



Single Building District Improvement Plan

Benton Harbor Charter School Academy
Benton Harbor Charter School 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	See Goals and Plans in ASSIST	

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school improvement team is comprised of administration, instructional staff, parents, and members of the Board of Education. The school improvement chair person was the facilitator and had the primary role of overseeing and approving each component of the School Improvement Plan.

Team members were selected based on their position in school. The faculty members were from various grade levels within the school and have proven to have leadership qualities and effective classroom management strategies.

Monthly meetings were scheduled after school to accommodate everyone's schedule.

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

The core members of the School Improvement Team were responsible for analyzing achievement data, school demographics, and perception data of students, staff and parents. The entire staff was involved with creating goals and objectives within the School improvement plan, but the core team members expanded and identified the strategies and activities that were being used and shared with staff.

The School Improvement team met monthly with the staff to provide updates and receive input for on-going improvements to the School Improvement Plan

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

The final plan is posted on the Ferris State University website, delivered to all teachers and reviewed at an annual parent meeting. Monthly School Improvement meetings are held to keep all staff member informed on the progress of the plan and to remind them that the School Improvement Plan is a working document and it is subject to change based on the needs of the students and staff, goals and objectives.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Benton Harbor Charter School Academy comprehensive needs assessment was conducted over the course of the 2016-2017 school year using student data from test results, data collected from parent perception surveys, and through the involvement of other stakeholders. The school improvement team, consisting of administration, general education teachers, Title I educator, special education teachers, and a parent, created a school data profile/analysis, school process profile, and summary report based on parent/student/staff surveys conducted throughout the 2016-2017 school year and various demographic reports from the state, local and teacher assessments. Goals, objectives, and strategies were developed by the school improvement team and board of education by looking at the performance of each demographic group in each of the content areas as well as input from all stakeholders and identifying the root causes of any deficiencies. The school improvement team met monthly throughout the school year and summer in order to conduct these analyses and conclusions

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

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

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

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

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

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

Component 2: Schoolwide Reform Strategies

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

The primary school-wide assessment that Benton Harbor Charter School Academy uses is MAP (NWEA) MAP is a computer adaptive assessment that identifies mastery of common core standards in Reading, Math and Science. BHCSA began administering the MAP assessment three times each year (fall, winter, spring) in Reading and Math during the 2015-2016 assessment. The assessment provides comparison data at the school, state and national levels. The data gained from NWEA serves as the foundation for monitoring student achievement and assists with the identification and placement of students in cooperative learning groups and also provides information which helps teachers differentiate instruction and recommend students for additional support and interventions. Finally, MAP data is used as a basis for discussion with parents during progress monitoring conferences and is posted on data walls in classrooms to engage students in monitoring class and individual progress.

In addition to using MAP data, teachers also administer pre-mid-post-assessments from Engage NY. This teaching strategy will be fully implemented during the 2015-16 school year when pre-assessments are given to assess prerequisite skills prior to instruction. As teachers receive the data acquired from pre-assessments, they can plan lessons thoughtfully, address the student deficits and challenge stronger students. During the course of instruction, formative assessments are on-going and include assessments similar to the MStep format. These assessments include, but are not limited to, daily or weekly quizzes, exit tickets, reflections, summaries, homework assignments, class polls, etc.

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

Finally, data collected from the instructional programs will be collected, analyzed and used to monitor the effectiveness of implementation of all components of the instructional program. Data gained through the PLC will help maintain a laser like focus on increasing achievement and closing achievement gaps.

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

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

There are several research-based reform strategies in the schoolwide plan aligned with the findings of the needs assessment. The Title I Schoolwide Diagnostic comprehensive needs assessment identified that All of our students under perform in all core subjects.

Teachers consistently use the following strategies and activities to produce mastery students and close gaps:

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

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

Differentiating Instruction: Allows teachers to observe and understand the differences and similarities among students, using this information to plan and meet the needs of each individual student.

Kagan Cooperative Learning: Allows teachers to organize classroom activities into academic and social learning experiences. Small teams of students (usually teams of four) work together towards a learning goal.

Daily Five Peer Modeling: Allows more advanced students to tutor their peers in mastering the material. Middle school students may be used as mentors for the second graders.

