presented annually and discussed with staff. Full staff meetings will include school administrators, special education teachers, general content area teachers, and support staff.

BHCSA also has focus groups that focuses on The Stages of Implementation of each program. The stages of implementation are Exploration, Installation, Initial Implementation, and Full Implementation of each program

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.

The school improvement team will review and analyze data from M-STEP, F & P, and NWEA assessments. Students who score below proficient level will be provided with accelerated services depending on the student's individual needs (RTI). These service sessions are effective in making accommodations and modifications while providing individualized learning opportunities. Teachers in the content areas will monitor student needs and provide differentiated instruction. NWEA assessment three times a year, provides the data needed to determine student gains and growth. Accelerated decisions are made based on the student individual need.

BHCSA also has focus groups that focuses on The Stages of Implementation of each program. The stages of implementation are Exploration, Installation, Initial Implementation, and Full Implementation of each program.

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.

The school uses multiple forms to determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards. The school improvement team, Title 1 staff, special education teachers, and other service providers review the achievement data of low achieving students as needed. This data may include report cards, classroom observation, teacher observation, NWEA, M-STEP, Dibels, WIDA., and other summative and formative assessments. This group then evaluates and adjusts the schoolwide program to close any gaps in the achievement.

BHCSA also has focus groups that focuses on The Stages of Implementation of each program. The stages of implementation are Exploration, Installation, Initial Implementation, and Full Implementation of each program.

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?

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The school improvement team at BHCSA will revise and make changes to the SIP if evaluations from staff, parents and students show areas in need of improvement. Parents, students, and staff participate and complete Title I evaluations and surveys. These surveys help the school improvement team analyze and take suggestions for improvement. The SIP team will consistently evaluate the plan in order for student achievement to be obtained. Complete plan revisions will be finalized by the spring and ready to be implemented in the fall. Finalizing the plan by the spring allows for more time to ensure proper staffing, budgeting and professional development needs.

19-20 Single Building District Improvement Plan

Overview

Plan Name

19-20 Single Building District Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student academic achievement in READING accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$38980
2	Increase student academic achievement in Math accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7920
3	All students at Benton Harbor Charter School Academy will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$177000
4	Increase student academic achievement in SCIENCE in accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Increase student academic achievement in SOCIAL STUDIES in accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$73116
6	Whole Child focus to promotes the long-term development and success of all children	Objectives: 1 Strategies: 1 Activities: 14	Academic	\$461432

Goal 1: Increase student academic achievement in READING accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness in reading in Reading by 06/28/2019 as measured by NWEA and MSTEP.

Strategy 1:

Technology Usage - All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where they will gather and analyze student data to create and/ or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC Meeting when all staff discuss /analyze classroom data work objectives. Teachers will also use this time to analyze student work and objectives.

Category: Technology

Research Cited: PLC Meetings

Tier:

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on line tool in which students prior knowledge and gained knowledge can be assessed and enhanced. The program is adaptive and focuses on the specific needs of the student and their deficits.	Academic Support Program	Tier 2	Monitor	06/28/2019	06/30/2022	\$7000	Title I Schoolwide	Reading Specialist, Teachers and Instructional Aides

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.	Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$9990	Title I Part A	Administration, teachers, interventionist, literacy coach

Strategy 2:

Parental Involvement - Parents will be encouraged to visit the school and participate in student learning activities and the PTO. Parents will have the opportunity to engage students in community services projects and learn about the curriculum and computer enrichment programs being used in the building. Parents will also be able

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to access technology for adult literacy program using our parent resource room. They can participate in activities to enhance their knowledge and ability to help students complete homework/classwork at home, find opportunities for volunteerism, and enhance their own lives.

Parents will have the opportunity to participate in S.C.O.R.E Conflict Resolution Training for Parents and Students - Training for parents and students on how to effectively resolve conflict without physical or verbal escalation - workshops to be held monthly for parents and students

Category: School Culture

Research Cited: Parent Reaseach

Tier:

Activity - Reading Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BHCSA will hold two Parent Reading workshops to inform parents about the reading initiatives and curriculum students will be engaged in during the school year. The information will include an overview of the strategies being used and outlined in the School Improvement Plan and how to help their students in school and at home completing classwork and homework. Parents will also have the resource room and technology available to them to access programs students work with on line to enhance their reading skills,	Community Engagement		Implement	06/28/2019	06/30/2022	\$2500	Title I Schoolwide	Parent Involvement Coordinator, Administration, Teacher, Reading Specialist
Activity - Parent Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to visit the Parent Resource room for information about reading topics and strategies used in the classroom. They will have access to information to enhance their knowledge of basic literacy skills and computer skills. Parents will have access to the web and follow the same internet policies.	Parent Involvement		Implement	06/28/2019	06/30/2022	\$0	No Funding Required	School Community Relations Coordinator, Reading and Math Specialist Classroom Teachers, Instructional Aides and Administrative Staff
Activity - Homeless Support for Eligible students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Provide supplies, uniforms, and other necessary school items for homeless students	Parent Involvement, Policy and Process	Tier 3		06/28/2019	06/30/2022	\$600	Title V Part A-C	School Leader, teacher, School Community Relations Coordinator
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Strategy 3:

Teacher Development/Training/Coaching - The staff at Benton Harbor Charter School Academy commits to a Professional Learning program that is high quality, job-embedded and ongoing.

The Professional Learning program will provide repeated opportunities for teachers to learn, reflect and share new concepts with a common focus. Additionally, providing teacher support for generating and analyzing data from instructional programs will ensure that teachers are implementing these programs with fidelity in an effort to reach our goal of raising student achievement.

Category: School Culture

Research Cited: The State Board of Education recommends that each Michigan school and district establish sustained, job embedded, relevant professional learning opportunities that meet the above criteria for all school and district staff based on this Professional Learning Policy

Tier: Tier 1

Activity - Classroom Management Training Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Managing behavior; creating structure within the classroom; establishing positive relationships with students	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	06/28/2019	06/30/2022	\$0	No Funding Required	Training sets for all staff

Activity - Literacy Training for Reading Specialist and/or Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Reading Specialist and/or Literacy Coach with training to use diagnostic-driven methods with knowledge and fidelity. Training for reading Specialist on the five areas of literacy as it pertains to 3rd grade reading bill	Career Preparation /Orientation, Professional Learning, Academic Support Program	Tier 2	Implement	06/28/2019	09/07/2020	\$5000	Title II Part A	School Leader, Reading Specialist, Literacy Coach

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Activity - Readers and Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III literacy intervention methodology. In a writers' workshop, the focus is on the writer. Teachers focus on the person crafting the text—helping writers choose topics, purposes, and audiences for their writing and offering suggestions to guide the writer's decision-making process	Supplemental Materials, Professional Learning	Tier 2	Implement	06/28/2019	06/30/2022	\$7500	Title II Part A	School Leader, Interventionist, Teachers, SPED and Literacy Coach
Activity - Orton Gillingham Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for 4 teachers on Orton Gillingham reading methodology	Academic Support Program	Tier 2	Implement	06/28/2019	09/07/2020	\$6390	Title II Part A	School Leader, Literacy Coach, Interventionist, Teacher

Strategy 4:

Literacy Coach - The literacy Coach will do the following:

1. Give every student the research-supported diagnostic and screening instruments, instruction, and interventions necessary for success
2. Provide every educator with training to use diagnostic-driven methods with knowledge and fidelity.
3. Give every parent the information and support needed to develop early literacy skills, to parent effectively, and to provide adequate home supports for every student.
4. Implement K-3 smart promotion to ensure struggling students succeed.
5. Provide the academy with accurate data about how our students are performing in growth and proficiency compared to other schools.

Category: Early Learning

Research Cited: House Bill 4822, sponsored by state Rep. Amanda Price, establishes guidelines to assure students have third grade level literacy before continuing on to the next grade. In order to accomplish this, several supports for struggling students are being created. Individualized plans will be constructed for every student who falls behind to ensure that those students receive the assistance they need to be successful.

Tier: Tier 3

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Activity - 3rd Grade Literacy Law Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly training on the five area of literacy as it pertains to 3rd grade reading bill	Supplemental Materials, Teacher Collaboration, Materials, Policy and Process, Professional Learning	Tier 3		06/28/2019	06/30/2022	\$0	No Funding Required	Literacy Coach, School Leader

Goal 2: Increase student academic achievement in Math accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the area of mathematics in Mathematics by 06/28/2019 as measured by NWEA and MSTEP.

