



Single Building District Improvement Plan

New Branches Charter Academy

New Branches Charter Academy

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	New Branches Academy chose to continue using the ASSIST platform for the 2017-2018 School year.	

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Assessment and Title 1 Coordinator and the School Leader met with the School Improvement Committee consisting of 2 teachers and a parent. The committee analyzed the data from multiple sources (demographic, perception, achievement) and made recommendations for the next school year. The team met 3 times. Meetings were scheduled through Google scheduler and emails. The members were informed of their roles during the first meeting.

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

Parent - parent and family engagement

Teachers - instructional strategies and professional development

Assessment/Title 1 Coordinator - Title I, Special Education, ELL, RTI, and wraparound services.

School Leader - academic achievement goals, strategic planning and instructional best practices.

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

The School Improvement Plan was communicated to parents during the August orientation meeting. A copy of the School Improvement Plan was placed on our website and school-wide server for all stakeholders to view at any time.

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?

To conduct the comprehensive needs assessment, the School Improvement Team met at various times during the 2016-2017 school year. The Team, consisting of the School Leader, Title 1/Assessment Coordinator, two teacher leaders, and one parent, analyzed multiple measures of data--NWEA and M-STEP results, and parent, student and staff surveys--to gauge and discuss glaring trends, strengths and weaknesses, and to create a Strategic Plan toward overall school improvement.

The SIT completed the Comprehensive Needs Assessment in the spring.

We analyzed our perception, achievement, process, and demographic data to look for trends to be shared with our Board, parent community, students, staff, and stakeholders. We also included data from the School Systems Review and the Academic Performance Report we received from our authorizer, CMU.

Finally, we reviewed parent surveys, student surveys, and attendance data to ascertain if these two areas had impacts on student performance.

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?

For the 2016-2017 school year, New Branches Charter Academy made minimal, but not sufficient growth in the following subject areas:
ELA:

29% (41/139) of our K-3 students grew three or more STEP levels in reading during the 2016-2017 school year. We did not make as much progress in the STEP assessment this year as planned because of the implementation of a new ELA curriculum that measured different areas of progress.

M-STEP:

4th Grade had the greatest improvements in ELA (+21.6) and Math(+35.5) over last year.

5th Grade improved in ELA (+22%)and Math (+5) from last year.

7th Grade Science improved by 13.7% over last year.

8th Grade Math (+32%) and Social Studies (14.9%) improvement from last year.

NBCA outperformed the Composite Resident District (Grand Rapids, Wyoming, Kentwood) for the 2nd year in a row.

ELA:

NBCA - 31.2%, CRD, 26.9%, Local district 26.5%

Math

NBCA - 22%, CRD 16%, Local district 16%

Science M-STEP:

NBCA scored 7.5% proficiency on the Science portion of the M-STEP. NBCA outscored CRD (5.9%)and Local District (6.2%).

SY 2016-2017

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7th Grade improved significantly over last year by 13/6%.

Social Studies M-STEP:

NBCA scored 10% proficiency on the Social Studies portion of the M-STEP. We were equal to the CRD and Local District.

8th Grade improved significantly by 14.0% over 2015.

Strength: project based learning.

NWEA MAP Scores

Reading

K- 53% of students scored Avg/HiAvg

1st - 40% of students scored Avg/HiAvg range

2 - 31% of students scored Avg/HiAvg

3 - 50% of students scored Avg/Hi Avg

4 - 52% of students scored Avg/Hi Avg

5 - 48% of students scored Avg/HiAvg

6 - 57% of students scored Avg/HiAvg

7 - 34% of students scored Avg/HiAvg

8 - 59% of students scored Avg/HiAvg

Reading Summary: 5/9 grades (56%) scored in the Average/Hi Average range.

MATH

K- 49% of students scored Avg/HiAvg range

1- 40% of students scored Avg/HiAvg range

2- 41% of students scored Avg/HiAvg

3- 32% of students scored Avg/HiAvg

4 - 52% of students scored Avg/HiAvg

5 - 41% of students scored Avg/HiAvg

6 - 28% of students scored Avg/HiAvg

7 - 57% of students scored Avg/HiAvg

8 - 63% of students scored Avg/Hi Avg

Math Summary: 3/9 grades (33%) scored in the Average/Hi Average range.

PERCEPTION DATA

Perceptual Data-Fall Parent Survey 42% participation; Spring Survey 45% participation.

Our perception data includes biannual surveys completed by our parents. According to our parent surveys we met expectations in the following areas: teacher overall competence, school safety, and communication. We scored lower in the area of communication of Title 1 programs and perceived effectiveness of these programs.

The target areas of parent concerns include continued communication of school expectations, more effective Title 1 communication.

Student Perception Data

Our student survey data indicated the following:

Highest Scores

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INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. 4.13

INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. 4.13

INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.4.04

INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.4.0

INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning.3.98

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.3.98

Lowest Scores

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. 3.04

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. 1.96

INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system. 1.7

Staff results:

High scores:

INDICATOR 2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction.

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Title 1 Program Parent Survey Results:

Parents felt positive about the support of the following:

Instructional Aide support

Owl University (35 minute daily intervention)

Summer School

Parent Engagement Activities (Family Nights, Parent Ambassadors, etc.)

From a 1-5 rating, all categories were rated in the 90th percent. 42/45 parents agreed the current programs are effective strategies that are helping their children. Sixty families said they were returning. Families were equally divided in two categories, single or married.

Activity levels were low for parents visiting the NBCA website and the PowerSchool Parent Portal. Most reported only visiting 1-2 times. The PowerSchool Parent Portal is a great resource for parents to see their child's grades and assignment status.

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.

Our goals for the 2017-2018 school year are ambitious and aligned to the State Assessment and Common Core State Standards.

NWEA Data - Students' fall-to-spring academic growth on average will demonstrate progress toward the grade-level benchmark targets for reading and math and a median conditional growth percentile score of 50% or above.

100% of students in grades K-3 will score at or above grade level as measured by the NWEA MAP Reading Assessment.

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?

New Branches hired a new School Leader (principal) and Choice Schools was hired as the new management company beginning July 1, 2015. Improvements for the next three years will continue to focus on reading, math, and incorporating environmental science into the curriculum. We have collaboratively agreed to focus on student achievement, standards mastery and college and career readiness.

The purpose of focusing our attention on delivering instruction that ensures student mastery of standards is to succeed in an assessment, standards and accountability-driven learning environment that demands high quality instruction in the core subject areas of English language arts, mathematics, social studies, science, technology, and foreign language.. The process begins with teachers backwards mapping (2005) what students need to learn, know and be able to do at the end of each kindergarten through eighth grade subject (McTighe & Wiggins, 2005), utilizing Common Core State Standards, Next Generation Science Standards and the State of Michigan's GLCEs to increase instructional rigor.

Teachers then determine which learning activities and assignments will ensure students' mastery of unit and school-wide goals. When standards are not mastered, teachers analyze multiple measures of student data, create differentiated teacher action plans, re-adjust curricula to address learning gaps, and re-teach lessons again using a small-group and individualized pedagogical approach and, eventually, re-assessing students toward skills mastery. With the understanding that state and Common Core standards "are the floor, not the ceiling" (Bambrick-Santoyo, 2010),

To fulfill our mission, we will guide students beyond the standards and incorporate many other factors that lead to student success including real-world, character education, and environmental connections. Standards lay out for us the basic skills students need for a solid educational foundation.

New Branches teachers ensure student mastery of standards using the following instructional framework:

1. Rigorous and Meaningful Assessments--Our assessments are based on our instruction, not the other way around (Bambrick-Santoyo, 2010); we use assessments properly and, in turn, they let us know when we are doing our best for our students. Paul Bambrick-Santoyo found (2010) that "Standards are meaningless until we define how to assess them." New Branches will be in its second year implementing Engage New York as the curriculum for ELA beginning in the 2016-2017 school year.

Lessons structure includes:

- Learning Targets Addressed (based on CCSS)
- Supporting Learning Targets
- Agenda (Sequence)
- Vocabulary Acquisition
- Listening and Learning and Skill Sequence (K-2)
- Opening - Engaging the Reader, Review Learning Targets
- Work Time - Building Background Knowledge
- Closing and Assessment - Debriefing Learning Targets

2. We use data to inform instructional strategies, measure growth over time, identify misunderstandings and measure mastery.

3. Overarching Goals and Essential Questions--Overarching goals (e.g., "Distinctions between a citizen's rights, responsibilities and privileges help to define the requirements and limits of personal freedom."). The school will create overarching goals and essential questions to focus on concepts, themes, issues and debates, problems and challenges, processes, theories, paradoxes, and assumptions (Wiggins & McTighe, 2005).

4. Unwrapping the Standards--Before implementing a unit, teachers collaboratively unwrap the standards to be taught to determine what concepts and skills students will need to learn. We begin unwrapping the standards by first identifying what students will know (the concepts--nouns) and be able to do (skills--verbs) and develop a clear learning target.

5. Pre-Assessment--At the beginning of each unit, teachers assess what students already know or may be struggling with in order to determine how best to meet each student's diverse needs. Pre-assessments can be multiple measures of standardized, interim, teacher-made or formative assessment tools.

6. Group Students by Readiness, Learning Style and/or Interests--After carefully analyzing assessment, learning style and interest survey results, we group our students by way of small groups and/or partners.

7. Unit Planning--Teachers provide high-quality, rigorous instruction, assessing students' progress each week. At the end of each unit, teachers administer summative assessments.

