



School Improvement Plan

Bridge Academy West

Bridge Academy

Dr. Naji Abduljaber
3105 Carpenter Road
Detroit, MI 48212

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Schoolwide Diagnostic	
Introduction	6
Component 1: Comprehensive Needs Assessment	7
Component 2: Schoolwide Reform Strategies	9
Component 3: Instruction by Highly Qualified Staff	11
Component 4: Strategies to Attract Highly Qualified Teachers	12
Component 5: High Quality and Ongoing Professional Development	14
Component 6: Strategies to Increase Parental Involvement	15
Component 7: Preschool Transition Strategies	18
Component 8: Teacher Participation in Making Assessment Decisions	19
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	20
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	22
Evaluation:	24

School Plan 2017/2018

Overview	27
Goals Summary	28
Goal 1: All students at Bridge Academy West will improve proficiency in Math.	29
Goal 2: All Students at Bridge Academy West will improve proficiency in Reading.	32
Goal 3: All students at Bridge Academy West will improve proficiency in Social Studies.	35
Goal 4: All students at Bridge Academy West will improve proficiency in Science.	37
Goal 5: All students at Bridge Academy West will improve proficiency in Writing.	39
Goal 6: Bridge Academy West will make improvements to meet the developmental needs of growing students.	41
Activity Summary by Funding Source	42

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP 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.	

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 comprehensive needs assessment process was conducted by the SIP team discussing and analyzing the four types of school data. Areas of focus were selected by the staff and administration from various forms of data such as the state accountability scorecard, NWEA results, teacher-created assessment data, and parent surveys. Once focus areas were decided upon, the committee decided upon strategies that would be most beneficial for improving all aspects of data.

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?

Upon analyzing the four different kinds of data, the following conclusions were drawn.

Perception Data: When responding to a survey, almost all parents felt that their child was safe, and welcomed at Bridge Academy West. Parents felt that instructors did a good job of adjusting the curriculum to meet the needs of students. Overall, members of the SIP committee felt that this was an accurate perception of the school and the learning environment at BAW.

Student Achievement Data: The School Accountability Scorecard revealed that in the subject areas of Mathematics and Reading, 18.7 students were identified as being proficient. During the 2015-2016 school year, 17.2 students were identified as being proficient. During the 2014-2015 school year, 24.4 students were considered proficient. Furthermore, in 2012-2013, 24.1 students were proficient in these subjects. The conclusion was drawn that a gap is indeed widening, and this may be associated with an incoming student population that includes a majority of students that speak English as a second language. However, there has also been a shift in testing from MEAP to M-STEP, in which there is a high demand of explanation and writing required. There is an overwhelming need to support the teachers and the students with this challenge, and provide adequate resources for this issue. The SIP committee recognizes the challenges presented from these pieces of data, and is reflecting on the most effective strategies to address these challenges.

Process Data: According to the School Systems Review, Strand III (Professional Learning Culture), and Strand IV (School, Family, and Community Relations) had the most exceptional ratings of the four categories. This demonstrates that staff engage in professional learning for the purpose of expanding student knowledge and skill sets. It also indicates that staff make effort to formulate and maintain positive relationships with students, families, and community members in order to support students. Since the lowest score was for Strand II (Leadership for Learning), it indicates that there is not always a consistent interest in leadership roles and evaluation of the leadership placement process. Due to a relatively small staff at BAW, it is sometimes difficult for staff members to take on leadership roles.

Demographic Data: BAW consists of 44% ELL students, 4% Special Education students, 12% of students who are immigrants, and 51% of students who are classified as Section 31a At Risk.

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 goals remain to be connected to reading comprehension and language acquisition. NWEA, WIDA, M-STEP, NextK12 data, and classroom performance have been analyzed through a needs assessment process. Results from such analysis conclude that a priority need for the school is to incorporate strategies of close and critical reading and writing across all content areas, differentiated instruction, as well as vocabulary acquisition.

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 remain to be connected to close/critical reading and writing across all content areas and language acquisition, which are skills that the whole school population can benefit from. Special recognition continues to be paid to meeting the needs of students at a disadvantage with addition of a Title I teacher, paraprofessional support, and ESL instruction. Reading comprehension strategies will be a focus for each content area, therefore disadvantaged students will get more practice with this strategy throughout the school day from multiple instructors. Also, the SIOP model includes activities for language acquisition, and is especially helpful for students who speak English as a second language, which are many of our students who are disadvantaged. Differentiation is emphasized continuously as a means of achieving the goals in the school improvement plan. This will help meet the needs of all learners; disadvantaged or not.

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 schoolwide plan will continue to focus on many strategies to help all students reach the State standards. Close and Critical Reading throughout all of the content areas will be emphasized throughout the schoolwide plan. All students can grow and benefit from being able to extract meaning from a complex text. It also remains to be a priority to increase language acquisition. Language acquisition should increase with close reading, and through the incorporation of strategies like SIOP, and differentiating instruction.

Differentiation allows for all students to learn at their level, in addition to the grade level experience. This means that teachers are modifying content, process, and product for student success. This does not mean the standards or objectives change, but only the way in which students get there.

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).

Close and Critical Reading across all content areas is a way to ensure that all teachers are using a research-based strategy in all classrooms that is proven to improve reading. Teachers will be able to collaborate and share ideas. Students will be able to transfer reading strategies from class to class.

Differentiated Instruction will increase quality and quantity of instruction because instructors can design and alter lessons based on the learning styles of the students. The instructor will be able to group students based on ability, interest, or topic, and students will be provided opportunities to work independently or collaboratively. This kind of instruction makes it possible for the instructor to collect data using formative assessments.

