



Single Building District Improvement Plan

New Bedford Academy

New Bedford Academy

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Invitations were sent to all parents, board members, and teachers. All parties who requested to attend were contacted regarding the most convenient times to meet, and meetings were planned around that.

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

School Improvement Team Members:

Kelly Tucker, NBA Board

Amanda Magnuson , Administrator

Andrea Smock, Teacher

Kimberly Kendrick, Teacher

Kelly Lanigan, Teacher

Victoria Silva, Teacher

Ryan Walsh, Teacher

Melissa Turvey, Parent

Job Description of the School Improvement Team:

Kelly Tucker - Board policy communication & decision sharing

Amanda Magnuson - President of School Improvement, data collector, organize and facilitate meetings, maintain agendas, sign-in and out logs, present plan to board for approval

Sue Young - Vice President, assume position of president when president is absent, data collector (access to confidential information)

Kim Kendrick - Secretary, meeting notes, previous meeting reports, data collector

Andrea Smock - Vice Secretary, assumes position when secretary is absent, data collector (access to confidential information)

Melissa Turvey - involved in parent portion of School Improvement Plan, collects non-confidential data, creates surveys, provides parent's perspective input

All stake holders are given a copy after the board approved it.

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

All stakeholders are given a copy of the plan, which is approved by the Board. Throughout the year, progress is communicated to the stakeholders during conferences and board meetings.

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?

All 6 of New Bedford Academy's teachers, the administrator, and a board member worked together as a team to complete the comprehensive needs assessment at the school. Invitations were sent out in news letters for parents to join school improvement team and to take part in the improvement of the school programs. Surveys are sent out to gather parents input for student achievement, perception of the school and effectiveness of the programs. Each item on the comprehensive needs assessment are discussed and a common decision is made. Parents' surveys are examined and previous feedback and communications are considered. The School Improvement Team consisting of teachers, administration and board member create a plan, present it to staff members and the Board for approval.

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 process to identify children who are failing or most at risk of failing to meet the state core curriculum standards is to review the previous years State' s assessment scores. Using the section 31a student eligibility worksheet, students not meeting or exceeding the state standards in the core academic areas are eligible for At-Risk services. At the beginning of the year, the previous years report cards are reviewed. Students functioning below grade level or having failing grades or close to failing are eligible for At-Risk and or Title I services. Report cards are reviewed every quarter and every mid quarter. Students falling behind or at risk of falling behind are eligible for services. Students take the NWEA norm referenced test at the beginning, middle and end of each year. Students having a low overall RIT score are eligible for Title I services. Teacher recommendation is primarily for the kindergarten/first grade students who have not been tested or who have had little testing. Teacher recommendation may also be used for the upper levels, but there should be enough data to support this recommendation.

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.

Using the section 31a student eligibility worksheet, students not meeting or exceeding the State Standards in the three academic areas (Language Arts, Math, and Science). Students take the NWEA norm referenced test at the beginning, middle and end of each year. Students having a low overall RIT score are eligible for Title I services. The previous year's report cards are reviewed. Students functioning below grade level or having failing grades or close to failing are eligible for At-Risk services. Students are assessed with Dibels monitoring to see if early intervention is needed. Students scoring in the below and or well below range receive Title I and or At-Risk support. These are the educationally related objective criteria to identify children who are failing or most at risk of failing.

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.

Students are assessed with Dibels to see if early intervention is needed. Students scoring in the below and or well below range receive Title I
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and or At-Risk support. Students are assessed within the classroom on grade level common core standards. Students scoring in the bottom 30% are recommended for Title I and or At-Risk services. Students take the NWEA norm referenced test at the beginning, middle and end of each year. Students having a low overall RIT score are eligible for Title I services.

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.

Dibels

Students are assessed three times a year, fall, winter, and spring. The Dibels data informs the staff which early Multi-tiered Support System (MTSS) interventions need to be utilized through the title I and At-Risk aids/teachers. Title I and At-Risk aids/teachers support and aide students with the MTSS material. Progress monitoring is used to confirm interventions are successful.