8. Daily Lesson Planning--Teachers create lesson plans focusing on differentiated instruction. For writing and executing daily lesson plans, New Branches utilizes the Sheltered Instruction Observation Protocol (SIOP), which includes, Lesson Preparation

- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application

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- Lesson Delivery

9. Re-Assessment--Students are re-assessed at the end of a unit using a range of summative assessments, which include, but are not limited to, unit and teacher-made assessments.

10. Moving Forward--Students move forward to the next unit, but teachers continue spiraling and scaffolding the skills from previous units through the use of progress monitoring tools and systems.

11. Standards-Based Instructional Pointers

- Each lesson is designed to address specific concepts or skills identified by the standards - learning target.
- Learning activities are student-centered and differentiated.
- Lessons emphasize inquiry and build problem-solving skills.
- Activities require students to think critically and apply their knowledge.
- The learning environment is structured to give students adequate time, space and materials to complete tasks.
- Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.

Benefits of Standards-Based Instruction:

The process of addressing standards is eased by implementing instructional best practices, instructional techniques and strategies for grade level teachers. Effective lessons that implement these instructional best practices have the following characteristics (Lemov, 2010):

- High student engagement.
- Tasks are built on students' prior knowledge.
- Scaffolding takes place, making connections to concepts, procedures and understanding.
- A high-level of performance is modeled.
- Students are expected to explain inferential thinking and meaning.
- Students self-monitor their progress.
- An appropriate amount of time is devoted to tasks.

We keep these best practices in mind as we plan lessons; they help us address standards and help our students take on the greater challenges that the content presents.

Adaptation and modification to meet the needs of all learners - differentiated instruction.

New Branches' Student Support Team is comprised of:

Special Education teachers, an ELL Coordinator, Speech Therapist, Occupational Therapist, Psychologist, and Social Worker that collaborate with the teaching staff to meet the needs of gifted and talented students, students performing below grade level standards, and students who qualify for ELL, and special education services. The student support process was designed to assist in the student achievement process, in alignment with our mission and vision. The support services assist in the development of students through early detection of student difficulties and deficiencies through pro-active implementation of interventions designed to address the needs of each individual student.

The Student Support Team (SST) works collaboratively to empower teachers to support student success by:

- Reinforcing our mission, vision and goals.
- Reinforcing academic skills and identifying weaknesses.

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- Addressing specific psycho-social and mental health concerns that may represent barriers to learning.
- Implementing interventions that promote healthy cognitive, social and emotional development and resiliency.
- Defining and reinforcing a standard of general wellness not only for students, but also for families and school staff.

The goal of the student support program and SST is to provide all students with opportunities to learn and progress in the general education curriculum and experience success in doing so. The SST recognizes that many variables effect learning, therefore the team uses a myriad of interventions and strategies to address the needs of students who are experiencing difficulties moving through the rigorous academic program at New Branches.

Referrals

Student support should only be used as an intervention after the classroom teacher has exhausted all of his/her own interventions (many of which can be found in the Pre-Referral Intervention Manual) to adequately address the needs of all students. It is a process designed to assist teachers in "getting at" learning for every child in the classroom, regardless of readiness, learning style, or deficiency. The following outlines when a child should be referred to SST:

- The student/group is not demonstrating success in regular classroom activities.
- The student/group is experiencing problems of an academic, social, or behavioral nature; this includes attendance.
- When the student/group experiences great loss, and is/are reacting in a way that can be considered different than normal behavior.
- When parent/guardian supplies documentation or informs the school of a disability and the child is not already in special education.
- When evidence overwhelmingly points towards a disability.
- If a child is suspected of substance abuse.
- If a parent makes a request for SPED testing, prior to experiencing the SST process.
- If a student refers him/herself.

Child Study (SST) and Professional Learning Communities (PLC) Meetings:

During grade level meetings throughout the duration of the school year, teachers will discuss students who may be struggling with academics, including other factors that may negatively or positively affect academic achievement. These discussions should:

- Include conversations about strategies and techniques teachers can use to address the weaknesses of particular students in the classroom, referring to the PRIM.
- Provide opportunities for teachers to document intervention used in the classroom and how well, or not so well, that worked.
- Promote unification of strategies to be used throughout the grade level to address the needs of the student/group.
- Serve as a formal communication mode in the Child Study process; as well as be used to specifically hold Child Study meetings.

The Individual Student Learning Plan (ISLP) Development

As a result of the Child Study process, students and parents will create an ISLP with the team in an attempt to address the weaknesses and needs of the student. The ISLP will include the child's area of need, strategies that can be used by the Child Study Team, the student and the parents, accommodations that will be made, three quantitative goals, evaluation methods to be used, and evaluators. There is an area for all parties' signatures and statements that explains what each person is committed to accomplishing.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team and together the team is making decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy,

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the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEA") and state law and regulations. The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires special education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis or more frequently as determined by the IEP team.

The special education program offers a combination of push-in and pull-out academic supports. Additionally, the Academy contracts with a vendor for speech and occupational therapists and a school social worker; partners with Kent ISD for physical therapy; and employs a part-time school psychologist and guidance counselor.

English Language Learners (ELL)

New Branches offers academic support to all students who speak a language other than English in their home and are given the opportunity to enrich their learning with a highly qualified teacher and co-teacher of English Language Learners (ELL). Individual and small group support is provided to help our students be successful in school, both socially and academically and learn to communicate using the English language. We strive to enrich the students' learning experience in a warm and personal learning environment.

ELL students are determined using 2 variables:

1. They have been enrolled in an ELL program prior to entering New Branches and have not acquired the necessary score of Advanced Proficient on the State mandated WIDA (World-Class Instructional Design and Assessment) given in the Spring testing window.
2. New students applying to the school will complete the New Branches Parent Home Survey at the time of enrollment. If the survey indicates that the student speaks a language other than English in the home, the W-APT Screener (WIDA Access Placement Test) will be administered to the student to determine qualification for ELL services and to assess the level of support needed.

The students will receive support in English through individualized lessons, small group instruction and push-in services during core content blocks in general education classes. The frequency of support will decrease as the student shows higher proficiency with the goal of exiting the students from the ELL program. For our students entering the program at the K level our goal is to have them exited by the 4th grade. Students will continue to receive ELL services until they test at the Advanced Proficient Level in the Spring testing window of the WIDA assessment. All students, at the varying levels, will need to test at the Advanced Proficient Level for one year to start the ELL exiting process.

Upon receiving Advanced Proficient on the WIDA, the student will continue to be monitored the following year to maintain proficiency. The ELL Team will monitor each student by communicating with the student and classroom teacher every two weeks. If the student continues testing at the Advanced Proficient Level for two consecutive years, he/she will be exited from the New Branches ELL program.

The ELL Team will keep in close communication with the classroom teacher. The parents will be offered resources that can be utilized both at home and in the classroom to support the needs of the ELL student. The team will review test scores obtained by classroom teachers, NWEA, BRI (Basic Reading Inventory - Jerry Johns), STEP, and the WIDA test administered by the ELL Team. Individualized lesson plans

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will be taught using the HOSTS (Help One Student To Succeed) curriculum. Small group instruction will be utilized to increase English proficiency through conversation and will be differentiated towards the need level of the group.

Response to Intervention

Classroom teachers, Special Education teachers, and the Assessment Coordinator will evaluate students by collecting data from formative and summative assessments: NWEA, M-STEP, Susan Barton (pre and post assessments), Math in Focus (pre and post unit assessments), STEP, teacher generated and curriculum generated assessments given in the general education classes, and teacher observations. Data will be analyzed to find students who need additional support.

- Students who do not perform at grade level on the NWEA MAP assessment will attend a 35 minute intervention period, called Owl University focusing on reading or math scores.
- Students who are identified as performing in the bottom 30% on NWEA MAP Reading and Math assessments will attend a Title 1 intervention session three times per week for 40 minutes each day.
- Students who do not move a minimum of 3 STEP levels on the end of the year assessment will attend the Owl University intervention period during the following year until the required STEP levels are achieved.
- In math, a student must score below 80% on the Math in Focus post test and score in the "not proficient" level in NWEA.
- Assessment data is used as a key lever for driving and re-adjusting instruction in-the-moment for lead teachers, co-teachers, special education teachers and other student support staff.

For all students, an ISLP (Individualized Student Learning Plan) will be created and state three goals for growth over a six week period for each student. This plan will be developed from data collected in collaboration between the SST, teachers, and parents. Singapore Math.

For all students, NWEA data will be analyzed to group students into skill based groups and practice skills in Owl University.

The Pre-Referral Intervention Manual will be utilized for educational and parental support strategies. The classroom teacher will empower parents by giving ideas for support to be used at home. An environment of collaboration will take place between the teacher of the student who needs extra support and members of the Student Support Team to provide the student with the needed resources to help the student achieve academic goals.

Middle School Educational Program

With a 'college to career connections' mindset, the middle school team addresses two pivotal questions:

1. What do we want an eighth grade graduate to look like when he/she graduates from New Branches?
2. What skills are necessary for success in a global economy?

The overarching goal of New Branches' Middle School Educational Program is getting our students to work as a team while exposing them to the world of high school, post secondary education and the world of work. The New Branches' Middle School Model includes a rigorous and systematic learning community in which teachers are part of interdisciplinary teams that share the same students and have common, collaborative planning time to intentionally and deliberately share instructional best practices to meet the differentiated needs of students. The model also offers a robust academic curriculum based on Common Core State Standards, Next Generation Science Standards and the State of Michigan's Social Studies GLCEs. Additionally, our model includes professional development opportunities, PLC's, and mentoring for teachers to help support teachers and students.