The SIOP model was developed to facilitate high quality instruction for ESL's in content area teaching. Research indicates that ESL students demonstrate improved academic achievement when their teachers effectively implement the SIOP model in their general education classrooms.

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

The comprehensive needs assessment findings show a need to focus on Close and Critical Reading in all content areas. The increasing enrollment of ELL students offers many challenges with comprehension, therefore there is a high need to implement this strategy throughout the entire school. SIOP, needs to be incorporated as a means of differentiating, and students must be exposed to new vocabulary and word learning strategies. Data also indicates that students are struggling to explain what they comprehend through their writing, therefore the plan emphasizes that writing will be incorporated as a cross-curricular strategy. The strategies that are in the School Improvement Plan support these findings.

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 elements within the School Improvement Plan that provide interventions for students who need instructional support. This year the recommendation continues to be made that a Title I teacher is hired, in order to offer additional academic support to students who are struggling, especially with reading comprehension. The After School Program and Summer School Program is also an intervention that is within the plan that allows for students to receive additional support with Reading and Mathematics. Paraprofessionals have been requested so they can participate in push-in sessions within the classroom to assist struggling students. Many supplementary resources continue to be requested for instructors so they can have materials for intervention purposes, beyond the minimal curriculum materials.

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

The school is able to determine if efforts within the School Improvement Plan are successful in meeting the needs of the students by frequently meeting within data teams, and analyzing results of local and state assessments. Monthly School Improvement meetings will take place to reflect on strategies and their progress throughout the school year. Coaches and administrators will conduct walkthroughs to assess the fidelity of strategies and their implementation.

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?

The teacher turnover rate for this school year is 11%. 2 of 18 teachers did not complete the academic year at BAW.

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

The average experience level of key teachers and learning personnel is approximately 5 years.

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

The school has implemented a change in class scheduling that allow teachers to have more collaborative time with each other regarding their teaching practices. The teachers that have been in the field longer naturally mentor and give feedback to the newer teachers. The administration acknowledges ideas and suggestions from the teachers as well. These initiatives allow for a positive school climate, especially among staff and administration, which contributes to a reduction in teacher turnover rates. Each month a teacher is recognized for their efforts. The management company also offers merit pay to those who return the following year.

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

The district has implemented specific initiatives to attract highly qualified teachers. They had assigned instructional coaches to help guide teachers with curriculum and classroom management strategies. Also, as budgets have adjusted from year to year, staff have been hired in at different starting salaries. The district has also created and followed a new teacher salary schedule to create more equity and fairness with teacher salary. The district has allowed pay increases for teachers who enter their 3, 5, or 7th year of teaching at GEE. There is also merit pay for returning teachers to compensate for the previous year of teaching.

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?

Administration has tried to create a collaborative, positive working environment where teachers can be effective with their students. The administration has provided feedback to teachers about the way in which teachers can improve their practices, and they have listened to teacher feedback about the ways in which the school could improve. Mentoring relationships between newer and older staff also help incoming teachers who need some guidance. Resources are sought out to make teaching practices more efficient.

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.

It has been suggested that ALL staff receive professional development for Reading Remediation for Struggling Readers, Close and Critical Reading across All Content Areas, and SIOP. Both of these strategies will assist with the needs and challenges that our learners face. Multiple Tiered Systems of Support will help staff provide strategies to students who struggle, and need additional help and instructional interventions. Collaborative planning time will allow staff to share ideas regarding the implementation and alignment of reading and writing across the curriculum. Technology workshops will help instructors differentiate to many of the students who learn with visual, and auditory enhancement.

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

Schoolwide parent surveys, immediate feedback at conferences, and meetings between the principal and parents will serve as the parental involvement component of evaluation for the schoolwide plan. Constant correspondence takes place via phone, face-to-face, and email between parents, administrators, and teachers.

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

Component 6: Strategies to Increase Parental Involvement

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

BAW encourages that parents be highly involved in the design of the schoolwide plan. Parents provide input from surveys, parent teacher conferences, Next K12, and coffee with the principal meetings in order to be involved with the design of the schoolwide plan.

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

It is the goal of BAW that parents will also highly be involved in the implementation process of the schoolwide plan. During parent-teacher conferences parents will be encouraged to provide feedback and input about the implementation of strategies within the schoolwide plan. Student achievement data will also be discussed during conferences which will give insight to the implementation process of the strategies indicated within the schoolwide plan. The involvement of parents during the implementation also will occur with parents reviewing and signing the parent-student compact, accessing NextK12, monitoring student grades and attendance records, and volunteering in the school throughout the year. Parents will be invited to attend school improvement meetings to help be involved with the implementation of the plan.

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

Surveys will be provided to parents during parent-teacher conferences to assist in the evaluation of the schoolwide plan. The survey will include strategies and activities listed in the schoolwide plan. Throughout the year parents are encouraged to give feedback, which is a component in the evaluation of criteria listed in the schoolwide plan.

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		Parent Plan

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

The school is taking several measures to increase parental involvement. ESL classes are offered to adults after school. Orientation, Meet the Principal meetings, monthly newsletters, open houses, curriculum nights, reading nights, and parent-teacher conferences are methods that are used to increase parental involvement. Parental surveys are bi-annual, and parents are asked to volunteer and mentor in the classroom regularly. Verbal feedback from parents is also acknowledged. This year teachers have also incorporated the tool of technology to ensure that parents are involved in the implementation of schoolwide improvement strategies. The NextK12 systems allow for parents to access grades, attendance records, and test scores of the students. Technology apps such as Remind, allow teachers to give parents direct feedback about student behavior and academia.

