

School Improvement Plan

School Year: 2009

School District: Black River Public School

Intermediate School District: Ottawa Area ISD

School Name: Black River Public School

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mr. Shannon E. Brunink

Building Code: 08331

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Black River Public School
District:	Black River Public School
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	08331
City:	Holland
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

Our mission is to prepare each student for college and for life through a challenging curriculum that accommodates individual learning styles.

Culture

- To succeed in our mission, we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.
- The atmosphere of the school is that of a safe place in which students feel free to develop individual ideas and styles. Our faculty stresses unanxious expectations; making errors is a necessary part of the learning process.
- The culture of our school is one of mutually respectful interaction between adults and students; we recognize the need of living enlightened and humane lives.
- We encourage a student population of social, economic and racial diversity.
- We will be an Elementary School of grades K, 1, 2, 3, 4, and 5; Middle School of grades 6, 7, and 8; and a High School of grades 9, 10, 11, and 12; the school will strive for a small population of students of approximately 780, and classes will be targeted to be an average size of 20.

Curriculum

- Our Core Curriculum will be English, foreign language, mathematics, history and politics, natural sciences, the arts and applied technology. All courses will be taught within an integrated curriculum, demonstrating relationships among the fields of study.
- Students will experience a progression of learning based not on chronological age, but on understanding.
- Our students will be provided with non-language-based processes for intuitive insight and the development of meaning, in addition to rational academic processes.
- Our curriculum includes involvement with the local community and concern for worldwide issues, which aid in discovering ability and a responsibility to make a difference in the world. Our students will participate in service and extra-curricular projects within the Greater Holland communities.

Methods

- Our faculty are academic coaches, providing academic leadership as well as guidance toward learning and personal growth. We embrace the Socratic method and experiential learning as primary pedagogical tools.
- Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well-being.
- There will be a clear disciplinary code for all students.
- Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

Our mission is to prepare each student for college and for life through a challenging curriculum that accommodates individual learning styles. We want to have our students discover responsibility for their own

lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so that they can achieve their full human potential.

Beliefs

- We believe the school's responsibility in education is to bring curiosity, challenge, pleasure and a sense of accomplishment into our students' lives.
- We believe it is through commitment and determination that students stretch the limits of their minds in the joy and celebration of learning.
- We believe education must not be a race for the accumulation of facts, but should provide the basic tools and ideas for learning so that education will be an enriching end in itself.
- We believe certain skills to be essential for all of our graduates: To read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully and creatively.

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- To succeed in our mission, we need the students' and parents' active partnership and agreement with the School Mission, which includes a personal commitment to serious academic challenge.
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- Students will acquire the knowledge and skills needed to make personal decisions leading toward physical and emotional well-being.
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- Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

Beliefs

- We believe the school's responsibility in education is to bring curiosity, challenge, pleasure and a sense of accomplishment into our students' lives.
- We believe it is through commitment and determination that students stretch the limits of their minds in the joy and celebration of learning.
- We believe education must not be a race for the accumulation of facts, but should provide the basic tools and ideas for learning so that education will be an enriching end in itself.
- We believe certain skills to be essential for all of our graduates: To read well, to write clearly and coherently, to study effectively, to reason soundly, and to question thoughtfully and creatively.

Goals

ID	Name	Development Status	Progress Status
5217	Reading Goal	Approved	In Progress
5218	Mathematics Goal	Approved	In Progress
5219	Post-Secondary Goal	Approved	In Progress

Goal 1: Reading Goal

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All Students will show improvement in reading comprehension skills across the curriculum.

Gap Statement : The school's language arts scores on the MEAP and MME are less than 100%.

Cause for Gap : Although the school has earned some of the highest MEAP and MME scores in the county over the past few years, even within the entire state, the school continues to set goals in support of improved student performance.

Multiple measures/sources of data you used to identify this gap in student achievement : The school shares the following results for percentage of high school students proficient in language arts, according to MME: 81% (2006-2007). State average was 51%.

In 2007-2008, 79% are proficient in language arts. State average was 52%.

In 2008-2009, 84% are proficient in language arts. State average was 52%.

On the MEAP assessment:

In 2007 the percentage of elementary and middle school students proficient in language arts was 3rd-96%, 4th-85%, 5th-95%, 6th-94%, 7th-86%, and 8th-87%.