For a successful transition to high school, college and the workforce, we teach our students the following habits and skills to prepare them academically, socially, emotionally, cognitively, and morally:

- How to be an excellent writer.

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- How to be career-focused and environmentally conscious.
- How to articulate and communicate ideas verbally and in writing.
- How to be organized, self-managed and motivated.
- How to question the world around them and investigate answers.
- How to solve problems and work with diverse people.
- How to be confident in their abilities.
- How to be leaders in their school and community, and responsible citizens through a comprehensive character education program.
- How to be highly focused and driven on work, learning and life lessons.
- How to recognize issues and find workable means for dealing with problems.
- How to be a disciplined thinker that is clear, rational, open minded, and informed by evidence.
- How to understand the importance of prioritization and order of precedence in problem solving.
- How to implement study skills, particularly for passing tests, quizzes and other exams.
- How to have the ability and stamina to deal with a rigorous work load.
- How to work and live with integrity.
- How to have courage to stand up for what you believe in, determination, strong character-to model and make a difference, and grit.
- How to deal with stress using coping tactics.
- How to build meta-cognition.

Educational Development Plans for Middle School Students

1. At the beginning of each school year, the teacher and student create an EDP with all sixth through eighth grade students via one-on-one goal-setting meetings.
3. Teachers work with students to complete an online EDP through the Career Cruising program, which start out as assessments in sixth grade and follows students through high school.
4. In collaboration with teachers, parents, students and school leaders, the technology teacher distributes copies of the EDP's by mid-October toward the goal of monitoring students' success.
5. Teachers and school leaders use the data from students' EDP's to align lessons to students' career goals, interests and educational needs.
6. Parents, students, teachers and the school guidance counselor frequently meet to develop career paths that consist of revisiting students' goals and making sure students' are on track toward obtaining their goals and career aspirations.

Component 2: Schoolwide Reform Strategies

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

- We strengthened the Student Support Team, which includes academic, social, emotional and physical support for ALL students.
- We conduct a nine day intense professional development plan for instructional staff prior to school starting, four days during the school year, and one day at the end of the school year.
- We will continue to work with ALL students through an intense 35 minute intervention period during each day for small groups of students to work on skills not achieved in reading and math. This intervention is called Owl University. Focus of instruction will be determined by data analysis performed in weekly PLC's.
- The Board of Directors has hired Choice Schools Associates as the management company to perform all operations for the school including curriculum and instruction, human resources, strategic operations, payroll, finance, and technology.
- We have revised our enrollment, retention and academic achievement policies.
- We will continue to strengthen the K-8 Math in Focus (Common Core aligned), which focuses on the Singapore Method with all students..
- All teachers will be observed and evaluated by the School Leader in a new evaluation and observation process utilizing Teachpoint.
- The school leader will be in her third year at NBCA.
- We will assess reading using a reading inventory and NWEA MAP Reading assessment.
- We will continue to implement the Character Choices character education program.
- PowerSchool will continue to be implemented which will improve the student data system.
- Teachers will grade on a standards based grading scale. This will help students focus on learning the specific standards through retesting and continued spiraling through practice.
- We will continue to implement Engaged New York curriculum for ELA/Reading for the second year. We will conduct training for all instructional staff on the curriculum throughout the year.
- We will continue to work with our Parent Ambassadors parent organization (in second year). Will be working collaboratively to create innovative ways to include parents and encourage them to become more involved in their children's education.
- We will hold weekly PLC meetings with all instructional staff.
- We will be integrating environmental science themes and concepts within each subject area with the help of our newly hired Environmental Science Specialist. Each classroom will work on a year-long environmental science project.
- We will be training staff on student engagement techniques to increase the amount of meaningful activities and participation within the classroom during instruction.
- We will be training teachers on differentiated instruction techniques to use in the classroom.

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).

1. Rigorous and Valuable Assessments--Our assessments are based on our instruction, not the other way around (Bambrick-Santoyo, 2010); we use assessments properly and, in turn, they let us know when we are doing our best for our students. Paul Bambrick-Santoyo found (2010) that "Standards are meaningless until we define how to assess them."

2. Using a Standards-Based, Data-Based System to Drive Instruction

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- o Follow Engage NY Curriculum for ELA in all grades - modules, domains and units
 - o Design standards-based lessons and units for Social Studies and Science
 - o Teach so students master standards
 - o Structured conversation around data (PLC's)
 - o Whole class instruction, small group review, one-on-one tutoring, independent practice
3. We Use Data Rather Than Report Data--to inform instructional strategies, measure growth over time, identify misunderstandings and measure mastery.
 4. Overarching Goals and Essential Questions--Overarching goals (e.g., "Distinctions between a citizen's rights, responsibilities and privileges help to define the requirements and limits of personal freedom."). The school will create overarching goals and essential questions to focus on concepts, themes, issues and debates, problems and challenges, processes, theories, paradoxes, and assumptions (Wiggins & McTighe, 2005).
 5. Year-at-a-Glance--To ensure that every New Branches child receives a quality education and has the opportunity to learn at high levels, we fully integrate all the elements of our core curriculum in one place, asking ourselves, "How does it connect to the standards and what will we use to teach it (resources and materials)?" A year-at-a-glance provides a "skeleton" view of teachers' planning over the school year and supports planning among the classroom teachers' specialists who teach the students at each grade level.
 6. Scope and Sequences--Our "scope and sequences guarantee that every child has the opportunity to learn and master the skills he or she needs, even if some students move faster than others" (Bambrick-Santoyo, Settles & Worrell, 2013).The scope and sequence for each content area is used to select specific topics for instruction for each of the months.
 7. Unwrapping the Standards--Before implementing a unit, teachers collaboratively unwrap the standards to be taught to determine what concepts and skills students will need to learn. We begin unwrapping the standards by first identifying what students will know (the concepts-nouns) and be able to do (skills--verbs).
 8. Pre-Assessment--At the beginning of each unit, teachers assess what students already know or may be struggling with in order to determine how best to meet each student's diverse needs. Pre-assessments can be multiple measures of standardized, interim, teacher-made or formative assessment tools.
 9. Group Students by Readiness, Learning Style and/or Interests--After carefully analyzing assessment, learning style and interest survey results, we group our students by way of small groups and/or partners.
 10. Unit Planning--Teachers provide high-quality, rigorous instruction, assessing students' progress each week. At the end of each unit, teachers administer summative assessments.
 11. Daily Lesson Planning--For writing and executing daily lesson plans, New Branches fully utilizes the Sheltered Instruction Observation Protocol (SIOP) lesson plan format to meet the needs of all of students.
 12. Re-Assessment--Students are re-assessed at the end of a unit using a range of summative assessments, which include, but are not limited to, unit and teacher-made assessments.
 13. Moving Forward--Students move forward to the next unit, but teachers continue spiraling and scaffolding the skills from previous units through the use of progress monitoring tools and systems.

Standards-Based Instructional Pointers

- Each lesson is designed to address specific concepts or skills identified by the standards.
- Learning activities are student-centered.
- Lessons emphasize inquiry and build problem-solving skills.
- Activities require students to think critically and apply their knowledge.
- The learning environment is structured to give students adequate time, space and materials to complete tasks.
- Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.

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

1. Rigorous and Valuable Assessments--Our assessments are based on our instruction, not the other way around (Bambrick-Santoyo, 2010); we use assessments properly and, in turn, they let us know when we are doing our best for our students. Paul Bambrick-Santoyo found (2010) that "Standards are meaningless until we define how to assess them."
2. Using a Standards-Based, Data-Based System to Drive Instruction
 - o Implement Core Knowledge Language Arts (Engage NY) ELA lessons in proper sequence - domains/units, modules
 - o Design standards-based lessons and units for social studies and science
 - o Teach so students master standards
 - o Structured conversation around data
 - o Whole class instruction, small group review, one-on-one tutoring, independent practice
3. We Use Data Rather Than Report Data--to inform instructional strategies, measure growth over time, identify misunderstandings and measure mastery.
4. Overarching Goals and Essential Questions--Overarching goals (e.g., "Distinctions between a citizen's rights, responsibilities and privileges help to define the requirements and limits of personal freedom."). The school will create overarching goals and essential questions to focus on concepts, themes, issues and debates, problems and challenges, processes, theories, paradoxes, and assumptions (Wiggins & McTighe, 2005).
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6. Scope and Sequences--Our "scope and sequences guarantee that every child has the opportunity to learn and master the skills he or she needs, even if some students move faster than others" (Bambrick-Santoyo, Settles & Worrell, 2013).The scope and sequence for each content area is used to select specific topics for instruction for each of the months.
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9. Group Students by Readiness, Learning Style and/or Interests--After carefully analyzing assessment, learning style and interest survey results, we group our students by way of small groups and/or partners.
10. Unit Planning--Teachers provide high-quality, rigorous instruction, assessing students' progress each week. At the end of each unit, teachers administer summative assessments.
11. Daily Lesson Planning--For writing and executing daily lesson plans, New Branches fully utilizes the Sheltered Instruction Observation Protocol (SIOP) lesson plan format to meet the needs of all students.
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- The learning environment is structured to give students adequate time, space and materials to complete tasks.
- Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.

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.