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

Schoolwide parent surveys, immediate feedback at conferences, and meetings between the principal and parents will serve as the parental involvement component of evaluation for the schoolwide plan. Parents are always welcome to attend meetings where the schoolwide plan is observed, discussed, and evaluated.

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

The results that are produced from the surveys, in addition to verbal feedback will be relayed to the staff. Staff will analyze and discuss the results. After analysis the staff and administration will develop further strategies to improve any weaknesses found in the implementation of the schoolwide plan. Staff and administration will also observe the strengths from the evaluations and surveys, and decide how to continue making implementation successful.

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

The school-parent compact is developed by the administrative team. The Principal and Parent Coordinator create the compact based on parent survey results, students needs, parent needs, and academic results/needs.

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

The School-Parent Compact is utilized in the same manner as the middle school level.

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

All parents are expected to sign the School-Parent Compact at the beginning of the school year, which states that they agree with the rules and regulations of the school concerning behavior and academics. If a parent does not agree with any part of the contract, he/she is invited to attend board meetings and express their concerns. Parents are also invited to speak to staff and administration if they have questions about the rules and procedures that are outlined in the compact. The parent compact is utilized by the elementary school as well, therefore a continuity is created when students transition between the schools. High school uses a compact that is similar.

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

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

The school provides academic assessment results in English, and if necessary, the Parent Coordinator will obtain translations for parents who need them.

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?

N/A

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?

N/A

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?

In addition to standardized testing measures that occur throughout the year, teachers develop formal assessments based on the readiness of the individual students in their classrooms. Teachers analyze material from Common Core Curriculum, data cycles, and evaluate testing measures within grade levels and content areas.

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

All content-area data teams are meeting on a bi-weekly cycles to evaluate data and determine ways to differentiate content area objectives in classroom; depending on each students' academic level. The data team meetings also review a variety of instructional strategies to help meet student needs. Teachers engage in ongoing professional development to vertically and horizontally align their teaching to help all students achieve.

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.

Once the results from the State's assessment standards are available, the school administrators and data teams complete a thorough analysis of the results. Within this analysis, students who are advanced as well as proficient are identified. Teachers and administrators share discussion about how these results were obtained, and what steps they can follow to ensure that students are growing. Following the data team's analysis, teachers make notes in their lesson plans on how they will meet the needs of each learner, including those of advanced or proficient levels. Teachers adjust their teaching to what students need additional practice with.

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 are assessed at the beginning of the school year using NWEA to get a benchmark score, where their level of expected growth throughout the year is determined. Students are tested again in the winter to measure growth, and to see if they are on target for meeting their growth goal. At the end of the year students are tested to determine if they have met their targets. While testing occurs throughout the year, teachers are constantly analyzing and developing their instruction based on all of these results.

Teachers spend the school year analyzing assessment data to make informed decisions about instruction and planning to further assist students in meeting their academic goals. Teachers use NWEA, teacher created assessments, and other informal assessment results to help students advance towards an advanced or proficient level.

In addition to data initiatives, students who experience difficulty in mastering the State's academic achievement standards are enrolled in after-school tutoring, where they receive opportunities for additional practice with the guidance of a certified teacher. Throughout the school day, these students have access to a paraprofessional who can provide extra guidance and support within the ELA and Math classrooms.

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

There are a variety of strategies used by BAW teachers to differentiate and meet the individual needs of students in the classroom. For example, collaborative groups are popular, as they allow the teachers to work with many small groups while providing remediation. Literature circles are utilized to give students rigorous texts to read within their appropriate reading levels. Discussion based teaching and learning is utilized to increase listening comprehension. Many instructors use NewsELA, a supplementary reading resource that gives students an individualized opportunity to practice mastering grade-level reading and writing standards. SIOP is a framework that is also heavily used to provide high-quality differentiated instruction to the students, especially those who are speaking English as their second language. Teachers use visuals and hands-on practice to help the large amount of students who are classified as visual and tactile learners. Also, staff have meetings where they follow an MTSS protocol, and identify learning strategies and activities to help certain students who need additional support.

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 following programs are used throughout the school year to achieve the expected school-wide goals:

Title 1

- Parental Involvement is a requirement of Title I, while it also enhances the achievement of the schoolwide goals. With Parent-Teacher Conferences, Coffee with the Principal meetings, Curriculum Night, Field Trips, and Award Ceremonies, the parents are invited to take part in the education of their children and in educational enrichment opportunities. Parents are also invited to volunteer in the classroom.
- After School program and Summer School programs are extensions of reading and math content, which helps support struggling students.
- Paraprofessionals are utilized to assist students who are at-risk. They offer support within the Math and Reading classes and there is a schedule that paraprofessionals adhere to.
- Resources such as Scholastic Action Magazine and Lexia allow opportunities for students to practice close reading skills in conjunction with the class curriculum.
- Interventionist teacher will help provide interventions and support to students who have difficulty with meeting the grade-level reading standards.
- Academic coaching for ELA will assist teachers with implementation of curriculum, pacing, and reflection. They will model best teaching practices, and provide instructors with constructive feedback.

Title 2

- This program will be integrated throughout BAW by use of ongoing professional development for the staff. The professional development plan consists of SIOP. This will enable teachers to learn, and they will utilize the 8 components of Sheltered Instructional Protocol within their classroom on a daily basis.

Title 3

- An ELL instructor is provided within the schoolwide program to help students learn the English Language. This instructor adheres to a push in/pull-out schedule with students, and meets with them multiple times a week allowing them to have small group instructional opportunities.