Title I

1. Gather classroom rosters from office.
2. Identification--(need 2 criteria)
 - A. Discussion of qualifying students with General Ed. Teacher and Aide
 - B. NWEA Test (Reading/Language Arts and Math)
 - C. Reading Assessment (teachers assessment given at start of year to determine groups)
 - D. Math Assessment (teachers assessment given at start of year to determine groups)
 - E. Report card grades (previous year)
 - F. Teacher referral for services (discussed with prior teacher)
 - G. Title I services in year(s) prior
3. Check for IEPed students in subject of need
4. Collect classroom schedule and prepare a schedule for Title I services
5. Send parent permission and meeting notification letters home
6. List of students who qualify and blank lesson plan sheets given to each teacher
7. Attend meeting
8. Service provided 15 - 45 minutes per subject area 3 - 5 times week
9. Title I services provided in classroom during same subject area of classroom in small groups or individually
10. Collect and review teacher created lesson plans for specific skill for Title I students
11. Teach lesson
12. Discuss student progress with General Ed. Teacher weekly during scheduled meeting times
13. Documentation of services provided
14. Discuss progress monitoring assessment results (NWEA, Classroom, Dibels)
15. If no improvement, General Ed. teacher starts referral process

Component 3: Incorporated Into Existing School Program Planning

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

Title I staff are part of the planning team. The Title I staff, Special Education Teacher, General Ed. teachers, and administrator worked together to document step by step procedures in identifying and providing services to eligible students. Process is included in the SIP.

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?

All teachers will analysis MAP results. Teachers will identify students who have scored poorly in subject areas already taught. Teachers will use NWEA learning continuum to identify skills students are ready to be instructed on, give instruction on those skills and reassess. At-Risk and Title I aides will provide extra support for these students. Learning A-Z will provide additional lessons and assessments for these skills.

Each teacher will share the data and steps taken to reteach and reassess students to ensure comprehension. Teachers will document student's success of comprehending skill or additional instruction of skill.

Teachers will also analysis MAP results to identify students who are already behind in subject areas going to be taught in the future. Teachers will use the NWEA learning continuum to identify the skills students are ready to be taught. At-Risk and Title I Aides will provide extra support and Learning A-Z will be used to provide lessons and assessments to help bring students' skills up to grade level. Teachers will share data and steps used to bring students up to grade level before skill is taught.

Title I service provided 15 - 45 minutes per subject area 3 - 5 times week. Title I services provided in classroom during same subject area of classroom in small groups or individually. Collect and review teacher created lesson plans for specific skill for Title I students. Teach lesson, discuss student progress with General Ed. Teacher weekly during scheduled meeting times. Documentation of services provided. Discuss progress monitoring assessment results (NWEA, Classroom, Dibels).

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

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print. Book.

Murphy, Joseph. *The Educator's Handbook for Understanding and Closing Achievement Gaps*. Thousand Oaks, CA: Corwin, 2010. Print.

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

All teachers will analysis MAP results. Teachers will identify students who have scored poorly in subject areas already taught. Teachers will use NWEA learning continuum to identify skills students are ready to be instructed on, give instruction on those skills and reassess. At-Risk and Title I aides will provide extra support for these students. Study Island will provide additional lessons and assessments for these skills. Each teacher will share the data and steps taken to reteach and reassess students to ensure comprehension. Teachers will document student's success of comprehending skill or additional instruction of skill.

Teachers will also analysis MAP results to identify students who are already behind in subject areas going to be taught in the future. Teachers will use the NWEA, learning continuum to identify the skills students are ready to be taught. At-Risk and Title I Aides will provide extra support and Study Island will be used to provide lessons and assessments to help bring students' skills up to grade level. Teachers will share data and steps used to bring students up to grade level before skill is taught. Students take the NWEA norm referenced and Dibels test at the beginning, middle and end of each year. The MAP results identify skills students are ready to be taught closing the achievement gap.