New Branches' Student Support Team is comprised of classroom teachers, instructional aides, special education teacher, ELL Coordinator, counseling and social worker staff that collaborate to meet the needs of all students performing below grade level standards, and students who qualify for ELL, and special education services. The student support process was designed to assist in the student achievement process, in alignment with our mission and vision. The program supports the development of students through early detection of student difficulties and deficiencies through pro-active implementation of interventions designed to address the needs of each individual student. The Student Support Team (SST) works collaboratively to empower teachers to support student success by:

- Reinforcing our mission, vision and goals.
- Reinforcing academic skills and identifying weaknesses.
- Addressing specific psycho-social and mental health concerns that may represent barriers to learning.
- Implementing interventions that promote healthy cognitive, social and emotional development and resiliency.
- Defining and reinforcing a standard of general wellness not only for students, but also for families and school staff.

The goal of the student support program and SST is to provide all students with opportunities to learn and progress in the general education curriculum and experience success in doing so. The SST recognizes that many variables effect learning, therefore the team uses a myriad of interventions and strategies to address the needs of students who are experiencing difficulties moving through the rigorous academic program at New Branches.

Referrals to the Child Study Team:

The classroom teacher will assess the student's academic achievement and behavior, and determine interventions to be used in the classroom.

Student support should only be used as an intervention after the classroom teacher has exhausted all of his/her own interventions (many of which can be found in the Pre-Referral Intervention Manual) to adequately address the needs of all students. It is a process designed to assist teachers in "getting at" learning for every child in the classroom, regardless of readiness, learning style, or deficiency. The following outlines when a child should be referred to the Child Study Team:

- The student/group is not demonstrating success in regular classroom activities.
- The student/group is experiencing problems of an academic, social, or behavioral nature; this includes attendance.
- When the student/group experiences great loss, and is/are reacting in a way that can be considered different than normal behavior.
- When parent/guardian supplies documentation or informs the school of a disability and the child is not already in special education.
- When evidence overwhelmingly points towards a disability.
- If a child is suspected of substance abuse.

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- If a parent makes a request for SPED testing, prior to experiencing the SST process.
- If a student refers him/herself.

Child Study (SST) and PLC Meetings:

During PLC meetings throughout the duration of the school year, teachers discuss students who may be struggling with academic, discipline and/or attendance issues. These discussions should:

- Include conversations about strategies and techniques teachers can use to address the weaknesses of particular students in the classroom, referring to the PRIM.
- Provide opportunities for teachers to document intervention used in the classroom and how well, or not so well, that worked.
- Promote unification of strategies to be used throughout the grade level to address the needs of the student/group.
- Serve as a formal communication mode in the SST process; as well as be used to specifically hold SST meetings.

Owl University Academic Intervention Time

An intense 35 minute intervention time is scheduled daily for all students. Students are grouped based on skills needed to accelerate their learning to the next level as indicated by NWEA results. Interventions are conducted in small groups with an HQ teacher or paraprofessional.

Title 1 Intervention Time

Students who are identified as scoring in the bottom 30% proficiency in reading and math will work with an Instructional Aide (Paraprofessional) in a small group 2-3 times per week.

The ISLP (Individualized Student Learning Plan) Development

As a result of the SST process, students and parents will create an ISLP with the team in an attempt to address the weaknesses and needs of the student. The ISLP will include the child's area of need, strategies that can be used by the SST, the student and the parents, accommodations that will be made, three quantitative goals, evaluation methods to be used, and evaluators. There is an area for all parties' signatures and statements that explains what each person is committed to accomplishing.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team and together the team is making decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEA") and state law and regulations. The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires special education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed on an annual basis or more frequently as determined by the IEP team.

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The special education program offers a combination of push-in and pull-out academic supports. Additionally, the Academy contracts with a vendor for speech and occupational therapists and a school social worker; partners with Kent ISD for physical therapy; and employs a part-time school psychologist and guidance counselor.

English Language Learners (ELL)

New Branches offers academic support to all students who speak a language other than English in their home and are given the opportunity to enrich their learning with a highly qualified teacher and co-teacher of English Language Learners (ELL). Small group support is provided to help our students be successful in school, both socially and academically and learn to communicate using the English language. We strive to enrich the students' learning experience in a warm and personal learning environment.

ELL students are determined using 2 variables:

1. They have been enrolled in an ELL program prior to entering New Branches and have not acquired the necessary score of Advanced Proficient on the State mandated WIDA (World-Class Instructional Design and Assessment) given in the Spring testing window.
2. New students applying to the school will complete the New Branches Parent Home Survey at the time of enrollment. If the survey indicates that the student speaks a language other than English in the home, the W-APT Screener (WIDA Access Placement Test) will be administered to the student to determine qualification for ELL services and to assess the level of support needed.

The students will receive support in English through individualized lessons, small group instruction and push-in services during core content blocks in general education classes. The frequency of support will decrease as the student shows higher proficiency with the goal of exiting the students from the ELL program. For our students entering the program at the JK level our goal is to have them exited by the 4th grade. Students will continue to receive ELL services until they test at the Advanced Proficient Level in the Spring testing window of the WIDA assessment. All students, at the varying levels, will need to test at the Advanced Proficient Level for one year to start the ELL exiting process.

Upon receiving Advanced Proficient on the WIDA, the student will continue to be monitored the following year to maintain proficiency. The ELL Team will monitor each student by communicating with the student and classroom teacher every two weeks. If the student continues testing at the Advanced Proficient Level for two consecutive years, he/she will be exited from the New Branches ELL program.

The ELL Team will keep in close communication with the classroom teacher. The parents will be offered resources that can be utilized both at home and in the classroom to support the needs of the ELL student. The team will review test scores obtained by classroom teachers, NWEA, BRI (Basic Reading Inventory - Jerry Johns), and the WIDA test administered by the ELL Team. Small group instruction will be utilized to increase English proficiency through conversation and will be differentiated towards the need level of the group.

Response to Intervention

The classroom teacher will analyze achievement and growth data from multiple measures including the STEP assessment, Susan Barton (pre and post assessments), Math in Focus (pre and post unit assessments), STEP, teacher generated and curriculum generated assessments given in the general education classes, and teacher observations. Data will be analyzed to find students who need additional support.

-To qualify for RTI support in math a student must score below 60% on the Math in Focus post test and score in the "not proficient" level in NWEA.

-Assessment data is used as a key lever for driving and re-adjusting instruction in-the-moment for lead teachers, co-teachers, special

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education teachers and RTI teachers, and other student support staff.

For students, an ISLP (Individual Student Learning Plan) will be produced and state three goals for growth over a six-week period for each student. This plan will be developed from data collected in collaboration between the SST, teachers, and parents. The classroom teacher and student supports will empower parents by giving ideas for support to be used at home. An environment of collaboration will take place between the teacher of the student who needs extra support and the SST.

Middle School Educational Program

With a 'college to career connections' mindset, the middle school team addresses two pivotal questions: What do we want an eighth grade graduate to look like when he/she graduates from New Branches? What skills are necessary for success in a global economy? The overarching goal of New Branches' Middle School Educational Program is getting our students to work as a team while exposing them to the world of high school, post secondary education and the world of work. The New Branches' Middle School Model includes a rigorous and systematic learning community in which teachers are part of interdisciplinary teams that share the same students and have common, collaborative planning time to intentionally and deliberately share instructional best practices to meet the differentiated needs of students. The model also offers a robust academic curriculum based on Common Core State Standards, Next Generation Science Standards and the State of Michigan's Social Studies GLCEs.

For a successful transition to high school, college and the workforce, we teach our students the following habits and skills to prepare them academically, socially, emotionally, cognitively, and morally:

- How to be an excellent writer.
- How to be career-focused and environmentally conscious.
- How to articulate and communicate ideas verbally and in writing.
- How to be organized, self-managed and motivated.
- How to question the world around them and investigate answers.
- How to solve problems and work with diverse people.
- How to be confident in their abilities.
- How to be leaders in their school and community.
- How to be highly focused and driven on work, learning and life lessons.
- How to recognize issues and find workable means for dealing with problems.
- How to be a disciplined thinker that is clear, rational, open minded, and informed by evidence.
- How to understand the importance of prioritization and order of precedence in problem solving.
- How to implement study skills, particularly for passing tests, quizzes and other exams.
- How to have the ability and stamina to deal with a rigorous work load.
- How to work and live with integrity.
- How to have courage to stand up for what you believe in, determination, strong character-to model and make a difference, and grit.
- How to deal with stress using coping tactics.
- How to build meta-cognition.

Educational Development Plans for Middle School Students

1. At the beginning of each school year, the school guidance counselor implements Individualized Student Learning Plans (ISLP's) with all sixth through eighth grade students via one-on-one goal-setting meetings.
2. The Explore Assessment will be used to guide eighth grade students on a career path.
3. The school guidance counselor then conducts Career Cruisers, which start out as assessments in sixth grade and follows students through

high school.

4. In collaboration with teachers, parents, students and school leaders, the school guidance counselor distributes copies of the ISLP's by mid-October toward the goal of monitoring students' success.

5. Teachers and school leaders use the data from students' ISLP's to align lessons to students' career goals, interests and educational needs.

6. Parents, students, teachers and the school guidance counselor frequently meet to develop career paths that consist of revisiting students' goals and making sure students' are on track toward obtaining their goals and career aspirations.

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

The school implements an ongoing, data-driven process through professional development days including data review, weekly Professional Learning Communities (PLC's), collaborative planning meetings to assess student progress and develop action plans and interventions to assist students.

We carefully analyze multiple measures of data, which include, but are not limited to the following: assessment score data from local reading inventories, MSTEP, NWEA-MAP, anecdotal notes, observational notes, checklists, surveys, attendance data, and other data sources (e.g., parent conference notes, IEP goals, videos, etc.).

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	All paraprofessionals are highly qualified and meet NCLB requirements.	

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	All teachers are highly qualified and meet the NCLB requirements.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turnover rate for this school year was 44%.