Section 31A

- BAW offers additional learning opportunities for at-risk students who are struggling with Math and Reading content. This resource provides one hour of instruction beyond school, four days a week.
- Rosetta Stone is a resource that assists students who are new to the English Language.

MTSS

- There will be several elements that are incorporated into MTSS. It will include progress monitoring with utilizing AIMSWEB. There will be analysis of data from NextK12, NWEA, and former M-STEP results.

Each one of these resources allow for the best quality of instruction for the students of BAW. The resources assist students and teachers in closing gaps in student learning.

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

The Federal, State, and local programs are supported within the schoolwide goals with incorporation of:

- English as a Second Language Instructors
- Title I Instructor for intervention
- Special Education Staff
- After-School tutoring
- Summer School
- Paraprofessional staff
- Adult Education in English
- Nutrition program provides breakfast, lunch, and snacks during and after school

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.

The Federal, State, and local programs are supported within the schoolwide goals with incorporation of:

- Adult Education in English
- Nutrition program provides breakfast, lunch, and snacks during and after school.

Evaluation:

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

The SIP Committee meets at a minimum of once a month to review goals, and discuss strategy effectiveness. The committee will use data to guide conversations about the effectiveness of the strategies within the the schoolwide plan. Administrators and committee members/staff are encouraged to discuss strengths and challenges they encounter during implementation that may interfere with the fidelity the schoolwide strategies. The committee will also review and reflect upon progress notes that are located within the SIP document.

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.

While NWEA is used throughout the year to measure student progress in Math and Reading, it is also valuable to determine if the strategies that are utilized by teachers within the schoolwide plan are effective, and implemented to their fullest potential with the proper degree of fidelity. M-STEP is also an additional measure used to evaluate the strategies within the school improvement plan, however the results are not available as regularly as NWEA which provides data from Fall, Winter, and Spring. Data teams also look at their content-area cycles to evaluate the results of schoolwide program and it's strategies.

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.

Staff and administration meet together in the SIP committee and Data Teams to discuss results from NWEA, initial M-STEP scores, and results from the Program Evaluation Tool to determine the effectiveness of the schoolwide program in regards to increasing achievement of students who are furthest from achieving the standards. Discussions about causes of these outcomes occur, and ways in which to improve effectiveness are suggested and focused upon.

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 teachers and administrators work to create the SIP plan. The SIP plan is based on students needs, which are projected by various data points from multiple assessments. The plan is edited, and revised. A new draft is then reviewed by stakeholders such as parents, GEE, and the school authorizer at the School Board Meetings. Once benchmark testing is complete at the start of the year, adjustments are made. Staff constantly meet to discuss their reflections about strategies. The document is continuously changing and evolving alongside the needs of the students.

School Plan 2017/2018

Overview

Plan Name

School 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
1	All students at Bridge Academy West will improve proficiency in Math.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$51000
2	All Students at Bridge Academy West will improve proficiency in Reading.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$85200
3	All students at Bridge Academy West will improve proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$7910
4	All students at Bridge Academy West will improve proficiency in Science.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$3758
5	All students at Bridge Academy West will improve proficiency in Writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	Bridge Academy West will make improvements to meet the developmental needs of growing students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1500

Goal 1: All students at Bridge Academy West will improve proficiency in Math.

Measurable Objective 1:

A 10% increase of 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 of concepts in Mathematics by 06/16/2017 as measured by NWEA and state assessment, such as M-STEP..

Strategy 1:

Common Core Instructional Practice in Math - Math standards present a more significant shift in the way educators are currently teaching, requiring students in each grade level to possess a deeper understanding of fewer topics while still achieving higher standards. Grade-level expectations have also changed. Teachers need to develop lessons that help students become knowledgeable about procedures, know when and how to use them, and demonstrate skill in performing them flexibly, accurately, efficiently, and with understanding. The use of the math workbooks will assist the teacher in enhancing math instruction and preparing for the state assessment.

Category: Mathematics

Research Cited: Common Core State Standards Initiative. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers, 2010.

Dacey, L. & Lynch, J. Math for All: Differentiating Instruction, Grades 3-5. Sausalito: Math Solutions Publications, 2007.

Tier: Tier 1

Activity - Interactive Curriculum Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will use Learn Zillion (Free), Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free), TI-84 Graphing Calculators (15 @ \$115), and Google Chromebooks (\$6700/class set) as supplemental technology resource to enrich student achievement in mathematics.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/15/2018	\$9000	General Fund	GEE, Math Teachers, Special Education Instructors

Strategy 2:

Differentiated Instruction - Teachers will differentiate instruction through content, process, and learning environment in order to meet all students' needs.

Category: Learning Support Systems

Research Cited: Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

Tier: Tier 1

School Improvement Plan

Bridge Academy West

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and a live author Q&A directly from Pearson.	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$2500	Title I Part A	GEE, Administration, Instructors
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 (1 per classroom) paraprofessionals will provide supplemental support and instruction in class to students in math.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$34000	Title I Part A	GEE, Administration
Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will be offered the opportunity to attend the after school program to receive an additional hour of math support.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/18/2018	\$0	Title I Part A	Administration, After School Program Leader
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders.	Academic Support Program	Tier 2		08/21/2017	06/18/2018	\$0	Title I Part A	Administration and Summer School Staff
Activity - Discussion-Based Teaching/Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Title I Schoolwide	Math Instructors
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Bridge Academy West

Students will use Chromebooks to interact with the curriculum in a variety of ways while able to access diverse supplemental media resources. Recommendation: 60 Chromebooks and 1 charging station	Materials, Direct Instruction	Tier 1		08/21/2017	06/18/2018	\$1500	Title I Part A	Administrators, Math instructors
---	-------------------------------	--------	--	------------	------------	--------	----------------	----------------------------------

Strategy 3:

Close and Critical Reading Across All Content Areas - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life. Teachers will attend workshops and training on how to implement close reading strategies in the classroom.