In 2008 the percentage of elementary and middle school students proficient in language arts was 3rd-95%, 4th-94%, 5th-90%, 6th-96%, 7th-96%, and 8th-90%.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP and MME scores will continue to improve at least by the amount needed for AYP. We will continue to strive for 100% of the students becoming proficient.

Scantron is used in the 2nd through 8th grades to show year to year progress.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Rhonda Pardue, Curriculum Director

List of Objectives:

ID	Objective
5558	Students will improve reading comprehension across the core curriculum.
5669	To improve student expression through writing, poetry, and public speaking.
5821	MEAP data has shown that writing is an area that can show improvement.

ci Challenges : None

1.1. Objective: Improve reading comprehension

Measurable Objective Statement to Support Goal : Students will improve reading comprehension across the core curriculum.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	The Accelerated Reading Program allows students to read materials appropriate for their level, and then be tested on that material.	
0	All courses in the school include reading as a part of their everyday curriculum.	
0	RtI is a way to help those students who need help get help. Response to Intervention will be used school-wide to strengthen all subjects, but mathematics and language arts specifically.	
0	Students will show growth in their literacy.	

1.1.1. Strategy: Accelerated Reading Program

Strategy Statement: The Accelerated Reading Program allows students to read materials appropriate for their level, and then be tested on that material.

Selected Target Areas

SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Teachers agree that Accelerated Reader can instantly give teachers feedback about how their students are doing.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
More computers are needed in the elementary to facilitate using accelerated reading.	8/20/2008	5/7/2010	Elementary teachers, Randy Bos

1.1.1.1. Activity: Accelerated Reading Computers

Activity Description: More computers are needed in the elementary to facilitate using accelerated reading.

Activity Type: None

Planned staff responsible for implementing activity: Elementary teachers, Randy Bos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/20/2008, End Date - 5/7/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computers for elementary	General Funds	12,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.1.2. Strategy: Reading across the curriculum

Strategy Statement: All courses in the school include reading as a part of their everyday curriculum.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 2.5 Fosters a learning community
SAR 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Reading is an essential skill and all of our courses use reading as a means of communicating information.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The math department uses a curriculum that encourages and depends	8/25/2005	5/13/2011	Math

on students' ability to read and interpret information.		department
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1.1.2.1. Activity: Math department Curriculum

Activity Description: The math department uses a curriculum that encourages and depends on students' ability to read and interpret information.

Activity Type: None

Planned staff responsible for implementing activity: Math department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/25/2005, End Date - 5/13/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Books	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.1.3. Strategy: Response to Intervention

Strategy Statement: RtI is a way to help those students who need help get help. Response to Intervention will be used school-wide to strengthen all subjects, but mathematics and language arts specifically.

Selected Target Areas

SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

In 2007-2008 A team of four teachers traveled to Orlando to attend a HOPE Institute on No Child Left Behind. At the institute they were introduced to RtI. In 2008-2009 two teachers attended an RtI workshop in Seattle. They came back with great things to share. It was decided to implement RtI beginning in 2009-2010.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RtI will be introduced to the faculty at the opening meetings by a speaker familiar in RtI.	8/24/2009	8/25/2009	Fran Olesen, full faculty
A group of seven high school faculty members will participate in a five day workshop on balanced assessment. They will come back to school and share what they have learned with their teams.	8/12/2009	3/5/2010	Shannon Brunink, Rhonda Pardue, Ericka Foreman, Jill Miskelley, Jim Hile, Jim Brinkman, and Anna Kruiuzenga

1.1.3.1. Activity: RtI Speaker

Activity Description: RtI will be introduced to the faculty at the opening meetings by a speaker familiar in RtI.

Activity Type: None

Planned staff responsible for implementing activity: Fran Olesen, full faculty

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/24/2009, End Date - 8/25/2009

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Response to Intervention Speaker	General Funds	500.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.1.3.2. Activity: Balanced Assessment Academy

Activity Description: A group of seven high school faculty members will participate in a five day workshop on balanced assessment. They will come back to school and share what they have learned with their teams.

