



# **Single Building District Improvement Plan**

Arbor Preparatory High School

Arbor Preparatory High School

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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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded.	Arbor Prep SIP 2017-18 Abbreviated Goals

# **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, which includes stakeholder representatives, meet throughout the year to analyze available data and to ensure curriculum, instruction, and assessment programs are appropriately supporting the school's improvement efforts. Staff review data, curriculum, instruction, and assessment continuously in weekly PLC meetings, faculty meetings, and leadership meetings. Parents are invited to review data, curriculum, instruction, and assessments throughout the school year through Curriculum Nights, Parent Title I meetings, and School Improvement Team meetings. The School Improvement Plan was shared along with the goals and the Title I services tied to those goals. A team of staff members who facilitate regular department-level and course-level meetings along with the principal and assistant principal comprised the rest of the School Improvement Team. Most meetings took place during second semester and were scheduled after school on Wednesdays, which is designated as staff development time. A Comprehensive Needs Assessment was conducted first, followed by a survey completed by each department to give input on goals and strategies.

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

At the beginning of the school year, all school faculty receive professional development on the SIP and goals for the school year. Parents are also invited to a meeting at the beginning of the school year where the plan is explained and discussed. The School Improvement Team was comprised of two administrators, twelve teachers, and two parents. Meetings were held throughout the school year (mostly second semester). The team conducted the Comprehensive Needs Assessment, analyzed data, reviewed past goals and strategies, discussed needs and changes, and developed 2015-16 improvement goals. Information and feedback is gathered from the school faculty during the development of the goals and objectives, and the Board of Directors is presented with the plan once completed.

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

Each year the SIP data and goals are shared at Curriculum Nights and Parent Title I meetings. The school's annual report will be published and widely disseminated to parents, families, board members, authorizers, and staff each year. In addition, written and verbal communication to parents and families regarding student progress on State, norm-referenced, and classroom assessments will occur regularly throughout the year. School-wide, grade level, and classroom level academic reports will be shared and analyzed by staff on a regular basis to make continuous decisions about school improvement, instructional strategies, professional development, the incorporation of researched-based teaching and learning standards into our curriculum, along with building functions. Finally, an updated SIP is also posted to the community via the Arbor Prep website.

# **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?**

Arbor Prep's School Improvement Team conducted a Comprehensive Needs Assessment as a part of its annual school improvement process. During this process, data was collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and student, staff, and community demographics. The school's review of data specifically included the components that are listed below, among others:

- Student achievement data, including State test data, NWEA Measures of Academic Progress data, and local and formative assessment data (including subgroup analysis)
- Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
- Programs and process data, including curriculum alignment assessments, etc.
- Perceptions data, including staff survey results, parent survey results, perception information from community members, etc.

This data was analyzed and discussed by the School Improvement Team. Results of the analysis determined the school's focus areas and the following stakeholders are given an opportunity to provide feedback: 1) staff, 2) parents, and 3) board members.

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

The school utilizes many data points to identify at-risk students, or students who need timely and additional assistance, including: 1) scoring below the 30th percentile on the NWEA MAP assessment, 2) course pre-assessments, 3) course performance, and 4) teacher recommendation. Academic progress is monitored through these methods as well as the formative assessment process, particularly in courses that have transitioned to the Standards-Based Grading model. Students are exited from the programs based on their progress against the aforementioned four factors.

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

The following objective criteria are established to generate a list of eligible students in grades 9-12: 1) scoring below the 30th percentile on the NWEA MAP, 2) course pre-assessments, 3) course performance, and 4) teacher recommendation.

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

Not applicable - school does not serve grades preschool through grade 2.

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## **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.**

Arbor Preparatory High School has adopted a reform strategy of ensuring the delivery of additional interventions and opportunities that focus on students who need to grow in their basic or background knowledge specifically for Title I, Part A eligible students. In Marzano's analysis of research on school, teacher, and student level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge with improved opportunities to increase this knowledge and accelerate their learning and closing the achievement gap. These supplemental interventions and opportunities include: after-school support, small group instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful. Although students are not eligible solely based on ethnicity, gender, or free and reduced lunch status, according to the school's Comprehensive Needs Assessment many students meeting eligibility criteria for Title I, Part A service are students in the lowest performing subgroups: free and reduced lunch status, students with disabilities, and often African American students.