Strategy 1:

Technology Usage - Teachers will use technology including lap top desk tops and tablets driven programs to focus on areas of improvement based on student deficits. Computers will be used to review student objectives and performance on NWEA and MSTEP

Category: Technology

Research Cited: Gail Boushey and Joan Moser

Tier:

Activity - Accelerated Time/Smart Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on NWEA data, all teachers will implement at least 30 minutes of Accelerated Time/ Smart Time (mainly using technology) to help students meet college benchmarks	Academic Support Program			06/28/2019	06/30/2022	\$0	No Funding Required	All teachers and instructional aides

Activity - Skill City/ Extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students that fail to meet target growth or college benchmarks in reading based on NWEA or MSTEP will attend Skill City, an after school acceleration program.	Academic Support Program			06/28/2019	06/30/2022	\$0	No Funding Required	Title One Coordinator, All BHCSA teachers and Instructional Aides
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Activity - IXL Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
XL turns rigorous math concepts into approachable, compelling content that builds students' confidence and math fluency, regardless of their initial proficiency.	Academic Support Program	Tier 1	Implement	06/27/2019	06/30/2022	\$5420	Title I Schoolwide	Administration, teachers, math teachers, interventionist

Strategy 2:

Professional Development/Training/Coaching - The staff at Benton Harbor Charter School Academy commits to a Professional Learning program that is high quality, job-embedded and ongoing.

The Professional Learning program will provide repeated opportunities for teachers to learn, reflect and share new concepts with a common focus. Additionally, providing teacher support for generating and analyzing data from instructional programs will ensure that teachers are implementing these programs with fidelity in an effort to reach our goal of raising student achievement.

Category: School Culture

Research Cited: The State Board of Education recommends that each Michigan school and district establish sustained, job embedded, relevant professional learning opportunities that meet the above criteria for all school and district staff based on this Professional Learning Policy

Tier: Tier 1

Activity - Engage NY Math Curriculum Implementation Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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English language arts and mathematics curriculum modules emphasizing deeper learning, problem solving and critical-thinking. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. All students have common curricular objectives.	Community Engagemen t, Curriculum Developme nt, Professiona l Learning, Academic Support Program, Direct Instruction	Tier 1	Implement	06/28/2019	09/07/2020	\$2500	Title II Part A	Principal, teacher, specialist
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Goal 3: All students at Benton Harbor Charter School Academy will become proficient in writing.

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of language arts in English Language Arts by 05/30/2014 as measured by GlobalScholar.

Strategy 1:

Daily 5 Reading - Daily 5 is a classroom management program which focuses on reading, writing and vocabulary skills.

Category:

Research Cited: Gail Boushey and Joan Moser

Tier:

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professiona l Learning			09/30/2013	06/06/2014	\$1000	Title I Schoolwide	All staff and instructiona l aides Title One Coordinator

Activity - Tech Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based on GlobalScholar language arts data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program			09/30/2013	06/06/2014	\$10000	Title I Schoolwide	Teaching staff and instructional aides
Activity - Skill City	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Academic Support Program		Implement	09/30/2013	05/30/2014	\$70000	Title I Schoolwide	All teachers and instruction aides Title One Coordinator
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program			09/09/2013	06/12/2014	\$20000	Title I Schoolwide	All 2nd - 8th grade teachers and instructional aides
Activity - Project Based Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning			09/16/2013	05/20/2014	\$45000	Title I Schoolwide	Title One Coordinator, All teachers and instructional aides
Activity - 6 + 1 Writing Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to implement the 6 + 1 Writing Traits	Professional Learning	Tier 1	Getting Ready	06/30/2014	07/29/2016	\$15000	Title I Schoolwide	Reading Specialist and Administrative staff

Strategy 2:

Writing Clinic - Students will participate in a variety of writing clinics to learn specific skills to enhance their writing skills. Students will learn how to use rubrics and write for tests and classroom. The focus on proven writing clinic will focus on proven and researched techniques to help students with their writing.

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Category:

Research Cited: Daily Writing

Tier:

Activity - Interactive Journal Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grades will participate with Journal writing 3 times per week. The journals will have responses from teachers and instructional staff and students will be able to respond to questions and interact with the staff through their journals. The dialogue will be continuous and build writing skills and relationships between staff and students. Staff will also model writing skills as they dialogue with the students.	Academic Support Program		Getting Ready	06/30/2014	07/29/2016	\$7000	Title I Schoolwide	Reading and Writing Specialist Classroom Teachers and Instructional Aides
Activity - Write like a Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will show students how the writer is saying it and the techniques used by professional writers. They will also learn to look at ideas, organization, voice, word choice, fluency, and conventions. Essentially students will be shown good examples of real writing and be able to identify what techniques were used, why they were used and how to use them in their own writing.	Academic Support Program		Getting Ready	06/27/2014	07/29/2016	\$2000	Title I Schoolwide	Reading and Math Specialist, Classroom Teachers and Instructional Aides
Activity - Blogging	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate with online student blogs. Blogs will be interactive and use technology to access the student site. Teachers will monitor the student blogs and base the topics from classroom lessons.	Academic Support Program		Implement	06/27/2014	07/29/2016	\$5000	Title I Schoolwide	Title One Coordinator, Reading Specialist, Classroom Teachers and Instructional Aides
Activity - Writing Strategies Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will attend a writing strategies workshop through Barrian RESA	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$2000	Title II Part A	Administrator

Goal 4: Increase student academic achievement in SCIENCE in accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the area of science in Science by 06/28/2019 as measured by NWEA and MSTEP.

Strategy 1:

Reading/Literacy across curriculum - Improving reading in all content areas, designed to help students bridge the gap between their reading levels and the reading level of their textbooks instructional materials. The curriculum emphasizes language development in all subjects, Math and Science included. Language development includes an introduction of writing and reading for meaning. Students become subjects of their own education by using applications tied to students' cultures and their every day experiences.

Category: Science

Tier: Tier 1

Activity - New Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.</p> <p>A goal for developing the NGSS was to create a set of research-based, up-to-date K–12 science standards. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship.</p>	Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2017	06/18/2021	\$0	No Funding Required	School Leader, Science teachers

Goal 5: Increase student academic achievement in SOCIAL STUDIES in accordance with Action Plan by establishing and maintaining support mechanisms for underperforming students

Measurable Objective 1:

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100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the area of social studies in Social Studies by 06/28/2019 as measured by Curriculum Crafter.

Strategy 1:

Engage NY Curriculum Implementation - English language arts and mathematics curriculum modules emphasizing deeper learning, problem solving and critical-thinking. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. All students have common curricular objectives.

Category: Social Studies

Research Cited: Houghton Mifflin Harcourt

Tier:

Activity - Reading/Literacy across curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improving reading in all content areas, designed to help students bridge the gap between their reading levels and the reading level of their textbooks instructional materials. The curriculum emphasizes language development in all subjects, Math and Science included. Language development includes an introduction of writing and reading for meaning. Students become subjects of their own education by using applications tied to students' cultures and their every day experiences.	Teacher Collaboration, Curriculum Development, Academic Support Program			09/06/2016	06/28/2019	\$5000	General Fund	All teachers and instructional aides
Activity - Differentiating Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allows teachers to observe and understand the differences and similarities among students, using this information to plan and meet the needs of each individual student.	Direct Instruction			09/06/2016	06/18/2021	\$0	General Fund	All teachers and instructional aides
Activity - New Social Studies Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies Consultants at Oakland Schools provide consulting services, educational materials, and professional development that support educators and school districts in the teaching of social studies. The social studies are comprised of the four distinct disciplines as defined by State of Michigan Department of Education: history, geography, civics, and economics.	Curriculum Development	Tier 1		07/01/2017	06/18/2021	\$0	No Funding Required	School Leader, Social Studies Teachers

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Strategy 2:

Whole Child Focus - The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

Category: Learning Support Systems

Research Cited: Research, practice, and common sense

Tier: Tier 1

Activity - Transforming School Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create positive environments in which staff not only tolerate change but also seek and embrace the changes that maximize organizational effectiveness.	Teacher Collaboration, Communication, Policy and Process, Professional Learning	Tier 1	Getting Ready	11/02/2018	11/02/2018	\$4325	Title II Part A	ALL Staff
Activity - Media Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic enrichment that meets the need of all students and focuses on the whole child	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	07/01/2018	06/18/2021	\$27211	Title I Schoolwide	Media Specialist
Activity - Music Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic enrichment that meets the need of all students and focuses on the whole child	Academic Support Program	Tier 1		07/01/2018	06/18/2021	\$36580	Title I Schoolwide	Music Teacher

Goal 6: Whole Child focus to promotes the long-term development and success of all children

Measurable Objective 1:

100% of All Students will increase student growth as a productive citizen in Art & Humanities by 06/16/2022 as measured by usage of media center.