Category:

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

Activity - Close and Critical Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in instructional approaches for close and critical reading.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Title I Schoolwide	GEE, Administration

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of vocabulary instructional approaches to help with close and critical reading skills. Vocabulary words will be incorporated via a cross-curricular list.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	No Funding Required	Administration, All staff

Activity - Supplementary Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Scholastic Math Magazine (@ \$8.75/student, 2 class sets) Students will make meaningful connections by applying core math concepts to high-interest, real-world topics.	Academic Support Program, Supplemental Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$4000	General Fund	Math Instructors, Special Education Instructors

Goal 2: All Students at Bridge Academy West will improve proficiency in Reading.

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency comprehension in Reading by 06/16/2017 as measured by the NWEA Assessment, and state assessment..

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction through content, process, and learning environment in order to meet individual students' needs.

Category: English/Language Arts

Research Cited: Tomlinson, C. A. (2000a).

The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

Helping English Language Learners Succeed: An overview of the SIOP Model Justine Hudec and Deborah Short

Tier: Tier 1

Activity - SIOP Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the 8 components of SIOP during instruction to help meet the needs of ELL students as well as all other students.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2500	Title II Part A	All teachers, administrators

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can seek additional support in reading after school from teachers who are part of the after school program.	Academic Support Program	Tier 2		08/21/2017	06/18/2018	\$0	Title I Schoolwide	Administration, After School Program Leader

School Improvement Plan

Bridge Academy West

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 (1-2 per classroom) paraprofessionals will provide supplemental support and instruction in class to students in reading.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$34000	Title I Schoolwide	GEE, Administration
Activity - Title I Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructor will work to address specific educational needs of students in the content area of reading. They will provide feedback regarding student progress, expectations, goals, and activities.	Academic Support Program	Tier 2	Getting Ready	08/21/2017	08/20/2018	\$40000	Title I Schoolwide	GEE, Administration
Activity - Interactive Curriculum Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will utilize Lexia (3,000) and Rosetta Stone as a supplemental interactive resource to enrich student achievement in all content areas, especially for those who are English Language Learners.	Academic Support Program	Tier 2	Implement	08/21/2017	08/20/2018	\$3000	Title I Schoolwide	GEE, Administration, ESL Instructors, Special Education Instructor
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will be offered the opportunity to attend the summer school program to receive an additional hour of interactive reading support. Students entering 6th, 7th, and 8th grade will be eligible.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$0	Title I Part A	Administration and Summer School Staff
Activity - Discussion-Based Teaching/Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussions will assist students in applying reading strategies and will help them think critically while engaging them in problem-solving with others. Staff will also require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Title I Schoolwide	English/Language Arts Instructors, ESL Instructors

Strategy 2:

Close and Critical Reading in All Content Areas - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life.

School Improvement Plan

Bridge Academy West

Category:

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier:

Activity - Supplemental Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of supplementary resources such as Scholastic Magazines (\$2500), and News ELA Pro to enhance student knowledge and reading skills with current events and text analysis activities.	Supplemental Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2500	Title I Schoolwide	GEE, Administration, ELA Teachers, ESL Instructors, Special Education Instructor
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional practices to help increase vocabulary, that often impedes with comprehension. Some methods include word walls, greek/latin roots, and Marzano's 6 Vocabulary Steps.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	No Funding Required	Administration
Activity - ESL Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL teacher is needed to teach, model, and incorporate reading strategies and support ESL students. It is recommended that there are 2 ESL teachers for the building.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/18/2018	\$0	Title III	GEE, Administration
Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Bridge Academy West

Teachers will meet with ELA coach on a weekly basis to discuss and plan Common Core learning activities and teaching practices with Common Core standards. Coaches will provide feedback and assist teachers in staying on pace with standards and curriculum.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	08/21/2017	06/18/2018	\$3200	Title I Part A	GEE, Administration
--	--	--------	-----------	------------	------------	--------	----------------	---------------------

Goal 3: All students at Bridge Academy West will improve proficiency in Social Studies.

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in skills and concepts in Social Studies by 06/16/2017 as measured by classroom assessments and state assessments, such as M-STEP..

Strategy 1:

Close and Critical Reading Across All Content Areas - Teachers will implement Close and Critical Reading during Social Studies instruction to promote deeper understanding and comprehension of Social Studies topics. Students will be able to analyze text, discuss with their peers, and establish connections to themselves and the world around them.

Recommendation: adopting a Social Studies curriculum for middle school that allows for Close and Critical Reading and access to all of the appropriate and necessary grade level Social Studies content.

Category: Social Studies

Research Cited: Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

"Text-Dependent Questions, Grades K-5: Pathways to Close and Critical Reading." Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre (2014)

<http://sni.scholastic.com/SN1>

Tier: Tier 1

Activity - Close and Critical Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Bridge Academy West

Teachers will be provided training to introduce Social Studies curriculum and how to apply Close and Critical Reading strategies.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Title I Part A	Administration, All Teachers
Activity - Supplemental Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental resources will promote student knowledge and understanding related to Social Studies such as: current events, geography, Michigan, U.S., and World history, politics, and other social studies content areas among each grade level. Recommendations: Renew subscription for Junior Scholastic, Purchase Document-Based Questioning Materials	Academic Support Program, Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$4830	General Fund	GEE, Administration, Teachers
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of vocabulary instructional strategies to assist with close and critical reading skills and comprehension.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	No Funding Required	Administration, Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers can provide demonstration of close reading skills that good readers use during the reading process while learning about Social Studies content with the use of document cameras (\$130 each).	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$260	General Fund	GEE, Administration
Activity - Classroom Textbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in close reading with a class set (30) of textbooks containing 7th Grade Social Studies content matter. The text is entitled, "Discovering Our Past: A History of the World, Early Ages, 2nd Edition from McGraw-Hill Education.	Other, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2820	General Fund	Administration, Social Studies instructors

Strategy 2:

Differentiated Instruction - Teachers will use differentiated instructional strategies to reach all learners; using a variety of instructional approaches.