#### After School Intervention Support

Arbor Prep offers Targeted Tutoring on Tuesdays and Thursdays for identified students struggling to meet academic expectations. During this time, students are invited to tutoring with their core-content teachers where they will receive remediation and intervention services. To be invited to Targeted Tutoring, content teachers (ELA, Math, Social Studies, and Science) identify students struggling with coursework, low scores on formative assessments, and/or below grade level according to NWEA MAP assessment and who could benefit from attending tutoring for skill development.

#### Monday Elective Academic Support

Arbor Preparatory High School offers an additional tutoring session in the form of an elective once per week. Similar to Targeted Tutoring, students meeting Title I, Part A eligibility criteria can participate in this supplemental support. Students bring work from any of their courses and are given help from a certified teacher. Teachers reteach and reinforce concepts from core academic areas. This allows students to keep current with their studies in all four core academic classes, reducing the chance of them falling behind, losing engagement and making progress in their courses.

#### Paraprofessionals

Paraprofessionals are utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance, and/or based on NWEA MAP focus areas. Paraprofessionals have worked with students during Science, Social Studies, English Language Arts, and Math courses on building basic skills and background knowledge specific to the student needs, as well as accountability of student academic behavior (work completion, communication with parents, test preparation).

#### Recapture Academy and Summer Academy

Recapture Academy and Summer Academy are online credit-recovery courses available to students during the spring semester and summer months who did not master the State's academic achievement standards during the school year to earn credit for a course. As credit-recovery programs, Recapture Academy and Summer Academy individualize lessons and assessments that struggling students were not successful at during the school year and are considered at-risk for grade promotion. The online format is a differentiated approach that allows students to progress in the class at a rate appropriate to their ability level and is an intensive re-teaching method. Currently, English, Math, Science, and Social Studies courses are offered at Arbor Prep during the Recapture Academy time frame. However, during Summer

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Academy, most subject matters will be available for students to regain credits.



### **Component 3: Incorporated Into Existing School Program Planning**

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

A formal Comprehensive Needs Assessment (CNA) is completed by the School Improvement Team at least annually. The identification and prioritization of needs for students who qualify for Title I, Part A services is included in this analysis. Specific instructional strategies, supplemental interventions, and extended learning programs are included in the School Improvement Plan.

## **Component 4: Instructional Strategies**

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

To increase the academic achievement of all students, Arbor Preparatory High School's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all students obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. Arbor Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the Ypsilanti community.

A summary of the Effective School correlates is as follows:

Clear school mission

High expectations for success

Instructional leadership

Frequent monitoring of student progress

Opportunities to learn

Safe and orderly environment

Strong home-school relations

In addition to adopting the characteristics of Effective School Research, Arbor Prep's educational program is centered on its mission of preparing each student for college success. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, Standards-Based Grading system, and alignment to Michigan State Standards & other state and national instructional guidelines as well as a structured discipline program using Positive Behavioral Interventions & Supports (PBIS), Arbor Prep ensures that every student will be prepared for college success.

As a school, we have moved forward with the Standards Based Grading (SBG) system for the majority of our courses. This system places major emphasis on test scores and growth. This emphasis will help our students prepare better for college as most college courses are test performance based. Also, SBG helps to clearly identify performance skills that students struggle with. Students are given multiple resources and tries to master these skills to make sure they show mastery. The SBG system also challenges students with assignments, project, and questions that go above and beyond classroom learning. It makes students think in a way they are not used to, which is a very powerful tool.

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

Arbor Prep focuses on differentiating instruction as a primary school-wide reform strategy to meet the learning needs of all students in all general education classes. Differentiated instruction allows for low performing subgroups to be targeted for specific skill development and provides them access to the general education curriculum through differing methods and supplemental support. This also allows for

enrichment activities for students who have mastered the content standards and are performing at a higher level. Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meetings. Individual student achievement data and growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

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

In addition to instructional strategies provided to students throughout the school day, Arbor Prep provides extended supplementary learning opportunities to eligible students. These supplemental learning opportunities include after-school targeted tutoring, academic support during Monday Elective, and credit recovery opportunities as described in Component 2. All of these supplemental learning opportunities provide eligible students extended time to develop academic skills, receive extended instruction, and get assistance with coursework in all core academic areas.