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Strategy 1:

Accelerated Learning - Accelerated Learning is a form of mainstreaming - developed at our campus in an attempt to combine the strongest features of earlier mainstreaming approaches and, thereby, to raise the success rate and lower the attrition rates for K-8 students placed in classrooms unprepared. It is a core component of supporting the implementation of College- and Career-Ready standards, supporting the whole child and preparing proficient readers by end of third-grade. .

Category: Career and College Ready

Research Cited: Dr. Henry Levin

Tier: Tier 2

Activity - Extended Day Prescriptive Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that fail to meet target growth or college benchmarks in reading based on NWEA or MSTEP will attend Skill City, an after school acceleration program that include transportation to and from program.	Academic Support Program		Implement	08/01/2019	06/30/2022	\$70600	Title I Part A	All teachers, Instructional aides, Reading and Math Specialist and Title One Coordinator
Activity - Kagan Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allows teachers to organize classroom activities into academic and social learning experiences. Small teams of students (usually teams of four) work together towards a learning goal.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program		Implement	06/30/2019	06/30/2022	\$0	No Funding Required	Reading Specialist. Classroom Teachers and Instructional Aides
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will participate in a Summer Program to improve reading strategies and cooperative learning skills. Teachers will provide instruction, and paras will provide additional support	Academic Support Program	Tier 2	Implement	06/28/2019	06/30/2022	\$56160	Title I Part A	Title One Coordinator, Classroom Teachers and Instructional Aides and Behavior Specialist
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Activity - Title I Instructional Specialist Support - Reading and Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as failing to meet target growth and college benchmarks will receive additional support by an Instructional Specialist, a certified teacher working on intervention goals as identified on summative assessments	Academic Support Program	Tier 3	Implement	06/28/2019	06/30/2022	\$90622	Title I Part A	Administration, Intervention specialist

Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing additional support in the classroom will receive support from an instructional aide, working with students on goals identified and planned by the classroom teacher.	Academic Support Program	Tier 3		06/28/2019	06/30/2022	\$89434	Title I Part A	Administration

Activity - Mystery Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mystery Science is a curriculum of open-and-go science lessons for kindergarten through fifth grade.	Academic Support Program, Implementation	Tier 1	Implement	09/03/2019	06/30/2020	\$999	Title I Schoolwide	Administration, teachers, science teacher, lab teacher

Activity - Computer Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer Lab - new desktops, monitors and headphones	Technology	Tier 1		01/24/2019	06/16/2022	\$30000	Title I Part A	admin

Activity - School Community Relations Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Implement community outreach programs, organizing events, coordinating volunteers, writing and releasing publicity material such as press releases and developing public relations strategies that will promote the school's mission, performing truancy and attendance duties.	Community Engagement, Parent Involvement, Policy and Process, Academic Support Program	Tier 1	Implement	06/29/2018	06/30/2021	\$21545	Title I Schoolwide	Administration
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Activity - Poverty Simulator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understanding the day-to-day reality of poverty is important for everyone involved in fighting poverty - from policymakers to service providers. Missouri's COMMUNITY ACTION POVERTY SIMULATION (CAPS) is a unique tool that helps people begin to understand what life is like with a shortage of money and an abundance of stress.	Career Preparation /Orientation, Professional Learning	Tier 1	Implement	06/28/2019	09/03/2019	\$1800	Title II Part A	ALL Staff

Activity - Teacher Self Care, Mindfulness, Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Effective Selection and Use of Assistive Technology Systems. Consider and establish an individual student's need (or lack of need) for assistive technology. work toward developing a system of tools with which a student can use to address identified needs.	Career Preparation /Orientation, Professional Learning	Tier 1		06/28/2019	09/03/2019	\$6105	Title II Part A	ALL Instructional Staff

Activity - Trauma Informed School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement.	Career Preparation /Orientation, Professional Learning, Behavioral Support Program	Tier 1	Implement	06/28/2019	09/02/2019	\$4807	Title II Part A	ALL Staff