Category: Social Studies

Research Cited: Tomlinson, C. A. (2000a). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development. Helping English Language Learners Succeed: An overview of the SIOP Model Justine Hudec and Deborah Short

Tier: Tier 1

School Improvement Plan

Bridge Academy West

Activity - Champs and Capturing Kid's Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize these programs to maintain positive behavior expectations within their classrooms.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/18/2018	\$0	No Funding Required	All staff, administration
Activity - Discussion-Based Teaching/Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussions will assist students in applying historical, economical, geographical, and sociological concepts and will help them think critically while engaging them in problem-solving with others. Staff will require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Title I Schoolwide	Social Studies Instructors

Goal 4: All students at Bridge Academy West will improve proficiency in Science.

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in concepts and skills in Science by 06/16/2017 as measured by classroom and state assessments, such as M-STEP..

Strategy 1:

Close and Critical Reading in All Content Areas - Teachers in all content areas will implement Close and Critical Reading strategies to help students comprehend information, analyze how it is presented, determine the purpose and perspective, and establish how it applies to their life. Teachers will attend workshops and training on how to implement close reading strategies in the classroom.

Category:

Research Cited: Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." The Elementary School Journal, 96, 385-414.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." Reading Research Quarterly, 19, 134-146.

Gallagher, M., & Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Tier: Tier 1

School Improvement Plan

Bridge Academy West

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will be provided training with close and critical reading comprehension strategies to help raise academic achievement in Science.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Title I Schoolwide	Administration, Instructors

Activity - Supplemental Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic News Magazine, and Science A-Z (\$100/classroom) are resources to assist with reading comprehension, and increase student achievement in Science.	Supplemental Materials, Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$100	Title I Schoolwide, General Fund	GEE, Administration, Staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional approaches to incorporate academic vocabulary.	Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	No Funding Required	Administration, Science Teachers

Strategy 2:

Differentiated Instruction - Teachers will raise student achievement with differentiated instructional approaches.

Category: Science

Research Cited: Tomlinson, C. A. (2000a). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - SIOP Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and a live author Q&A directly from Pearson.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$2500	Title II Part A	GEE, Administration, Science teachers

Activity - Discovery Education/United Streaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Bridge Academy West

Teachers will have access to United Streaming/Discovery Education to enhance educational experiences in Science and (Social Studies). Students will have access to thousands of videos and articles highlighting Science (and Social Studies content). This will also provide students with additional non-fiction resources and enhance instruction for active and visual learners.	Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$735	General Fund	Science Teachers
--	-----------	--------	---------------	------------	------------	-------	--------------	------------------

Activity - Discussion-Based Teaching/Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussions will assist students in applying scientific concepts and will help them think critically while engaging them in problem-solving with others. Staff will require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1		08/21/2017	06/18/2018	\$0	Title I Schoolwide	Science Instructors

Strategy 3:

Instruction of Next Generation Science Standards - Science teachers will lead students through mastery of standards while engaging in three dimensional learning, Science and Engineering processes, and making connections to Mathematics and Literacy. Students will be provided with hands-on learning, where they will collaborate with others in inquiry and discovery.

Category: Science

Research Cited: NGSS Lead States. 2013. Next generation science standards: For states, by states. Washington, DC; National Academies Press.

National Science Teachers Association

Tier: Tier 1

Activity - Notebook Interactives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students through the NGSS framework with interactive, foldable material inside Science notebooks.	Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$163	General Fund	GEE, Science Instructors

Activity - Teacher Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model different processes through the use of document cameras (\$130/teacher) .	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$260	General Fund	Administrators, Science Instructors

Goal 5: All students at Bridge Academy West will improve proficiency in Writing.

School Improvement Plan

Bridge Academy West

Measurable Objective 1:

A 10% increase of 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 skills in Writing by 06/16/2017 as measured by class and state assessments, such as M-STEP..

Strategy 1:

Writer's Workshop - Teachers will teach all components of writing through the Writing Workshop structure, including mini-lesson, independent writing, conferencing, peer editing, and sharing.

Category: English/Language Arts

Research Cited: "Writer's Workshop," Lucy Calkins

"Classroom Instruction That Works" Robert Marzano

Tier: Tier 1

Activity - Writer's Workshop Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive extensive, ongoing training in Writer's Workshop based off Lucy Calkins.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Title II Part A	GEE

Strategy 2:

Writing Across All Content Areas - All content area teachers will incorporate the common core writing types: persuasive (argument), expository/informational, and narrative.

Category:

Research Cited: McCoy, Maria. "Incorporating Effective Writing Strategies." Social Education June, 2003: 200-202. Web. 30 May 2011.

<http://isites.harvard.edu/fs/docs/icb.topic621215.files/Incorporating%20Effective%20Writing%20Strategies.pdf>.

Colucci, Anthony. "Interdisciplinary Lessons in a Time of Testing." Education Week 9 Feb. 2011: n. page. Education Week. Web. 1 May 2011.

<<http://www.edweek.org/ew/index.html?intc=thed>>.