Discuss progress monitoring assessment results (NWEA, Classroom, Dibels). If no improvement, General Ed. teacher starts referral process.

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

New Bedford Academy is a full inclusion school. General Ed. Teacher works with students at their ability level and Title I aides provides extra support within the classroom after General Ed Teacher works on skills identified as needing to be taught.

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?

Title I services provided in classroom during same subject area of classroom in small groups or individually. Collect and review teacher created lesson plans for specific skill for Title I students. Teach lesson. Discuss student progress with General Ed. Teacher weekly during scheduled meeting times. Documentation of services provided. Discuss progress monitoring assessment results (NWEA, Classroom, Dibels) with General Ed. teacher.

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.

The school provides an open house in the Spring for students and parents to visit the classroom, An ice cream social meet the teacher night in August where the parents and students are able to visit with the teacher and go through a orientation of the classroom. The students return to school two weeks before school starts to be assessed for their ability level grouping.

Component 6: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	New Bedford Academy only hires teachers that meet the NCLB requirements for highly qualified.	

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?

The Academy provides five days of professional learning based on the School Improvement Plan for the staff. Training is either brought to the school and/or staff attend training outside of the school. The ISD offers a variety of classes to fill the needs of the staff. Staff members are surveyed for the type of training desired and administration tries to fulfill their wishes. Staff are allowed to seek their own professional learning to improve their instruction and are supported by the Academy.

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?

There is no professional learning provided for parents.

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

Component 8: Strategies to Increase Parental Involvement

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

Parents are surveyed twice a year for the satisfactions of academics. The Academy sends parent permission and meeting notification letters home. Meeting with parents consist of Student Selection Process, Method of Delivery, Parent Communication, Annual Review, Create a compact for Learning

- A. What do you believe the school should be responsible for?
- B. What are you willing to be responsible for?
- C. What should be the responsibility of your child?

Parents are always able to request extra support for their student.

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

A compact for Learning is created between the parent, school, and child, answering the questions:

What do you believe the school should be responsible for?

What are you willing to be responsible for?

What should be the responsibility of your child?

Annual review along with open communication through out the year between parents, school, and child.

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	The program is evaluated through responses from parental surveys and assessment data.	

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

During student led conferences, all parents are shown the assessment results of state standards and given material to help their student to improve their achievement. Report card anecdotes give examples of how to help students succeed. All parent are welcomed and encouraged to volunteer within the classroom. Newsletter are sent home monthly explaining what was taught and what is going to be taught. Emails are readily available for all staff members for comments, questions, or concerns.

5. Describe how the parent involvement activities are evaluated.

Parent surveys are distributed twice a year. The PPT (Parent,Teacher Team) meets monthly. A teacher and administrator attend the monthly meetings. Activities reports are discussed during meeting in regards to success of activity, attendance, comments made during activity, what improvements need to be made and if should have activity again.

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

During student led conferences, the student leads the conference in describing what they are successful in and what subject(s) they need assistance. The teacher, parent and student discuss what the teacher needs to do to help the student, what the parents need to do to help the student and what the student needs to do to help themselves.

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

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

State provided assessment results are sent home. If a different language and translation is needed, the school will provide one with an invitation to personally review results with parents. Parents are always welcomed and encouraged by phone, in person, and by newsletter to notify teacher or administrator of any questions, comments, or concerns.

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

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

At student led conferences, teacher parents and student discuss what the teacher can do to help the student, what the parents can do to help the student and what the student can do to help themselves.

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.