In the 2016-2017 school year, we had to eliminate one position in October because of lower than projected enrollment. Six teachers left for traditional public school districts offering higher pay.

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

1-24 years.

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

For the next three school years (2017-2020), New Branches will be working with the Human Resources department of Choice Schools Associates to attract and hire high quality teachers.

Choice will continue to offer 13 days of high quality professional development training.

Positions will be posted on key websites including: Choice Schools Associates main website, New Branches website, Indeed, Top School Jobs.com, and college job boards in the Michigan and surrounding states. Other avenues to attract high quality teachers include: job fairs, Facebook posts, LinkedIn, and community partnerships with the ISD and surrounding colleges to attract student teachers.

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

For the next three school years (2017-2020), New Branches will be working with the Human Resources department of Choice Schools Associates to attract and hire high quality teachers.

Positions will be posted on key websites including: Choice Schools Associates main website, New Branches website, Indeed, Top School Jobs.com, and college job boards in the Michigan and surrounding states. Other avenues to attract high quality teachers include: job fairs, Facebook posts, LinkedIn, and community partnerships with the ISD and surrounding colleges to attract student teachers.

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?

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the next three school years (2017-2020). New Branches will receive additional support for these programs from Choice Schools Associates.

Staff will receive training in the following areas:

- Differentiated Instruction
- Professional Learning Communities
- Positive Discipline Support
- Core Knowledge Language Arts (Engage NY) ELA training
- NWEA Assessment Literacy
- Character Education
- Mentoring
- Student Engagement techniques
- Integrating technology into the classroom
- Testing schedules and methods
- Math in Focus training
- Networking and sharing with other teachers

Frequent and consistent communication will be established with staff to clarify expectations, strategies, and daily news through:

- Bi-weekly staff meetings
- Daily emails
- School newsletters
- PLC's
- Teacher observations, walk-throughs, and evaluations
- Mentor meetings

Component 5: High Quality and Ongoing Professional Development

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

Teachers will receive ongoing professional development, in alignment with the comprehensive needs assessment. New Branches will receive additional support for these programs from Choice Schools Associates. Staff will receive training in the following areas:

- Differentiated Instruction
- Professional Learning Communities
- Character Education
- Daily 5/Cafe
- NWEA Assessment Literacy
- Character Education
- Mentoring
- Student Engagement techniques
- Integrating technology into the classroom
- Classroom management training
- Testing schedules and methods
- ELL Strategies
- Math in Focus training
- CKLA (Engage NY) ELA curriculum training
- Standards based report card training

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

We have scheduled nine days of professional development session prior to school starting, as well as four professional development days during the school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	The professional development plan will be complete by August 14, 2016.	

Component 6: Strategies to Increase Parental Involvement

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

We are in year one of rebuilding our parent organization (Parent Ambassadors) and will continue to invite all parents to join and volunteer in our school. We encourage and appreciate parent and family involvement in our school-wide planning process through orientations, weekly announcements, focus groups, e-mail blasts, website blasts, and our Facebook Page. We will focus on providing resources for each grade on our website, and providing opportunities to celebrate student academic successes.

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

We have two parents on our School Improvement Plan. They will work with administration to help increase parent involvement in the implementation process for school-wide planning.

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

Parents will be involved in the evaluation of the school-wide plan through an end-of-year survey (summative) and the required Title I annual review meeting.

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).

We have included the activities in the ESEA Section 1118 (e) 1-5, 14 and (f) in our strategic plan and parent engagement action plan. We've also mentioned the activities at our parent orientation, parent workshops, parent-teacher conferences, and notices (email blasts) that are sent to parents frequently.

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

The parent involvement component will be evaluated by way of an end-of-year survey through Choice Schools Associates and by a survey of our Title 1 program.

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

Choice Schools will automatically tally the results of the end-of-year survey and the School Improvement Team will convene again in the summer to analyze the results and create a revised School Improvement schoolwide plan.

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

Two parents, two teachers, and the School Leader developed the School-Parent Compact.

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

We will distribute copies of the School Parent Compact to every parent at orientation (in August) and at parent-teacher conferences.

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

We will distribute the School-Parent Compact for all middle school parents and pass them out at fall orientation and parent-teacher conferences.

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

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

We collaborate with Kent ISD to translate individual student academic assessment results in languages all parents can understand. We have a Spanish-speaking Instructional Aide that interpret the languages during parent meetings with Spanish speaking parents.

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?

We added a second GSRP preschool classroom last fall. We plan on conducting the following visitation to the kindergarten classroom to aid in transitioning from one class to another, and have a complete Preschool to Kindergarten Transition Plan.

- Kindergarten Open Houses during fall and spring of each year.
- Move-up day in spring - opportunity for preschool students to visit the Kindergarten classrooms and meet their teacher (Parents invited).
- Preschool classes visit the kindergarten classroom and participate in classroom activities together.
- Kindergarten teachers visit the Preschool class and read or visit.

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?

Preschool Open House in August.

Preschool Orientation for parents.

Events during the school year where parents can spend time with their child in the classroom.

Parent Teacher Conferences three times per year.

Comprehensive progress reports three times per year.

Kindergarten Readiness Checklist and Kindergarten Syllabus distributed to all preschool parents.

Preschool teachers attend PLC's to discuss progress preschool students have made in reading and math concepts according to preschool assessments.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are given weekly opportunities during PLC, staff meetings and collaborative planning to provide input into the decisions regarding the use of school-based academic assessments.

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

Teachers own the data for student achievement analysis for the purpose of improving the academic achievement of all students. They are 100% involved in assessing, analyzing, action planning, re-adjusting instruction, regrouping and re-teaching students. Weekly PLC's will be held to analyze data and make instructional decisions.

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.

Students are identified by multiple measures of assessments which include NWEA (three times per year) in Reading, Math and Science (beginning in 2017-2018 for students in grades 3-8), local reading inventory, M-STEP, and local assessments conducted in the classroom.

Students are given extended learning opportunities to master state standards through differentiated homework, pull-out and push-in instruction from K-8 RTI specialists, and tutoring. Students have free access to Google education programs, Chromebooks, and IXL Math. Summer learning packets and learning materials are provided to students based on parent request.

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?

Students receive immediate support from the Student Support Team, as everyone shares and progress monitors all subgroups of students.

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

To differentiate instruction, we group students by readiness, learning style and/or interests--After carefully analyzing assessment, learning style and interest survey results, we group our students by way of small groups and/or partners. After assessing students' we regroup students as much as possible; differentiated instruction is fluid and ongoing throughout the school year until students are proficient.

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.

A combination of federal, state, and local funds are used to provide various staff and resources to address the needs of students.

Title I money is used to provide salary and benefits for a certified reading teacher and a paraprofessional for identified intensive and strategic readers who are identified through specific assessments and cut scores. Additional paraprofessionals are funded through the general fund to support both the reading pull out program and push in support program for reading.

General funds provide classroom teachers and support staff with specific reading materials and assessment tools for instructional and progress monitoring needs.

Title IIA money is used to provide professional development training for all staff on best practices and the Common Core Institute.

All general education teachers and support staff work together to provide a cohesive academic program for all students under the leadership of building/district level administration.

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.

Comprehensive Needs Assessment: The General Fund supports this component.

School Wide Reform Strategies: The General Fund and IDEA money support this component.

Instruction by Highly Qualified Staff: The General Fund and Title 1 support this component.

Strategies to attract high qualified teachers: The General Fund and Title 1 will support this component.

Professional Development: Title IIA supports this component.

Parent Involvement: The General Fund and the PTO help support this component.

Teacher participation in making assessment decisions: The general fund and Title IIA help support this component.

Timely and additional assistance: Title 1 Part A, 31 A and the general fund help support this component.

Coordination and integration of federal state and local programs and resources: The General Fund supports this component.

Evaluation: The General Fund will support this component.

The federal and state funding will supplement the district and local funding and programs in a coordinated effort to support the school wide initiatives as outlined in our plan. This funding along with some additional general education funding is aligned with our comprehensive needs assessment and our School Improvement Plan. Our Title IIA and general ed funding provide professional development that aligns with our CNA for our certified staff.

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.

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Model) provides training with regard to personal safety, appropriate touching and reporting. In addition, our Physical Education instruction includes nutrition and healthy lifestyles; physical and psychological well being and personal safety; sportsmanship, cooperation, fair play and self control; and compassion, respect, and acceptance of cultural differences and physical differences.

Violence Prevention Programs: Our staff and students participate in Bully Prevention Workshops where students are taught strategies for conflict resolution, empathy training and dealing with and preventing cyber bullying.

Nutrition Programs:

New Branches participates in the Universal Breakfast Program and provides free/reduced lunch.

We have been awarded a Farm to School grant for the second year in a row.

Housing Programs: We make referrals and coordinate efforts with the Department of Human Services for incidents involving violence in the home or incidents which compromise the safety and welfare of student/families. We coordinate with DHS and county authorities with homeless students or students in foster care.

Summer Food Service Program - Meet Up and Eat Up

New Branches will participate in the summer food service program.

Protect Young Eyes presentations for students and parents:

We have hired the Protect Young Eyes organization to educate our students and parents on internet and social media safety.

Children's Assessment Center "Safe Touch" presentations to early elementary students were conducted this year.

YMCA Nutrition in Action program for K-5 students combine movement and exercise into the school day.