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

There is a limited research that removing students from the instructional setting in core academic areas to receive supplemental instruction is effective. Arbor Prep ensures that all students eligible for supplemental service and extended and learning opportunities are included in all regular education classrooms in order to make academic progress towards graduation requirements. Supplemental services provided to students during the day are in the form of course electives (not replacing a core academic course), through teacher directed intervention in the classroom, and/or paraprofessional support in any of the four core academic areas. Most supplemental instruction provided to eligible students is available through extended learning opportunities outside the school day.

## **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?**

It is essential that coordination between regular education and the supplemental Title I, Part A program be consistent and ongoing in order to provide meaningful opportunities and services to eligible students. Since many services provided to students during the school day happen during core academic classes, paraprofessionals and teachers communicate daily on interventions to provide eligible students during the school day. The extended learning opportunities provided to eligible students provide extended learning and assistance with work in core academic areas which requires teachers and support staff to communicate on current assignments and skill knowledge required by students.

As a charter high school, Arbor Preparatory High School enrolls students from multiple districts' middle schools to which our programs are not intentionally aligned. Therefore, the school provides programs and activities for students transitioning to ninth grade:

- Students identified during enrollment as needing summer instruction to close achievement gaps in their learning are invited to participate in Summer Academy.
- In the weeks leading up to the start of the school year, the staff plans a New Student Orientation for Freshmen, where incoming students meet their Advisory teachers, see classrooms, and receive their locker assignments.
- During the school year, students take a bi-weekly Advisory class, which, for ninth grade, focuses on organization and tips for high school success and also groups students with Advisors who monitor their academic progress.
- Teachers and Advisors or ninth grade students discuss the issues that high school freshmen encounter and provide additional assistance or whole group instruction when necessary.
- The special education/student services department supports those students most in need of individual assistance or whole group instruction when necessary.
- The staff participates in meetings with feeder middle schools to discuss alignment of subject area curriculum.
- Eighth grade students at the feeder middle schools participate in Step Up days in which they spend one to two hours at the high school, experiencing classes and meeting the staff.

### **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.**

Not applicable - the school does not serve kindergarten grades.

**Component 6: Instruction by Highly Qualified Staff**

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

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

## **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?**

In accordance with Section 1119 and subsection(a)(4), the school provides high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The School Improvement Team has identified professional development needs that align with the CNA and schools goals. These include training on Advanced Placement, Professional Learning Communities, Positive Behavioral Interventions and Support, technology integration, writing rubrics, ELL teaching strategies, Standards-Based Grading, and differentiated instruction.

The school will carefully integrate its professional development for the staff, both for teachers and paraprofessionals, into its collaborative team-focused culture and its ongoing teacher mentoring program and teacher support model. The school schedules weekly after school meetings that include professional learning opportunities, department meetings, full staff meetings, and Professional Learning Community meetings.

The 2017-18 professional development schedule for Arbor Prep's staff is as follows:

Summer 2017

Week-long AP Institutes for AP teachers.

August 14-18, 2017

Five-day professional development session for teachers new to Arbor Prep, with specific training in classroom management, instructional practice and protocols, curriculum implementation, Standards-Based Grading, and other information needed by new teachers.

August 28-31, 2017

Four-day in-service for all staff--including instructional paraprofessionals--focusing on reviewing school policies and procedures, differentiated instruction, Professional Learning Communities, Standards-Based Grading, Positive Behavior Intervention and Support roll-out, co-teaching, student support services and technology training.

Fall (September-December) 2017

Standards-Based Grading Workshops designed to move grading practices from a traditional points-based system to assessing students using proficiency scales tied to standards will be ongoing. Teachers from Biology, English 9, World History, Algebra I, Geometry, Chemistry, English 10, Civics/Econ, Algebra II, Spanish I, Human Anatomy, English 11, English 12, and Spanish 2 engaged in a series of course-specific workshops during first and second semester of the 2015-16 or 2016-17 school year; this process will continue into 2017-18 for the courses that are in the next phase and continued support will be provided for the 9th, 10th, 11th, and 12th grade levels.

September 2017

Professional development day for all staff focusing on topic(s) chosen by teachers throughout the school year.

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November 2017

Professional development day for all staff focusing on topic(s) chosen by teachers throughout the school year.

January 2018

Professional development day(s) for all staff on topic(s) chosen by teachers throughout the school year.