1. Gather classroom rosters from office.
2. Identification--(need 2 criteria)
 - 2a. Discussion of qualifying students with General Ed. Teacher and Aide
 - 2b. NWEA Test (Reading/Language Arts and Math)
 - 2c. Reading Assessment (teachers assessment given at start of year to determine groups)
 - 2d. Math Assessment (teachers assessment given at start of year to determine groups)
 - 2e. Report card grades (previous year)
 - 2f. Teacher referral for services (discussed with prior teacher)
 - 2g. Title I services in year(s) prior
3. Check for IEP students in subject of need
4. Collect classroom schedule and prepare a schedule for Title I services
5. Send parent permission and meeting notification letters home
6. List of students who qualify and blank lesson plan sheets given to each teacher
7. Attend meeting
8. Service provided 15 - 45 minutes per subject area 3 - 5 times week
9. Title I services provided in classroom during same subject area of classroom in small groups or individually
10. Collect and review teacher created lesson plans for specific skill for Title I students
11. Teach lesson
12. Discuss student progress with General Ed. Teacher weekly during scheduled meeting times
13. Documentation of services provided
14. Discuss progress monitoring assessment results (NWEA, Classroom, Dibels)
15. If no improvement, General Ed. teacher starts referral process

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.

Eligibility for free or reduced lunch is considered for a student to be eligible for Title I services.

Component 10: Ongoing Review of Student Progress

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

Progress reports are sent home quarterly. Every marking period available assessment data is reviewed and learning paths are reviewed. Assessment data used are Dibels and NWEA which are given three times a year and classroom assessments. The first Dibels and NWEA assessment provides a base line. After each other Dibels and NWEA assessment Title I instructor and General Ed. teacher review progress of participating students and adjust instruction if needed.

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 data drives the instruction. After each assessment Dibels and NWEA (aligned to the state standards) the students' learning path is revised to give instruction in the area student is having difficulty or not meeting the standards.

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

Dibels and NWEA training has been provided. Continued refresher training with NWEA is provided. Dibels and NWEA give specific standards students need assistance with. NWEA crosses over from grade level to grade level. Classroom assessment also identifies standards in which students may need additional assistance.

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 evaluated after each assessment. Adjustments are made if needed. The effectiveness of the program is evaluated annually by the parents.

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.

When State's annual assessment is received, the data is reviewed and evaluated for improvements in the academic areas of eligible students receiving extra support within the program. State's assessment is compared to local assessments to ensure alignment of all assessments.

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.

The school determines whether the Targeted Assistance program has been effective by comparing all assessments of all of the eligible students who are furthest from achieving the standards. If the general population of eligible students show improvement, program is successful. Students not improving will be exposed to other interventions and if still no improvement, referral process is starts.

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 data is reviewed and depending on where eligible students need assistance, is where the instruction takes place. The assessment data drives the instruction. The assessment data is reviewed at least three times a year to ensure continuous improvement of the students.

NBA Writing Plan

Overview

Plan Name

NBA Writing Plan

Plan Description

Writing

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 New Bedford Academy will be proficient writers.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$6853

Goal 1: All students at New Bedford Academy will be proficient writers.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with effective writing in English Language Arts by 06/11/2021 as measured by State and local assessments.

Strategy 1:

Teacher Collaboration - Teachers across grade levels will collaborate on classroom writing assessments and monitor results. All teachers will attend professional development.

Category: English/Language Arts

Research Cited: IES What Works Clearinghouse

Tier: Tier 1

Activity - Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together in smaller groups to collaborate on writing process strategies and rubrics, and to work through the IES Practice Guide.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2022	\$0	No Funding Required	Teachers and administrator

Strategy 2:

Educator's Practice Guide for Writing - All teachers will utilize the recommendations from Institute of Educational Sciences' What Works Clearinghouse Educator's Practice Guide: Teaching Elementary School Students to Be Effective Writers.

Category: English/Language Arts

Research Cited: IES What Works Clearinghouse

Tier: Tier 1

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Activity - IES Educator's Practice Guide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the IES Educator's Practice Guide "Teaching Elementary School Students to Be Effective Writers," to improve the writing layout used in their classrooms. They will implement all 4 recommendations.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/10/2022	\$0	No Funding Required	Teachers and administrator.

Strategy 3:

Support All Levels of Writers - Title I and At-Risk paraprofessionals will work with students in small groups or individually to help them organize their writing, and get ideas from their head to the paper, as well as support their mastery of the writing process.