Head Start:

Our kindergarten teachers and the administrator are members of the Head Start Advisory Council, which meets twice a year. They also attend the yearly "Building the Bridge to Kindergarten" Event, which informs Head Start families of various kindergarten opportunities. Due to the grade levels served, New Branches does not participate in adult education, vocational and technical education, and job training opportunities. There are also a number of services for our parents. Our county health department provides vision and hearing screening. We provide SMILE dentist care for all students including low income/ at risk students. We also assist economically disadvantaged families with DHS support services for our before and after school care. Parents can also participate in the Eye Grant for eyeglasses.

Evaluation:

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

The plan is evaluated by the school improvement team. Data from a variety of sources (state testing, school-wide benchmarks, end of unit summative assessments, perceptual data (surveys of students, staff and parents)), and Program and Process Rubrics (SSR-40/90) are analyzed and goals are adjusted as necessary.

We use M-STEP data and NWEA MAP data, as well as local assessments to help develop and evaluate the effectiveness of our 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.

After establishing a baseline in 2014-2015, the staff will annually evaluate our school improvement goals to determine the success of our student achievement. We will have a full testing year of common unit assessments, (pre- and post-) aligned to the core standards. This will allow us to evaluate student achievement in regards to our School Improvement Plan within the same testing year (reliance on M-STEP data in the past interferes with this ability due to the timing of the assessment and the timeliness in which results are communicated back to the school).

NWEA data is collected three times per year and is a measure of progress made toward achievement goals.

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.

When working with our lowest achieving students, staff will assess them on a regular basis using IRI assessments and benchmarks for reading. In math, these students are assessed one-on-one or in small groups based on their RtI goal. These goals are based on the math concepts that are not proficient when given the unit assessments. NWEA testing is one way the progress of our lowest achieving students is measured. This assessment has a scaled score range with targeted growth for each student. Staff, parents and students can monitor the progress using the graph provided by the NWEA reports. We will also use a reading inventory to track and monitor growth in reading and language arts.

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

The School Improvement Plan is reviewed annually by the School Improvement Team as well as all relevant data (student achievement, perceptual, Program and Process Rubrics (SSR 40/90) and other data sources). Goals will be reviewed to ensure that appropriate progress is being made towards achieving those goals. Once the School Improvement Team has reviewed the School Improvement Plan and all relevant data, information and progress towards goals is communicated to the rest of the staff as well as to other stakeholders including the Board of Education.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

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

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

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

Component 2: Services to Eligible Students

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

Component 3: Incorporated Into Existing School Program Planning

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

Component 5: Title I and Regular Education Coordination

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

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

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

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

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

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

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

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

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

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

5. Describe how the parent involvement activities are evaluated.

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

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

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

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

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

Component 9: Coordination of Title I and Other Resources

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

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

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

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

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

Evaluation

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

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

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

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

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

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 School 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	All students will be proficient in math.	Objectives: 2 Strategies: 3 Activities: 10	Academic	\$143550
2	All students will be proficient in science.	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$3000
3	All students will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$6800
4	All students will be proficient in English Language Arts.	Objectives: 3 Strategies: 2 Activities: 8	Academic	\$287500

Goal 1: All students will be proficient in math.

Measurable Objective 1:

80% of 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 numbers and operations in Mathematics by 06/30/2020 as measured by NWEA MAP results each spring..

Strategy 1:

Multi-tiered Support System - All teachers will use a multi-tiered strategy of support for at risk students in the classroom. Students will get individual or small group instruction according to assessed needs.

Category:

Research Cited:

Determining the strength of evidence for interventions

<http://www.ed.gov/rsearch/research/pubs/rigorous/vid/rigorous/vid.pdf>

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Problem-Solving – Response to Instruction/Intervention Project (PS-RTI)

<http://www.florida-rti.org/>

Tier:

Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers and interventionists will provide differentiated instruction for all students including those most at risk.	Direct Instruction			09/03/2013	06/30/2015	\$0	No Funding Required	classroom teachers and interventionists
Activity - Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers and interventionists will assess students regularly to determine individual needs.	Monitor			09/03/2013	06/30/2015	\$0	No Funding Required	classroom teachers and interventionists

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Measurable Objective 2:

80% of 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 demonstrate a proficiency in number sense in Mathematics by 06/30/2020 as measured by NWEA results each spring..

(shared) Strategy 1:

Multi-tiered Support System MTSS - Students who need extra support will benefit from a multi-tiered support system by receiving individual or small group instruction. Students will each have an Individualized Student Learning Plan (ISLP), outlining the interventions needed. NWEA data will be used, along with teacher input, to determine eligibility.

Category: Learning Support Systems

Research Cited: Research Cited: Florida Positive Behavior Support: Response to Intervention for Behavior Project (FLPBS:RIIB): <http://flpbs.fmhi.usf.edu/index.asp>
 Benchmarks of Quality (BO) and Benchmarks of Advanced Tiers (BAT): <http://flpbs.fmhi.usf.edu/ProceduresTools.asp>

RtIIB Database: www.flrtib.org

Tier: Tier 2

Activity	Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive an additional 20 days of Academic Support in Math each summer through August 2020.		Academic Support Program	Tier 2	Implement	06/25/2018	08/03/2018	\$30000	Title I Part A	Administrators and instructional staff.

Activity	Owl University	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for 35 weeks.		Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2019	\$0	No Funding Required	Administrators and instructional staff.

Activity	Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work under the direction of classroom teachers to differentiate classroom instruction, based on individualized Student Learning Plans.		Academic Support Program	Tier 2	Monitor	09/06/2016	06/21/2019	\$60000	Title I Part A	Administrators and instructional staff.

Activity	Advanced Instructional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional development on differentiated instruction, classroom management, collaboration, PLC's, and data.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$1000	Title II Part A	Administration and instructional staff.
Activity - Academic Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Academic Interventionist focusing on supplemental math instruction from grades 3-6.	Academic Support Program	Tier 2		08/28/2017	06/29/2018	\$48500	Title I Part A	Administration and instructional staff.

Strategy 2:
Differentiated Instruction - Students will receive differentiated instruction on math lessons.

Category: Mathematics

Research Cited: Tomlinson, C. A., C. Callahan, et al. (1997). "Challenging expectations: Case studies of high-potential, culturally diverse young children." *Gifted Child Quarterly* 41(2), 5-17.

Teachers who develop primary grade classrooms with a multiple-intelligence focus demonstrate more flexibility in teaching and more student-centered instruction. These teachers developed more positive mindsets about students from low income and/or minority backgrounds. <http://differentiationcentral.com/examples/bibliography.pdf>

Tomlinson, C., Brimjoin, K., & Narvaez, L (2008). The differentiated school: Making revolutionary changes in teaching and learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Multi-year studies in an elementary school and a high school indicate positive and sustained achievement gains for students in all segments of the achievement spectrum and in a range of subject areas as a result of differentiated instruction. In the high school, the student dropout rate has also fallen sharply and student participation in Advanced Placement courses has risen by almost half, with AP exam scores holding steady or rising despite the increased enrollment. In both sites, a school-wide emphasis on differentiation has continued for at least seven years and achievement gains have continued over that time span.

Tier: Tier 1

Activity - Math in Focus professional development training.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive additional training on math topics in within the Math in Focus curriculum during professional development in August 2016.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$2800	Title II Part A	Administration and instructional staff.
Activity - Math in Focus monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 will implement Math in Focus in the classroom.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/30/2020	\$0	No Funding Required	Administration and Classroom Teachers
Activity - Professional Development on Differentiation, Classroom Management, Cultural Awareness, and Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a 1 day Professional Development day in Lansing, MI	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1250	Title II Part A	Principal

Goal 2: All students will be proficient in science.

Measurable Objective 1:

70% of 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 environmental science in Science by 06/19/2020 as measured by a local science assessment..

(shared) Strategy 1:

Environmental Science - Environmental Science topics will be integrated into all subject areas.

Category: Science

Research Cited: Frank C. Leeming, William O. Dwyera, Bryan E. Porterb & Melissa K. Cobernb pages 8-21, Published online: 15 Jul 2010

Simmons, D. A. (1994b) Urban children's preferences for nature: lessons for environmental education. *Children's Environments*, 11(3), 194–203

SEER (State Education and Environment Roundtable) (2000)

The effects of environment-based education on student achievement. Available: <http://www.seer.org/pages/csap.pdf> (accessed 23 January, 2004).

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D. and Benefield, P. (2004) A review

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of research on outdoor learning. Preston Montford, Shropshire: Field Studies Council.

Tier: Tier 1

Activity - Environmental Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in environmental science.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	General Fund	Administrative and Environmental Science Specialist.

Activity - Environmental Science Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate Environmental Science into all subject areas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Administrative and Classroom Teachers

Strategy 2:

Hands-on Activities - Students will learn environmental science through hands-on activities planned by the classroom teacher.

Category: Science

Research Cited: RAFT. (2013, October). Retrieved May 11, 2016, from <http://www.raft.net/case-for-hands-on-learning>

Hands-on teaching is an extremely effective strategy for increasing performance and depth of knowledge and supports the 21st century skills that target learning and innovation abilities (the 4Cs): communication, creativity, collaboration, and critical thinking (Partnership for 21st Century Skills, 3-4). Well-designed hands-on activities focus learners on the world around them, spark their curiosity, and guide them through engaging experiences—all while achieving expected learning outcomes.

Tier: Tier 1

Activity - Environmental Science Hands-On Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive training on incorporating engaging hands-on activities on environmental science themes.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	Title II Part A	Administrative and Environmental Science Specialist
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Activity - Environmental Science Hands-On Activities Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement hands-on activities in environmental science learned in the professional development session.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	Title II Part A	Administrative and Classroom Teachers

Measurable Objective 2:

65% of Bottom 30% students will demonstrate a proficiency in environmental science in Science by 06/19/2020 as measured by local science assessment..