Tier:

Activity - Common Core Writing Types	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will focus on the three common core writing types: narrative, persuasive (argument), and expository/informational. Teachers should frequently collaborate about different writing structures that are used in class, and across the school.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Title I Part A	All teachers, Administration

Goal 6: Bridge Academy West will make improvements to meet the developmental needs of growing students.

Measurable Objective 1:

increase student growth by using resources to enhance learning opportunities in the classrooms by 06/16/2017 as measured by student academic achievement, student behavior, and stakeholder surveys..

Strategy 1:

Differentiated Instruction - Teachers will have access to materials that allow students to participate in active learning that helps foster positive social relationships and team building. These materials will allow teachers to differentiate for various learning styles.

Category: Elective Courses

Research Cited: Tomlinson, C. A. (2000a). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria: Association for Supervision and Curriculum Development. *Helping English Language Learners Succeed: An overview of the SIOP Model* Justine Hudec and Deborah Short.

Tier: Tier 1

Activity - Curriculum and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum (E.P.E.C.) and supplies are needed to help with instruction of gym class, and extra curricular activities. With these materials students can engage in positive physical, and team building activities. It is recommended the following items are purchased: Basketballs, Soccer balls, Footballs, Cones, Jump Ropes, Goals, Ball Bags, Parachutes, and Dollies.	Academic Support Program, Materials, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$1500	General Fund	Gym Teacher, Administration, GEE

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
Champs and Capturing Kid's Hearts	Teachers will utilize these programs to maintain positive behavior expectations within their classrooms.	Behavioral Support Program	Tier 1	Monitor	08/21/2017	06/18/2018	\$0	All staff, administration
Academic Vocabulary	Teachers will use a variety of instructional approaches to incorporate academic vocabulary.	Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Administration, Science Teachers
Academic Vocabulary	Teachers will use a variety of vocabulary instructional approaches to help with close and critical reading skills. Vocabulary words will be incorporated via a cross-curricular list.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Administration, All staff
Academic Vocabulary	Teachers will use a variety of vocabulary instructional strategies to assist with close and critical reading skills and comprehension.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Administration, Staff
Academic Vocabulary	Teachers will use a variety of instructional practices to help increase vocabulary, that often impedes with comprehension. Some methods include word walls, greek/latin roots, and Marzano's 6 Vocabulary Steps.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP Instruction	Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and a live author Q&A directly from Pearson.	Academic Support Program	Tier 1	Implement	08/21/2017	06/18/2018	\$2500	GEE, Administration, Science teachers
Writer's Workshop Professional Development	Teachers will receive extensive, ongoing training in Writer's Workshop based off Lucy Calkins.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	GEE

School Improvement Plan

Bridge Academy West

SIOP Instruction	Teachers will use the 8 components of SIOP during instruction to help meet the needs of ELL students as well as all other students.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2500	All teachers, administrators
------------------	---	--------------------------	--------	---------------	------------	------------	--------	------------------------------

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Teachers	ESL teacher is needed to teach, model, and incorporate reading strategies and support ESL students. It is recommended that there are 2 ESL teachers for the building.	Academic Support Program, Direct Instruction	Tier 2	Getting Ready	08/21/2017	06/18/2018	\$0	GEE, Administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplementary Reading Resources	Using Scholastic Math Magazine (@ \$8.75/student, 2 class sets) Students will make meaningful connections by applying core math concepts to high-interest, real-world topics.	Academic Support Program, Supplemental Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$4000	Math Instructors, Special Education Instructors
Discovery Education/United Streaming	Teachers will have access to United Streaming/Discovery Education to enhance educational experiences in Science and (Social Studies). Students will have access to thousands of videos and articles highlighting Science (and Social Studies content). This will also provide students with additional non-fiction resources and enhance instruction for active and visual learners.	Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$735	Science Teachers
Supplemental Reading Resources	Scholastic News Magazine, and Science A-Z (\$100/classroom) are resources to assist with reading comprehension, and increase student achievement in Science.	Supplemental Materials, Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$100	GEE, Administration, Staff
Notebook Interactives	Teachers will guide students through the NGSS framework with interactive, foldable material inside Science notebooks.	Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$163	GEE, Science Instructors
Teacher Modeling	Teachers will model different processes through the use of document cameras (\$130/teacher) .	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$260	Administration, Science Instructors

School Improvement Plan

Bridge Academy West

Curriculum and Resources	A curriculum (E.P.E.C.) and supplies are needed to help with instruction of gym class, and extra curricular activities. With these materials students can engage in positive physical, and team building activities. It is recommended the following items are purchased: Basketballs, Soccer balls, Footballs, Cones, Jump Ropes, Goals, Ball Bags, Parachutes, and Dollies.	Academic Support Program, Materials, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$1500	Gym Teacher, Administration, GEE
Interactive Curriculum Resources	Teachers and students will use Learn Zillion (Free), Khan Academy (Free), Test Wiz 9 (Free), Illustrative Mathematics (Free), Yummy Math (Free), TI-84 Graphing Calculators (15 @ \$115), and Google Chromebooks (\$6700/class set) as supplemental technology resource to enrich student achievement in mathematics.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	08/21/2017	06/15/2018	\$9000	GEE, Math Teachers, Special Education Instructors
Classroom Textbooks	Students will engage in close reading with a class set (30) of textbooks containing 7th Grade Social Studies content matter. The text is entitled, "Discovering Our Past: A History of the World, Early Ages, 2nd Edition from McGraw-Hill Education.	Other, Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2820	Administration, Social Studies instructors
Supplemental Reading Resources	Supplemental resources will promote student knowledge and understanding related to Social Studies such as: current events, geography, Michigan, U.S., and World history, politics, and other social studies content areas among each grade level. Recommendations: Renew subscription for Junior Scholastic, Purchase Document-Based Questioning Materials	Academic Support Program, Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$4830	GEE, Administration, Teachers
Technology	Teachers can provide demonstration of close reading skills that good readers use during the reading process while learning about Social Studies content with the use of document cameras (\$130 each).	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$260	GEE, Administration