February 2018

Professional development day for all staff on topic(s) chosen by teachers throughout the school year.

March 2018

Professional development day for all staff on topic(s) chosen by teachers throughout the school year.

April 2018

Curriculum Development Workshops for Standards-Based Grading courses.

May 2018

Curriculum Development Workshops for Standards-Based Grading courses.

Other training may be provided over the course of the year, on an as needed basis. Additionally, the school will regularly review its overall professional development plan in order to ensure that it meets the needs of all staff and well equips them to ensure that students learn appropriately and can demonstrate mastery with respect to the school's curriculum, the State's standards, and national expectations.

### **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?**

All support staff participate in the ongoing professional development provided to teachers. In addition, parents receive professional development in the form of parent nights, weekly email updates, and other various notifications throughout the school year.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Arbor Prep 2017-18 Professional Development Calendar

## **Component 8: Strategies to Increase Parental Involvement**

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

Parents are involved in the design of the Targeted Assistance program through many direct and indirect events, communications, and surveys. Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year. Additional activities will be added as needed.

- Parent Meetings: Understanding of Standards Based Grading and Assessments (held annually)
- Curriculum Night: September (held annually)...Parents are invited to visit each of their child's classroom teachers where they receive a syllabus summarizing the course expectations and how these align with state content expectations
- Parent Learning Events: Fall & Spring semester dates (held annually, topics based on need)
- Parent meetings with College Advisor, Teachers, or Administration
- Parents are encouraged to schedule meetings to help clarify course content standards and/or assessments through school newsletters, personal invites, or other notices.
- Assistance for parents with monitoring their child's progress via Infinite Campus - updated live for parents to view online at anytime.
- Bi-annual Parent/Teacher Conferences: Early November and Late March
- New Student/Parent Orientation: Late August prior to the first day of school Fall 2017 to include: training and materials with strategies and tips to help their child be successful, Infinite Campus, online textbooks and resources, etc.
- Title I Parent Meeting: Held in September and May...Parents will be invited via the school newsletter, School Messenger (personal emails), Infinite Campus notification, and/or personal letter/postcard invite to review the school's improvement plan and goals, Title I programs and activities, the requirements of Title I, and the right of parent involvement.
- The school's Parent Involvement Policy and Parental Partnership (Appendix B) is reviewed with all staff.
- Commitment to Excellence Contract (Parent/Teacher Compact) (Appendix C) is reviewed and signed by all staff.
- Documents are presented to parents in a user-friendly format.
- Language - Documents sent home to families that speak a language other than English are translated to the appropriate language.
- School Messenger: a computer-based notification system used for important announcements, updates, and a weekly school newsletter.
- Financial Aid Night (held annually): primarily for 11th grade parents and students, however anyone may attend
- Parent Volunteer Opportunities: athletics/school events, concessions, chaperoning, Career Day, Day of Service

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

Parents will be involved in the implementation of the targeted plan by their continued participation in the School Improvement Team and also by attending the annual parent meetings in the Fall and Spring. They also participate in the parent involvement activities implemented to support the targeted goals. Parents will be invited to participate in the implementation of the Targeted Plan through other events and volunteer opportunities throughout the school year.



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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents will be involved in the annual evaluation of the targeted plan. Feedback from parents is provided through parent surveys distributed during the Fall and Spring (electronically and hard-copy) and input from the School Improvement Team's parent representative(s)' participation in the evaluation process. The targeted plan and programs will be adjusted accordingly.	

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

The parent involvement activities outlined in Section 1118(e)(1)-(5) and (14) and Section 1118(f) are implemented by the administration, office staff and teachers by providing copies of materials in the appropriate language, holding parent information meetings to disseminate information on the curriculum and support processes, and utilizing various communication tools with parents (i.e. Infinite Campus, email, etc).

The school assures that it appropriately: 1) provides assistance to parents, 2) provides materials and training to help parents work with their children to improve their academic achievement, 3) trains teachers and other required staff in the importance of, and how to, partner with parents, 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming, 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language, and 6) provides full opportunities for parents with limited English proficiency, disabilities, and parents of migratory children to be involved with the activities of the school and to receive appropriate information and school reports. As such, it complies with NCLB Sections 1118(e) 1-5 and (f).