Activity - Media Specialist/Librarian	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School library media professionals collaborate with classroom and subject area teachers to design, teach, and assess units of study that integrate information literacy, inquiry, technology, and subject area content. In addition, school library media specialists teach students the skills and dispositions needed for navigating, gathering, deconstructing and comprehending information.	Supplemental Materials, Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$31695	Title I Part A	School Leader, Literacy Coach, teachers
Activity - Band Teacher/Music Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gives students the opportunity to study music from cultural, historical, theoretical, psychological, creative, and interpretive perspectives	Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$37737	Title I Part A	School Leadership, Band Teacher
Activity - Greenhouse	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will have the opportunity to enhance their horticulture education with hands on activities within a greenhouse setting.	Community Engagement, Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$19928	Title IV Part A	Educational Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Greenhouse	Student will have the opportunity to enhance their horticulture education with hands on activities within a greenhouse setting.	Community Engagement, Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$19928	Educational Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kagan Cooperative Learning	Allows teachers to organize classroom activities into academic and social learning experiences. Small teams of students (usually teams of four) work together towards a learning goal.	Career Preparation /Orientation , Academic Support Program, Behavioral Support Program		Implement	06/30/2019	06/30/2022	\$0	Reading Specialist. Classroom Teachers and Instructional Aides
Skill City/ Extended day	All students that fail to meet target growth or college benchmarks in reading based on NWEA or MSTEP will attend Skill City, an after school acceleration program.	Academic Support Program			06/28/2019	06/30/2022	\$0	Title One Coordinator , All BHCSA teachers and Instructional Aides

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New Science Curriculum	<p>The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.</p> <p>A goal for developing the NGSS was to create a set of research-based, up-to-date K–12 science standards. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship.</p>	Curriculum Development, Professional Learning	Tier 1	Getting Ready	07/01/2017	06/18/2021	\$0	School Leader, Science teachers
New Social Studies Curriculum	<p>The Social Studies Consultants at Oakland Schools provide consulting services, educational materials, and professional development that support educators and school districts in the teaching of social studies. The social studies are comprised of the four distinct disciplines as defined by State of Michigan Department of Education: history, geography, civics, and economics.</p>	Curriculum Development	Tier 1		07/01/2017	06/18/2021	\$0	School Leader, Social Studies Teachers
Accelerated Time/Smart Time	<p>Based on NWEA data, all teachers will implement at least 30 minutes of Accelerated Time/ Smart Time (mainly using technology) to help students meet college benchmarks</p>	Academic Support Program			06/28/2019	06/30/2022	\$0	All teachers and instructional aides
Classroom Management Training Session	<p>Managing behavior; creating structure within the classroom; establishing positive relationships with students</p>	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	06/28/2019	06/30/2022	\$0	Training sets for all staff
Parent Resource Room	<p>Parents will be invited to visit the Parent Resource room for information about reading topics and strategies used in the classroom. They will have access to information to enhance their knowledge of basic literacy skills and computer skills. Parents will have access to the web and follow the same internet policies.</p>	Parent Involvement		Implement	06/28/2019	06/30/2022	\$0	School Community Relations Coordinator, Reading and Math Specialist Classroom Teachers, Instructional Aides and Administrative Staff

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3rd Grade Literacy Law Training	Monthly training on the five area of literacy as it pertains to 3rd grade reading bill	Supplemental Materials, Teacher Collaboration, Materials, Policy and Process, Professional Learning	Tier 3		06/28/2019	06/30/2022	\$0	Literacy Coach, School Leader
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Journal Writing	All grades will participate with Journal writing 3 times per week. The journals will have responses from teachers and instructional staff and students will be able to respond to questions and interact with the staff through their journals. The dialogue will be continuous and build writing skills and relationships between staff and students. Staff will also model writing skills as they dialogue with the students.	Academic Support Program		Getting Ready	06/30/2014	07/29/2016	\$7000	Reading and Writing Specialist Classroom Teachers and Instructional Aides
Blogging	Students will participate with online student blogs. Blogs will be interactive and use technology to access the student site. Teachers will monitor the student blogs and base the topics from classroom lessons.	Academic Support Program		Implement	06/27/2014	07/29/2016	\$5000	Title One Coordinator, Reading Specialist, Classroom Teachers and Instructional Aides
Music Teacher	Academic enrichment that meets the need of all students and focuses on the whole child	Academic Support Program	Tier 1		07/01/2018	06/18/2021	\$36580	Music Teacher
IXL Learning	IXL turns rigorous math concepts into approachable, compelling content that builds students' confidence and math fluency, regardless of their initial proficiency.	Academic Support Program	Tier 1	Implement	06/27/2019	06/30/2022	\$5420	Administration, teachers, math teachers, interventionist