(shared) Strategy 1:

Environmental Science - Environmental Science topics will be integrated into all subject areas.

Category: Science

Research Cited: Frank C. Leeming, William O. Dwyera, Bryan E. Porterb & Melissa K. Cobern pages 8-21, Published online: 15 Jul 2010

Simmons, D. A. (1994b) Urban children's preferences for nature: lessons for environmental education. *Children's Environments*, 11(3), 194–203

SEER (State Education and Environment Roundtable) (2000)

The effects of environment-based education on student achievement. Available: <http://www.seer.org/pages/csap.pdf> (accessed 23 January, 2004).

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D. and Benefield, P. (2004) A review of research on outdoor learning. Preston Montford, Shropshire: Field Studies Council.

Tier: Tier 1

Activity - Environmental Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive professional development in environmental science.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	General Fund	Administrative and Environmental Science Specialist.
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Activity - Environmental Science Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate Environmental Science into all subject areas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Administrative and Classroom Teachers

Measurable Objective 3:

50% of English Learners students will demonstrate a proficiency environmental science in Science by 06/30/2016 as measured by a 2016 local assessment. .

(shared) Strategy 1:

Environmental Science - Environmental Science topics will be integrated into all subject areas.

Category: Science

Research Cited: Frank C. Leeming, William O. Dwyera, Bryan E. Porterb & Melissa K. Cobern pages 8-21, Published online: 15 Jul 2010

Simmons, D. A. (1994b) Urban children's preferences for nature: lessons for environmental education. Children's

Environments, 11(3), 194–203

SEER (State Education and Environment Roundtable) (2000)

The effects of environment-based education on student achievement. Available: <http://www.seer.org/pages/csap.pdf> (accessed 23 January, 2004).

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D. and Benefield, P. (2004) A review of research on outdoor learning. Preston Montford, Shropshire: Field Studies Council.

Tier: Tier 1

Activity - Environmental Science Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development in environmental science.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	General Fund	Administrative and Environmental Science Specialist.
Activity - Environmental Science Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will integrate Environmental Science into all subject areas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Administrative and Classroom Teachers

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

Measurable Objective 1:

80% of 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 civic understanding and responsibility in Social Studies by 06/30/2020 as measured by a local assessment.

Strategy 1:

Use MC3 Social Studies Curriculum in Classrooms - Teachers in grades 3-8 will use MC3 Social Studies Curriculum to teach Social Studies.

Category: Social Studies

Research Cited: Bonwell, C. & Eison, J. (1991). Active learning: Creating excitement in the classrooms, Washington D.C. Eric Clearinghouse on Higher Education.

(ERIC Document Reproduction No. ED340272).

Leming, J.S., Ellington, L., & Schug, M. (2006). The state of social studies: A national random survey of elementary and middle school social studies teachers. Social Education, 70(5), 322-327.

Stahl, R. (Ed.). (1994). Cooperative Learning in Social Studies: A Handbook for Teachers. New York, NY: Addison-Wesley Publishing Company.

Differentiated Instruction: Inclusive Strategies for Standards-Based Learning That Benefit The Whole Class

Diana Lawrence-Brown

American Secondary Education

Vol. 32, No. 3 (Summer 2004), pp. 34-62

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Published by: Dwight Schar College of Education, Ashland University
 Stable URL: <http://www.jstor.org/stable/41064522>

Page Count: 29

Tier: Tier 1

Activity - MC3 Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Teachers will implement the MC3 Social Studies curriculum in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2017	06/29/2018	\$0	No Funding Required	Administration and Classroom Teachers

Activity - MC3 Social Studies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibility
Teachers will receive professional development on the MC3 Social Studies curriculum.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$0	No Funding Required	Administration

Strategy 2:

Character Education - Teachers will be trained on character education, cultural awareness, classroom management, and parental involvement to help teach students to become responsible citizens.

Category: School Culture

Research Cited: Catalano, R. F., Mazza, J. J., Harachi, T. W., Abbott, R. D., Haggerty, K. P., & Fleming, C. B. Raising healthy children through enhancing social development in elementary school: Results after 1.5 years. 2002.

Farrell, A. D. P., Meyer, A. L. P., Sullivan, T., & Kung, E. M. (2003). Evaluation of the Responding in Peaceful and Positive ways (RIPP) seventh grade violence prevention curriculum. Journal of Child and Family Studies, 12, 101-120.

Flay, B. R. An intensive case study of the Positive Action Program as a comprehensive What Works in Character Education 27

school reform demonstration program. 2000. Twin Falls, ID, Positive Action Inc. Ref Type: Serial (Book, Monograph) .

Johnson, D. W. & Johnson, R. T. (2000). Teaching student to be peacemakers: Results of twelve years of research. Minneapolis: University of Minneapolis.

Tier: Tier 1

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Activity	Character Education professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Character Education, cultural awareness, parental involvement, and classroom management.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$0	No Funding Required	Administration	
Activity - Character Education implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible	
Teachers will implement the character education program in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2017	06/29/2018	\$800	General Fund	Administration and Classroom Teachers.	

Strategy 3:

Core Knowledge Language Arts Curriculum - Teachers in grades K-2 will implement the Core Knowledge Language Arts (CKLA) curriculum with their students. This curriculum has components of social studies standards tied into it through multiple texts.

Category: Social Studies

Research Cited: Mac Iver, M., Stringfield, S., & McHugh, B. (2000, December).

[Http://www.coreknowledge.org/mimik/mimik_uploads/documents/32/FiveYearEffects_Maryland_2000.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/32/FiveYearEffects_Maryland_2000.pdf). Retrieved June 27, 2016, from <http://www.coreknowledge.org/research>

"Hirsch and his colleagues at the Core Knowledge Foundation have developed the Core

Knowledge Sequence (Core Knowledge Foundation, 1993a, 1995, 1998) which specifies a

common core of content for American schools and provides a planned sequential curriculum in language arts, history, geography, mathematics, science, visual arts, and music for students in kindergarten through grade eight. The topics specified in the Sequence are further elaborated in a series of books, carrying the titles What Your [First, Second, etc.] Grader Needs to Know

(Core Knowledge Foundation, 1991, 1992a, 1992b, 1993b, 1993c, 1996a, 1997). Together,

the volumes form a spiraling curriculum designed to infuse one-half of each school day with "Core

Knowledge." For example, in Core Knowledge, all first graders study Egyptian history. In fourth grade, the study of world history and cultures is expanded to the early and medieval African kingdoms and medieval China."

Tier: Tier 1

Activity	CKLA ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will implement the Core Knowledge Language Arts (CKLA) curriculum which contains a focus on informational reading on social studies standards.	Professional Learning	Tier 1	Implement	08/14/2017	06/30/2020	\$6000	General Fund	Administration and instructional staff.	

Goal 4: All students will be proficient in English Language Arts.

Measurable Objective 1:

80% of 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 reading and writing in English Language Arts by 06/30/2020 as measured by NWEA and local assessments each spring.

(shared) Strategy 1:

Multi-tiered Support System MTSS - Students who need extra support will benefit from a multi tiered support system by receiving individual or small group instruction. Students will each have an Individualized Student Learning Plan, outlining the interventions needed. NWEA data will be used, along with teacher input, to determine eligibility.

Category: Learning Support Systems

Research Cited: Florida Positive Behavior Support: Response

to Intervention for Behavior Project

(FLPBS: RtIB):

<http://flpbs.fmhi.usf.edu/index.asp>

Benchmarks of Quality (BOQ) and Benchmarks of Advanced Tiers (BAT):

<http://flpbs.fmhi.usf.edu/ProceduresTools.asp>

RtIB Database: www.flrtib.org/

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive an additional 20 days of Academic Support in Reading and Writing, each summer through August 2020.	Academic Support Program	Tier 2	Implement	06/25/2018	08/07/2020	\$30000	Title I Part A	Administrati on
Activity - Owl University	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for the 35 weeks through June 2020.	Academic Support Program	Tier 2	Implement	08/28/2017	06/19/2020	\$0	No Funding Required	Administrati on and instructiona l staff.

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Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Paraprofessional Intervention Support	Academic Support Program	Tier 2	Evaluate	08/28/2017	06/26/2020	\$70000	Title I Part A	Administration and instructional staff.
Activity - Academic Interventionist	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$145000	Title I Part A, Section 31a	Administration
Activity - ELL Services	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$40000	Title III	Administration
ELL students will receive additional services from an ELL teacher								

Strategy 2:

Differentiated Instruction - Students will receive differentiated instruction on vocabulary acquisition and comprehension.

Category: English/Language Arts

Research Cited: Adams, G., & Engelmann, S. (1996).

Research on Direct Instruction: 25 years beyond DISTAR

. Seattle, WA:

Educational Achievement Systems.

2

Education Consumers Foundation

Adams, G., & Engelmann, S. (1996).

Research on Direct Instruction: 25 years beyond DISTAR

. Seattle, WA:

Hattie, J. (2009).

Visible learning: A synthesis of over 800 meta-analyses relating to achievement

. London

and New York: Routledge

Tier: Tier 1

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Activity - Core Knowledge Language Arts (CKLA) Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 will be trained on the Core Knowledge Language Arts and Amplify (Engage New York) ELA curriculum.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$1500	Title II Part A	Administration
Activity - Core Knowledge Language Arts (Engaged NY) Curriculum Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 will implement Core Knowledge Language Arts (Engaged NY) curriculum in their classrooms.	Direct Instruction	Tier 1	Implement	09/06/2016	06/21/2019	\$0	No Funding Required	Administration and instructional staff.
Activity - Guided Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive additional training and support in Guided Reading	Professional Learning	Tier 1	Monitor	08/14/2017	06/29/2018	\$1000	Other	Administration and instructional staff.