Category: English/Language Arts

Research Cited: Classwide interventions: Effective instruction makes a difference

MA Conroy, KS Sutherland... - Teaching Exceptional ..., 2008 - journals.sagepub.com

Paraprofessionals in inclusive schools: A review of recent research

MF Giangreco, JC Suter, MB Doyle - Journal of educational and ..., 2010 - Taylor & Francis

Tier: Tier 3

Activity - Title I Parapros	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will work with small groups or individual students to support their mastery of the writing process.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/10/2022	\$4374	Title I Part A	Title I Paraprofessionals

Activity - At Risk Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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At-Risk Aide provides extra support for student.	Academic Support Program, Implementation	Tier 2	Monitor	09/03/2019	06/10/2022	\$2479	Section 31a	At-Risk Aide, Administrator for monitoring
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Activity - Communicate Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers preview learning targets with students through the use of appropriate "I can..." statements that are clearly visible and reviewed with the students daily.	Implementation, Communication	Tier 1	Implement	09/03/2019	06/10/2022	\$0	No Funding Required	teachers

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to create, share, and use writing rubrics which include detail.	Academic Support Program, Communication, Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2022	\$0	No Funding Required	Teachers, administrator for monitoring

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
At Risk Aide	At-Risk Aide provides extra support for student.	Academic Support Program, Implementation	Tier 2	Monitor	09/03/2019	06/10/2022	\$2479	At-Risk Aide, Administrator for monitoring

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Paraprofessionals	Paraprofessionals will work with small groups or individual students to support their mastery of the writing process.	Academic Support Program	Tier 3	Monitor	09/03/2019	06/10/2022	\$4374	Title I Paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IES Educator's Practice Guide	Teachers will utilize the IES Educator's Practice Guide "Teaching Elementary School Students to Be Effective Writers," to improve the writing layout used in their classrooms. They will implement all 4 recommendations.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/10/2022	\$0	Teachers and administrator.
Team Meetings	Teachers will work together in smaller groups to collaborate on writing process strategies and rubrics, and to work through the IES Practice Guide.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/10/2022	\$0	Teachers and administrator

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Rubrics	Teachers will continue to create, share, and use writing rubrics which include detail.	Academic Support Program, Communication, Direct Instruction	Tier 1	Monitor	09/03/2019	06/10/2022	\$0	Teachers, administrator or for monitoring
Communicate Expectations	Teachers preview learning targets with students through the use of appropriate "I can..." statements that are clearly visible and reviewed with the students daily.	Implementation, Communication	Tier 1	Implement	09/03/2019	06/10/2022	\$0	teachers

NBA Reading Plan

Overview

Plan Name

NBA Reading Plan

Plan Description

Reading

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 New bedford Academy will be proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000

Goal 1: All students at New Bedford Academy will be proficient readers.

Measurable Objective 1:

75% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on the State assessment in English Language Arts by 10/30/2014 as measured by 70% of the 3-8 graders scoring in the proficient category in Reading on the MEAP assessment.

Strategy 1:

Proficient Readers - Teachers across grade levels will collaborate on classroom assessments and monitor results. All teachers will attend professional development.

Category:

Research Cited: Online research for reading activities and professional development to support school system's strategies and improve reading skills of the students.

Tier:

Activity - Proficient Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop rubrics in reading. Teachers will continue to preview with students what is expected. Dibels will be used and feed back to the school improvement team will continue. The school will retain Title 1 and At- Risk Aides. Teachers will attend professional development.	Academic Support Program			09/04/2012	06/12/2015	\$5000	Title I Part A	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Proficient Readers	Teachers will develop rubrics in reading. Teachers will continue to preview with students what is expected. Dibels will be used and feed back to the school improvement team will continue. The school will retain Title 1 and At- Risk Aides. Teachers will attend professional development.	Academic Support Program			09/04/2012	06/12/2015	\$5000	All teachers

NBA Math Plan

Overview

Plan Name

NBA Math Plan

Plan Description

Math

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 New Bedfordacademy will be proficient in Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at New Bedfordacademy will be proficient in Math

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Performance Series assessment in Mathematics by 06/13/2014 as measured by 85% of the students achieving significant gains on the Performance Series assessment.