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Write like a Writer	Teachers will show students how the writer is saying it and the techniques used by professional writers. They will also learn to look at ideas, organization, voice, word choice, fluency, and conventions. Essentially students will be shown good examples of real writing and be able to identify what techniques were used, why they were used and how to use them in their own writing.	Academic Support Program		Getting Ready	06/27/2014	07/29/2016	\$2000	Reading and Math Specialist, Classroom Teachers and Instructional Aides
6 + 1 Writing Traits	Teachers will be trained in how to implement the 6 + 1 Writing Traits	Professional Learning	Tier 1	Getting Ready	06/30/2014	07/29/2016	\$15000	Reading Specialist and Administrative staff
Tech Time	Based on GlobalScholar language arts data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program			09/30/2013	06/06/2014	\$10000	Teaching staff and instructional aides
Mystery Science	Mystery Science is a curriculum of open-and-go science lessons for kindergarten through fifth grade.	Academic Support Program, Implementation	Tier 1	Implement	09/03/2019	06/30/2020	\$999	Administration, teachers, science teacher, lab teacher
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program			09/09/2013	06/12/2014	\$20000	All 2nd - 8th grade teachers and instructional aides
Study Island	Study Island is an on line tool in which students prior knowledge and gained knowledge can be assessed and enhanced. The program is adaptive and focuses on the specific needs of the student and their deficits.	Academic Support Program	Tier 2	Monitor	06/28/2019	06/30/2022	\$7000	Reading Specialist, Teachers and Instructional Aides
Skill City	All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Academic Support Program		Implement	09/30/2013	05/30/2014	\$70000	All teachers and instructional aides Title One Coordinator

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Reading Curriculum Night	BHCSA will hold two Parent Reading workshops to inform parents about the reading initiatives and curriculum students will be engaged in during the school year. The information will include an overview of the strategies being used and outlined in the School Improvement Plan and how to help their students in school and at home completing classwork and homework. Parents will also have the resource room and technology available to them to access programs students work with on line to enhance their reading skills,	Community Engagemen t		Implement	06/28/2019	06/30/2022	\$2500	Parent Involvement Coordinator, Administration, Teacher, Reading Specialist
Media Specialist	Academic enrichment that meets the need of all students and focuses on the whole child	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	07/01/2018	06/18/2021	\$27211	Media Specialist
School Community Relations Coordinator	Implement community outreach programs, organizing events, coordinating volunteers, writing and releasing publicity material such as press releases and developing public relations strategies that will promote the school's mission, performing truancy and attendance duties.	Community Engagemen t, Parent Involvement, Policy and Process, Academic Support Program	Tier 1	Implement	06/29/2018	06/30/2021	\$21545	Administration
PLCs	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning			09/30/2013	06/06/2014	\$1000	All staff and instructional aides Title One Coordinator
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning			09/16/2013	05/20/2014	\$45000	Title One Coordinator, All teachers and instructional aides

Title V Part A-C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Homeless Support for Eligible students	Provide supplies, uniforms, and other necessary school items for homeless students	Parent Involvement, Policy and Process	Tier 3		06/28/2019	06/30/2022	\$600	School Leader, teacher, School Community Relations Coordinator
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading/Literacy across curriculum	Improving reading in all content areas, designed to help students bridge the gap between their reading levels and the reading level of their textbooks instructional materials. The curriculum emphasizes language development in all subjects, Math and Science included. Language development includes an introduction of writing and reading for meaning. Students become subjects of their own education by using applications tied to students' cultures and their every day experiences.	Teacher Collaboration, Curriculum Development, Academic Support Program			09/06/2016	06/28/2019	\$5000	All teachers and instructional aides
Differentiating Instruction	Allows teachers to observe and understand the differences and similarities among students, using this information to plan and meet the needs of each individual student.	Direct Instruction			09/06/2016	06/18/2021	\$0	All teachers and instructional aides

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Poverty Simulator	Understanding the day-to-day reality of poverty is important for everyone involved in fighting poverty - from policymakers to service providers. Missouri's COMMUNITY ACTION POVERTY SIMULATION (CAPS) is a unique tool that helps people begin to understand what life is like with a shortage of money and an abundance of stress.	Career Preparation /Orientation, Professional Learning	Tier 1	Implement	06/28/2019	09/03/2019	\$1800	ALL Staff