Measurable Objective 2:

50% of Bottom 30% students will demonstrate a proficiency in reading in English Language Arts by 06/30/2020 as measured by NWEA results each spring..

(shared) Strategy 1:

Multi-tiered Support System MTSS - Students who need extra support will benefit from a multi tiered support system by receiving individual or small group instruction. Students will each have an Individualized Student Learning Plan, outlining the interventions needed. NWEA data will be used, along with teacher input, to determine eligibility.

Category: Learning Support Systems

Research Cited: Florida Positive Behavior Support: Response to Intervention for Behavior Project
(FLPBS: RtIB):
<http://flpbs.fmhi.usf.edu/index.asp>

Benchmarks of Quality (BOQ) and Benchmarks of Advanced Tiers (BAT):
<http://flpbs.fmhi.usf.edu/ProceduresTools.asp>

RtIB Database: www.flrtib.org/

Tier: Tier 2

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Activity	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Summer School	Tier 2	Implement	06/25/2018	08/07/2020	\$30000	Title I Part A	Administration
Identified students will receive an additional 20 days of Academic Support in Reading and Writing, each summer through August 2020.							
Activity - Owl University	Tier 2	Implement	08/28/2017	06/19/2020	\$0	No Funding Required	Administration and instructional staff.
Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for the 35 weeks through June 2020.							
Activity - Paraprofessional Intervention Support	Tier 2	Evaluate	08/28/2017	06/26/2020	\$70000	Title I Part A	Administration and instructional staff.
Paraprofessionals will work under the direction of classroom teachers to differentiate classroom instruction, based on Individualized Student Learning Plans.							
Activity - Academic Interventionist	Tier 2	Monitor	08/28/2017	06/30/2020	\$145000	Title I Part A, Section 31a	Administration
Academic Interventionist will work with identified students in grades K-8, to work on deficient reading and writing skills.							
Activity - ELL Services	Tier 2	Monitor	08/28/2017	06/30/2020	\$40000	Title III	Administration
ELL students will receive additional services from an ELL teacher							

Measurable Objective 3:

50% of English Learners students will demonstrate a proficiency in reading, writing, speaking, and listening in English Language Arts by 06/30/2019 as measured by WIDA and NWEA.

(shared) Strategy 1:

Multi-tiered Support System MTSS - Students who need extra support will benefit from a multi tiered support system by receiving individual or small group instruction. Students will each have an Individualized Student Learning Plan, outlining the interventions needed. NWEA data will be used, along with teacher input, to determine eligibility.

Category: Learning Support Systems

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Research Cited: Florida Positive Behavior Support: Response to Intervention for Behavior Project (FLPBS: RTIB): <http://flpbs.fmhi.usf.edu/index.asp>

Benchmarks of Quality (BOQ) and Benchmarks of Advanced Tiers (BAT): <http://flpbs.fmhi.usf.edu/ProceduresTools.asp>

RTIB Database: www.flrtib.org/

Tier: Tier 2

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - Summer School	Academic Support Program	Tier 2	Implement	06/25/2018	08/07/2020	\$30000	Title I Part A	Administration
Identified students will receive an additional 20 days of Academic Support in Reading and Writing, each summer through August 2020.								
Activity - Owl University	Academic Support Program	Tier 2	Implement	08/28/2017	06/19/2020	\$0	No Funding Required	Administration and instructional staff.
Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for the 35 weeks through June 2020.								
Activity - Paraprofessional Intervention Support	Academic Support Program	Tier 2	Evaluate	08/28/2017	06/26/2020	\$70000	Title I Part A	Administration and instructional staff.
Paraprofessionals will work under the direction of classroom teachers to differentiate classroom instruction, based on Individualized Student Learning Plans.								
Activity - Academic Interventionist	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$145000	Title I Part A, Section 31a	Administration
Academic Interventionist will work with identified students in grades K-8, to work on deficient reading and writing skills.								

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Activity - ELL Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive additional services from an ELL teacher	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$40000	Title III	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Owl University	Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for 35 weeks.	Academic Support Program	Tier 2	Implement	09/06/2016	06/14/2019	\$0	Administration and instructional staff.
Assessments	The classroom teachers and interventionists will assess students regularly to determine individual needs.	Monitor			09/03/2013	06/30/2015	\$0	classroom teachers and interventionists
Math in Focus monitoring	Teachers in grades K-8 will implement Math in Focus in the classroom.	Direct Instruction	Tier 1	Monitor	08/28/2017	06/30/2020	\$0	Administration and Classroom Teachers
Owl University	Additional Academic Support for students not proficient in core academic areas. 5 days per week, 35 minutes per day for the 35 weeks through June 2020.	Academic Support Program	Tier 2	Implement	08/28/2017	06/19/2020	\$0	Administration and instructional staff.
Differentiation	The classroom teachers and interventionists will provide differentiated instruction for all students including those most at risk.	Direct Instruction			09/03/2013	06/30/2015	\$0	classroom teachers and interventionists
Environmental Science Implementation	Classroom teachers will integrate Environmental Science into all subject areas.	Direct Instruction	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Administration and Classroom Teachers
Character Education professional development	Teachers will be trained on Character Education, cultural awareness, parental involvement, and classroom management.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$0	Administration
MC3 Social Studies Professional Development	Teachers will receive professional development on the MC3 Social Studies curriculum.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$0	Administration

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Activity Name	Activity Description	Activity Type	Tier	Implement	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Knowledge Language Arts (Engaged NY) Curriculum Implementation	Teachers in grades K-8 will implement Core Knowledge Language Arts (Engaged NY) curriculum in their classrooms.	Direct Instruction	Tier 1	Implement	09/06/2016	06/21/2019	\$0	Administration and instructional staff.
MC3 Implementation	Teachers will implement the MC3 Social Studies curriculum in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2017	06/29/2018	\$0	Administration and Classroom Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading Professional Development	Teachers will receive additional training and support in Guided Reading	Professional Learning	Tier 1	Monitor	08/14/2017	06/29/2018	\$1000	Administration and instructional staff.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Differentiation, Classroom Management, Cultural Awareness, and Parent Involvement	Teachers will participate in a 1 day Professional Development day in Lansing, MI	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/29/2018	\$1250	Principal
Environmental Science Hands-On Activities Implementation	Teachers will implement hands-on activities in environmental science learned in the professional development session.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1000	Administration and Classroom Teachers
Math in Focus professional development training.	Teachers will receive additional training on math topics in within the Math in Focus curriculum during professional development in August 2016.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$2800	Administration and instructional staff.
Core Knowledge Language Arts (CKLA) Curriculum Training	Teachers in grades K-8 will be trained on the Core Knowledge Language Arts and Amplify (Engage New York) ELA curriculum.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$1500	Administration

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Environmental Science Hands-On Professional Development	Teachers will receive training on incorporating engaging hands-on activities on environmental science themes.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	Administrative and Environmental Science Specialist
Advanced Instructional Training	Professional development on differentiated instruction, classroom management, collaboration, PLC's, and data.	Professional Learning	Tier 1	Implement	08/14/2017	06/29/2018	\$1000	Administrative and Instructional staff.

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Services	ELL students will receive additional services from an ELL teacher	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$40000	Administrative

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Interventionist	Academic Interventionist will work with identified students in grades K-8, to work on deficient reading and writing skills.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$75000	Administrative

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Environmental Science Professional Development	Teachers will receive professional development in environmental science.	Professional Learning	Tier 1	Implement	08/14/2017	06/15/2018	\$1000	Administrative and Environmental Science Specialist.
CKLA ELA Professional Development	K-2 teachers will implement the Core Knowledge Language Arts (CKLA) curriculum which contains a focus on informational reading on social studies standards.	Professional Learning	Tier 1	Implement	08/14/2017	06/30/2020	\$6000	Administrative and Instructional staff.

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Character Education implementation	Teachers will implement the character education program in the classroom.	Direct Instruction	Tier 1	Implement	08/28/2017	06/29/2018	\$800	Administration and Classroom Teachers.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Identified students will receive an additional 20 days of Academic Support in Math each summer through August 2020.	Academic Support Program	Tier 2	Implement	06/25/2018	08/03/2018	\$30000	Administration and instructional staff.
Paraprofessional Intervention Support	Paraprofessionals will work under the direction of classroom teachers to differentiate classroom instruction, based on Individualized Student Learning Plans.	Academic Support Program	Tier 2	Evaluate	08/28/2017	06/26/2020	\$70000	Administration and instructional staff.
Academic Interventionist	An Academic Interventionist focusing on supplemental math instruction from grades 3-6.	Academic Support Program	Tier 2		08/28/2017	06/29/2018	\$48500	Administration and instructional staff.
Academic Interventionist	Academic Interventionist will work with identified students in grades K-8, to work on deficient reading and writing skills.	Academic Support Program	Tier 2	Monitor	08/28/2017	06/30/2020	\$70000	Administration
Summer School	Identified students will receive an additional 20 days of Academic Support in Reading and Writing, each summer through August 2020.	Academic Support Program	Tier 2	Implement	06/25/2018	08/07/2020	\$30000	Administration
Paraprofessional Support	Paraprofessionals will work under the direction of classroom teachers to differentiate classroom instruction, based on individualized Student Learning Plans.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/21/2019	\$60000	Administration and instructional staff.