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Discussion-Based Teaching/Learning	Discussions will assist students in applying reading strategies and will help them think critically while engaging them in problem-solving with others. Staff will also require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	English/Language Arts Instructors, ESL Instructors

School Improvement Plan

Bridge Academy West

Professional Development	Science teachers will be provided training with close and critical reading comprehension strategies to help raise academic achievement in Science.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Administration, Instructors
After School Program	Students can seek additional support in reading after school from teachers who are part of the after school program.	Academic Support Program	Tier 2		08/21/2017	06/18/2018	\$0	Administration, After School Program Leader
Paraprofessionals	2 (1-2 per classroom) paraprofessionals will provide supplemental support and instruction in class to students in reading.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$34000	GEE, Administration
Discussion-Based Teaching/Learning	Discussions will assist students in applying mathematical concepts and will help them think critically while engaging them in problem-solving with others. Staff will need require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Math Instructors
Title I Instructor	Instructor will work to address specific educational needs of students in the content area of reading. They will provide feedback regarding student progress, expectations, goals, and activities.	Academic Support Program	Tier 2	Getting Ready	08/21/2017	08/20/2018	\$40000	GEE, Administration
Interactive Curriculum Resources	Teachers and students will utilize Lexia (3,000) and Rosetta Stone as a supplemental interactive resource to enrich student achievement in all content areas, especially for those who are English Language Learners.	Academic Support Program	Tier 2	Implement	08/21/2017	08/20/2018	\$3000	GEE, Administration, ESL Instructors, Special Education Instructor
Supplemental Reading Resources	Teachers will utilize a variety of supplementary resources such as Scholastic Magazines (\$2500), and News ELA Pro to enhance student knowledge and reading skills with current events and text analysis activities.	Supplemental Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$2500	GEE, Administration, ELA Teachers, ESL Instructors, Special Education Instructor
Close and Critical Reading Professional Development	Teachers will be trained in instructional approaches for close and critical reading.	Academic Support Program	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	GEE, Administration
Discussion-Based Teaching/Learning	Discussions will assist students in applying scientific concepts and will help them think critically while engaging them in problem-solving with others. Staff will require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1		08/21/2017	06/18/2018	\$0	Science Instructors

School Improvement Plan

Bridge Academy West

Supplemental Reading Resources	Scholastic News Magazine, and Science A-Z (\$100/classroom) are resources to assist with reading comprehension, and increase student achievement in Science.	Supplemental Materials, Materials	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	GEE, Administration, Staff
Discussion-Based Teaching/Learning	Discussions will assist students in applying historical, economical, geographical, and sociological concepts and will help them think critically while engaging them in problem-solving with others. Staff will require professional development for this activity.	Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	Social Studies Instructors

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	At-risk students will be offered the opportunity to attend the summer school program to receive an additional hour of interactive reading support. Students entering 6th, 7th, and 8th grade will be eligible.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$0	Administration and Summer School Staff
Technology	Students will use Chromebooks to interact with the curriculum in a variety of ways while able to access diverse supplemental media resources. Recommendation: 60 Chromebooks and 1 charging station	Materials, Direct Instruction	Tier 1		08/21/2017	06/18/2018	\$1500	Administrators, Math instructors
Common Core Writing Types	All content area teachers will focus on the three common core writing types: narrative, persuasive (argument), and expository/informational. Teachers should frequently collaborate about different writing structures that are used in class, and across the school.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$0	All teachers, Administration
SIOP Training	Teachers will meet to gain an in-depth understanding of how SIOP works in content-area classrooms through live expert-led sessions, SIOP classroom lessons on video, SIOP author videos, and a live author Q&A directly from Pearson.	Academic Support Program, Professional Learning, Direct Instruction	Tier 1	Implement	08/21/2017	06/18/2018	\$2500	GEE, Administration, Instructors
Close and Critical Reading Professional Development	Teachers will be provided training to introduce Social Studies curriculum and how to apply Close and Critical Reading strategies.	Direct Instruction	Tier 1	Getting Ready	08/21/2017	06/18/2018	\$0	Administration, All Teachers
Summer School	At-risk students will be offered the opportunity to attend the summer school program to receive additional, interactive math support. This will be offered to students who are incoming 6th, 7th, and 8th graders.	Academic Support Program	Tier 2		08/21/2017	06/18/2018	\$0	Administration and Summer School Staff

School Improvement Plan

Bridge Academy West

After School Program	At-risk students will be offered the opportunity to attend the after school program to receive an additional hour of math support.	Academic Support Program	Tier 2	Monitor	08/21/2017	06/18/2018	\$0	Administration, After School Program Leader
ELA Coach	Teachers will meet with ELA coach on a weekly basis to discuss and plan Common Core learning activities and teaching practices with Common Core standards. Coaches will provide feedback and assist teachers in staying on pace with standards and curriculum.	Academic Support Program, Direct Instruction, Curriculum Development	Tier 1	Implement	08/21/2017	06/18/2018	\$3200	GEE, Administration
Paraprofessionals	2 (1 per classroom) paraprofessionals will provide supplemental support and instruction in class to students in math.	Academic Support Program	Tier 2	Implement	08/21/2017	06/18/2018	\$34000	GEE, Administration