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Trauma Informed School	The adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement.	Career Preparation /Orientation , Professional Learning, Behavioral Support Program	Tier 1	Implement	06/28/2019	09/02/2019	\$4807	ALL Staff
Transforming School Culture	Create positive environments in which staff not only tolerate change but also seek and embrace the changes that maximize organizational effectiveness.	Teacher Collaboration, Communication, Policy and Process, Professional Learning	Tier 1	Getting Ready	11/02/2018	11/02/2018	\$4325	ALL Staff
Teacher Self Care, Mindfulness, Decision Making	Through Effective Selection and Use of Assistive Technology Systems. Consider and establish an individual student's need (or lack of need) for assistive technology. work toward developing a system of tools with which a student can use to address identified needs.	Career Preparation /Orientation , Professional Learning	Tier 1		06/28/2019	09/03/2019	\$6105	ALL Instructional Staff
Readers and Writers Workshop	Tier II and Tier III literacy intervention methodology. In a writers' workshop, the focus is on the writer. Teachers focus on the person crafting the text—helping writers choose topics, purposes, and audiences for their writing and offering suggestions to guide the writer's decision-making process	Supplemental Materials, Professional Learning	Tier 2	Implement	06/28/2019	06/30/2022	\$7500	School Leader, Interventionist, Teachers, SPED and Literacy Coach
Writing Strategies Workshop	All instructional staff will attend a writing strategies workshop through Barrian RESA	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$2000	Administrator
Orton Gillingham Training	Training for 4 teachers on Orton Gillingham reading methodology	Academic Support Program	Tier 2	Implement	06/28/2019	09/07/2020	\$6390	School Leader, Literacy Coach, Interventionist, Teacher

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Engage NY Math Curriculum Implementation Training	English language arts and mathematics curriculum modules emphasizing deeper learning, problem solving and critical-thinking. The modules provide teachers with detailed units of study, daily lesson plans, sample tasks and questions for students, homework ideas, quick quizzes and mid- and end-of-unit assessments. All students have common curricular objectives.	Community Engagemen t, Curriculum Developme nt, Professiona l Learning, Academic Support Program, Direct Instruction	Tier 1	Implement	06/28/2019	09/07/2020	\$2500	Principal, teacher, specialist
Literacy Training for Reading Specialist and/or Literacy Coach	Provide Reading Specialist and/or Literacy Coach with training to use diagnostic-driven methods with knowledge and fidelity. Training for reading Specialist on the five areas of literacy as it pertains to 3rd grade reading bill	Career Preparation /Orientation , Professiona l Learning, Academic Support Program	Tier 2	Implement	06/28/2019	09/07/2020	\$5000	School Leader, Reading Specialist, Literacy Coach

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Lab	Computer Lab - new desktops, monitors and headphones	Technology	Tier 1		01/24/2019	06/16/2022	\$30000	admin
Summer School	Students will participate in a Summer Program to improve reading strategies and cooperative learning skills. Teachers will provide instruction, and paras will provide additional support	Academic Support Program	Tier 2	Implement	06/28/2019	06/30/2022	\$56160	Title One Coordinator , Classroom Teachers and Instructional Aides and Behavior Specialist
Instructional Aides	Students identified as needing additional support in the classroom will receive support from an instructional aide, working with students on goals identified and planned by the classroom teacher.	Academic Support Program	Tier 3		06/28/2019	06/30/2022	\$89434	Administrati on

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Extended Day Prescriptive Learning	All students that fail to meet target growth or college benchmarks in reading based on NWEA or MSTEP will attend Skill City, an after school acceleration program that include transportation to and from program.	Academic Support Program		Implement	08/01/2019	06/30/2022	\$70600	All teachers, Instructional aides, Reading and Math Specialist and Title One Coordinator
Media Specialist/Librarian	School library media professionals collaborate with classroom and subject area teachers to design, teach, and assess units of study that integrate information literacy, inquiry, technology, and subject area content. In addition, school library media specialists teach students the skills and dispositions needed for navigating, gathering, deconstructing and comprehending information.	Supplemental Materials, Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$31695	School Leader, Literacy Coach, teachers
Band Teacher/Music Teacher	Gives students the opportunity to study music from cultural, historical, theoretical, psychological, creative, and interpretive perspectives	Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$37737	School Leadership, Band Teacher
Title I Instructional Specialist Support - Reading and Math	Students identified as failing to meet target growth and college benchmarks will receive additional support by an Instructional Specialist, a certified teacher working on intervention goals as identified on summative assessments	Academic Support Program	Tier 3	Implement	06/28/2019	06/30/2022	\$90622	Administration, Intervention specialist
Lexia	Lexia addresses the development of oral language, reading, spelling, and writing skills for students who are learning English. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized instruction.	Academic Support Program	Tier 1	Implement	06/28/2019	06/30/2022	\$9990	Administration, teachers, interventionist, literacy coach