#### 5. Describe how the parent involvement activities are evaluated.

Evaluation results will be analyzed as part of the yearly Comprehensive Needs Assessment. Feedback from parents provided through the methods stated and their participation in the evaluation process will be incorporated into the review process and the targeted plan and programs will be adjusted accordingly each spring as part of the school's continuous improvement process.

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

The school-parent compact (Commitment to Excellence contract) is developed in collaboration with parents through parent participation and input in school improvement meetings. The compact, which includes all NCLB required components, is reviewed by parents at least annually. Parent input is collected through the School Improvement Plan, parent meetings and parent surveys. Since Arbor Prep is a high school, the school is not required to annually discuss the compact at parent-teacher conferences as stated in NCLB Section 1118(d)(1)(a).

Additionally, the Parent Compact (Commitment to Excellence contract) is shared with parents via the Student-Parent Handbook each fall as a copy is located there. The Compact is used in all meetings with incoming families who meet with the Administration. Additionally, the form is mailed home and collected (signed and dated).

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Arbor Prep 2017-18 School-Parent Compact

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

Written and verbal communication will be provided to parents and families regarding student progress on state, norm-referenced, and classroom assessments. Communication will occur regularly throughout the year and will be shared in a language that parents can understand. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. Assessments can be daunting to parents that have limited understanding of not only the language, but also educational language and acronyms. Parents will be encouraged to meet with a college advisor, administrator, or teacher to discuss assessment results that will allow for a clear and concise translation explaining educational wording or removing information that is not relevant and could cause confusion to parents.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Arbor Prep 2017-18 Parent Involvement Policy

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

N/A

## **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.**

Arbor Preparatory High School ensures that the use of all Federal, State, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Targeted Assistance Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all Federal, State, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process.

While funding will not be consolidated, the school's entire educational program is supported by Arbor Preparatory High School's Targeted Assistance Plan; this includes supplemental programs (supported through Federal Title I funds and State 31a funds) such as summer learning opportunities, after school tutoring, supplemental paraprofessional support in content area classes, and additional supplemental materials. The school's professional development program is supplemented with funding available through Title IIA. All supplemental programs, materials, and professional development funded by Federal and State resources are directly linked to the school's goals and activities outlined in the Targeted Assistance Plan.

### **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.**

Arbor Preparatory High School is a single, 9-12 charter school, it does not currently apply for or receive violence prevention funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. The school integrates McKinney-Vento and the National School Lunch Act/Child Nutrition Act.

## **Component 10: Ongoing Review of Student Progress**

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

The school utilizes many data points throughout the year to monitor the progress of students participating in the Title I program:

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Students are exited from the Title I program or receive additional, more intense services based on their progress against the aforementioned three factors.

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

The school utilizes many data points annually through the Comprehensive Needs Assessment, as well as throughout the school year to monitor and revise, as needed, the Title I program and services provided to students.

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Based on this analysis, the Targeted Assistance program services are revised, as needed. For example, paraprofessional placement in classrooms may change based upon student progress.

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

Teachers regularly participate in training to better analyze data, differentiate instruction, and determine appropriate classroom-based interventions. They are active participants in the analysis of data to improve the academic achievement of eligible students. The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Teachers also analyze PLAN and/or PSAT results depending on the content area and grade taught and analyze school-based assessments. Additionally, each department has common planning time and is expected to spend a minimum of one period each week reviewing student needs and developing instructional strategies to address those needs within the curriculum. Teachers also meet weekly either as a whole faculty or within Professional Learning Communities. Teachers choose to implement, as appropriate, tests and

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assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained at the identified levels for eligible students within their classroom.

## **Evaluation**

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

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

The Targeted Assistance program is reviewed in its entirety beginning in early April each school year. A Comprehensive Needs Assessment is completed, goals are set, and an updated plan is formed and communicated to all stakeholders.

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

The school uses NWEA and PSAT/SAT data primarily for student achievement assessment. Additional data used includes demographics, attendance, behavior, and survey results.

**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.**

NWEA and PSAT/SAT data is used to measure student proficiency and growth toward meeting the School Improvement Plan goals. Each year, the programs offered to eligible students are reviewed for effectiveness and are either revised for improvement or dissolved.

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

The programs developed and implemented, as outlined in the School Improvement Plan, are monitored throughout the school year for growth. Programming is revised, as needed, at the end of each semester to provide better services the following semester.