Strategy 1:

NBA Math Plan - Teachers across grade levels will collaborate on classroom assessments and monitor results. Saxton Math resources, MEAP released items, and Performance/Achievement Series resources will be utilized. Teachers will attend professional development in the core area of Math.

Category:

Research Cited: Professional development to support school system's strategies and improve math skills of the students. Research of the 2011 MEAP Test results were reviewed and calculated for the percentage of students who are proficient. Performance Series results from the Spring of 2012 were reviewed.

Tier:

Activity - NBA Math Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to preview with students what is expected. Teachers will review commonly missed math GLCE;s from the MEAP assessment results and teach or reteach them. Teachers will attend professional development in the subject area of Math. Title 1 and At-Risk aides will be retained and teachers will give aides specific directions on helping students.	Academic Support Program			09/04/2012	06/13/2014	\$0	No Funding Required	All teachers

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
NBA Math Plan	Teachers will continue to preview with students what is expected. Teachers will review commonly missed math GLCE;s from the MEAP assessment results and teach or reteach them. Teachers will attend professional development in the subject area of Math. Title 1 and At-Risk aides will be retained and teachers will give aides specific directions on helping students.	Academic Support Program			09/04/2012	06/13/2014	\$0	All teachers

NBA Science Plan

Overview

Plan Name

NBA Science Plan

Plan Description

Science

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 New Bedfordacademy will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at New Bedfordacademy will be proficient in Science

Measurable Objective 1:

70% of Fifth and Eighth grade students will demonstrate a proficiency on the MEAP assessment in Science by 10/31/2013 as measured by 70% of the 5 and 8 grade students scoring proficient on the MEAP assessment..

Strategy 1:

NBA Science Plan - teachers across grade levels will collaborate on acquisition on new textbooks. Teachers will attend professional development in the core area of Science.

Category:

Research Cited: Curriculum catalogs, on-line research for Science materials and professional development to support school system;

's strategies to improve the proficiency of students in the area of Science.

Tier:

Activity - NBA Science Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to preview with students what is expected by previewing GLCE's. Acommittee formed to research, attend, and share professional developmentin the subject area of Science. Continue to offer Science Club after school.	Academic Support Program			09/04/2012	06/13/2014	\$0	No Funding Required	All teachers

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
NBA Science Plan	Teachers will continue to preview with students what is expected by previewing GLCE's. A committee formed to research, attend, and share professional development in the subject area of Science. Continue to offer Science Club after school.	Academic Support Program			09/04/2012	06/13/2014	\$0	All teachers

NBA Social Studies Plan

Overview

Plan Name

NBA Social Studies Plan

Plan Description

Social Studies

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 New Bedfordacademy will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000

Goal 1: All students at New Bedfordacademy will be proficient in Social Studies.

Measurable Objective 1:

65% of Sixth grade students will demonstrate a proficiency on the MEAP assessment in Social Studies by 06/13/2014 as measured by 65% of the 6 graders scoring in the proficient category on the MEAP assessment..

Strategy 1:

NBA Social Studies Plan - Teachers across grade levels will collaborate on acquisition on new textbooks. Committees and procedures will be formed to research, attend, and share professional development.

Category:

Research Cited: Curriculum catalogs, online research for Social Studies materials and professional development to support school system's strategies to improve the proficiency of students in the area of Social Studies.

Tier:

Activity - Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Techers will collaborate on new Social Studies textbooks and acquire supplemental materials. A committee is formed to research, attend, and share professional development in the area of Social Studies. teachers will continue to preview with students what is expected.	Academic Support Program			09/04/2012	06/13/2014	\$10000	General Fund	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies	Techers will collaborate on new Social Studies textbooks and acquire supplemental materials. A committee is formed to research, attend, and share professional development in the area of Social Studies. teachers will continue to preview with students what is expected.	Academic Support Program			09/04/2012	06/13/2014	\$10000	All teachers