Extended Time on Task: High-poverty students benefit the most from expanded learning time. These students often do not have access to the same kind of out-of-school family and community learning resources as their higher-income counterparts. This is a reality that widens both opportunity and achievement gaps. The ALC offers students the following extended opportunities:

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

There are several research-based reform strategies in the schoolwide plan aligned with the findings of the needs assessment. The Title I Schoolwide Diagnostic comprehensive needs assessment identified that All of our students under perform in all core subjects.

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

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

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2016-2017 school year the teacher turnover rate at BHCSA was 27%

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

There are 20 K-8 teachers on staff at Benton Harbor Charter School Academy 13 teachers have 0-5 years of experience 6 teachers have 6-11 years of teaching. There is currently one teachers on the staff with more than 11 years of experience.

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

BHCSA offers up to a \$500 yearly incentive for continuing education classes and college courses, and referrals. An additional incentive is given every time a new degree is completed. We offer a comprehensive health care package, 401K benefits, and the opportunity for some to advance their careers by being selected to participate in Future Leadership Program (FLI); a progeam offered to all staff who would like to have a leadership career with the company. This a two year comprehensive program that guides employees though the task of leadership with the company. Once the program is complete, staff can apply for limited leadership opportunities with the company.

BHCSA offer teachers training in Educating Children of Poverty, Engage NY, Kagan Cooperative Learning, and in Spring 2016 the academy adopted a strict Anti-Bullying policy, and developed an onsite Accelerated Learning Center to address mandates of early childhood literacy

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

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

BHCSA offers up to a \$500 yearly incentive for continuing education classes and college courses. An additional incentive is given every time
SY 2016-2017

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Component 5: High Quality and Ongoing Professional Development

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

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

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

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parents for migratory children will be evaluated on a case by case scenario and situation. Children will have a plan in the start of the school year that best fits their needs.

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

In order to evaluate the parent component of the school wide plan, BHCSA will maintain data on parent attendance at open house,

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

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

For two consecutive years the results of the evaluations show that parents are most often in the school for the sake of disciplinary concerns with their child. About 50% of our parents participate in parent teacher conferences at which surveys are distributed. Grade level meetings held for parents produce participation results of less than 25% for middle school parents. These numbers increase for grades K-4. These rates provide insight to the trends of a declining rate of parental involvement in middle school grades, which indicates that more aggressive strategies are needed to engage our parents.

BHCSA parents will be informed of the results of the year's evaluations of the parent involvement plan, in a language that parents can understand, in order to identify barriers to greater parent involvement. These results will be shared in the building's annual report and posted online, and provided to the school's school improvement team to conduct gap analysis and determine parent involvement targets.

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

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

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

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

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

The parent compact is reviewed and discussed annually during in-person parent-teacher conferences. The compact is discussed, along side

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

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

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

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

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

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

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

Component 7: Preschool Transition Strategies

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

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

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

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

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

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

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

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I Part A:

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

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

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

Study Island to provide instructional support in reading, and math.

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

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

-Extended day tutoring program

-Saturday School Program (when necessary)

-Summer School Program

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

-Parent Involvement activities

-Food Service program

-Teacher training and workshops

Title II Part A

Professional development for technology training to improve instruction

Local General Funds: Provides additional support for district requirements

-Writing the School Improvement Plan

-School Improvement Team meetings

-Parent Teacher Conferences

General Funds

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

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

Section 31a: Provides additional support that help students

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

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

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

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

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

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

6. Parental Involvement: General Fund, Title I, annual meeting, PTA meetings, Quarterly Parent Teacher Conferences, Parent Partnership;

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Workshops.

7. Preschool Transitions: General Funds, 8th Grade students visits to high school.

8. Assessment decisions: General funds, Professional Learning Communities, grade level meetings, School Improvement meetings.

Teams will discuss assessments and results.

9. Timely and Additional Assistance: Title I, Title II Part A, Special Education, general funds, section 31a , After school and Summer School programs, all programs that address at risk students.

10. Coordination and Integration of Federal, State,, and Local Resources: General fund and Federal Fund program meetings

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

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

Evaluation:

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

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

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

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

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

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

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

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

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

Plan for Single Building District Improvement Plan 2017-2018

Overview

Plan Name

Plan for Single Building District Improvement Plan 2017-2018

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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source