Activity Type: None

Planned staff responsible for implementing activity: Shannon Brunink, Rhonda Pardue, Ericka Foreman, Jill Miskelley, Jim Hile, Jim Brinkman, and Anna Kruizenga

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/12/2009, End Date - 3/5/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Balanced Assessment Academy (same as math goal)	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.1.4. Strategy: Students will show growth in their literacy.

Strategy Statement: Students will show growth in their literacy.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 2.5 Fosters a learning community
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Observations of student writing by classroom teachers. Reflections among colleagues at the end of the school year. Continued monitoring of MEAP scores. Necessity of continued monitoring of reading growth. Support of RTI on behalf of our colleagues by using a consistent system for documentation.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/04/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A new reading assessment program: Fountas & Pinnell.	8/26/2009	6/4/2010	All Elementary Teachers
Additional support in reading and writing will come from the implementation of interactive read aloud lead by the classroom teacher to build reading comprehension and writers' craft.	8/26/2009	6/4/2010	Elementary Teachers

1.1.4.1. Activity: Reading Assessment Program

Activity Description: A new reading assessment program: Fountas & Pinnell.

Activity Type: None

Planned staff responsible for implementing activity: All Elementary Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/26/2009, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
F	General Funds	1,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/04/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.1.4.2. Activity: Interactive Read Aloud

Activity Description: Additional support in reading and writing will come from the implementation of interactive read aloud lead by the classroom teacher to build reading comprehension and writers' craft.

Activity Type: None

Planned staff responsible for implementing activity: Elementary Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/26/2009, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
In-house professional development	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/05/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

1.2. Objective: Improve Student Expression

Measurable Objective Statement to Support Goal : To improve student expression through writing, poetry, and public speaking.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	It is proven that students do not gain an understanding of how to improve individually in writing if testing is only based on a timed, single-draft piece of writing with no feedback. According to data from MEAP/MME/AP, 87% of our students already met the writing expectations from the state. Students know how to write, but we intend to teach them to be better writers. Writing is a recursive process with positive, constructive feedback from the teacher or peer; therefore, our intention is for each student to demonstrate growth in writing through the process of writing. English and History teachers will use proven techniques of incorporating poetry to enrich the students learning throughout the year in every unit taught. Teachers will create new units to expose students to public speaking, and lessons will be presented on how to give a speech correctly. Because of the increased exposure over the course of the year, students will improve in attitude and skill.	

1.2.1. Strategy: Writing/Poetry/Public Speaking

Strategy Statement: It is proven that students do not gain an understanding of how to improve individually in writing if testing is only based on a timed, single-draft piece of writing with no feedback. According to data from MEAP/MME/AP, 87% of our students already met the writing expectations from the state. Students know how to write, but we intend to teach them to be better writers. Writing is a recursive process with positive, constructive feedback from the teacher or peer; therefore, our intention is for each student to demonstrate growth in writing through the process of writing.

English and History teachers will use proven techniques of incorporating poetry to enrich the students learning throughout the year in every unit taught.

Teachers will create new units to expose students to public speaking, and lessons will be presented on how to give a speech correctly. Because of the increased exposure over the course of the year, students will improve in attitude and skill.

Selected Target Areas

SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

It is proven that students do not gain an understanding of how to improve individually in writing if testing is only based on a timed, single-draft piece of writing with no feedback. According to data from MEAP/MME/AP, 87% of our students already met the writing expectations from the state.

It is proven that use of literature and different forms of sources help learners understand material and curriculum in a holistic manner. However, in the humanities, poetry is not often used as a source as much as textbooks, letters, newspaper articles and other forms of information.

It is proven that students have difficulty speaking in front of groups or presenting information in oral form. Public speaking is another type of expression, and students need to be exposed to the teachings of how to present a formal speech.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
AP Language Conference, Summer Institute 2008: Trades, Tariffs, and Taxes American Idea Colloquia, Formative Assessment, Action Research, Teaching US history Workshop, Understanding by Design Workshop, Writing Workshop conference, and many more	8/20/2008	6/4/2010	English and History Staff

1.2.1.1. Activity: Conferences, Presentations, Speakers

Activity Description: AP Language Conference, Summer Institute 2008: Trades, Tariffs, and Taxes American Idea Colloquia, Formative Assessment, Action Research, Teaching US history Workshop, Understanding by Design Workshop, Writing Workshop conference, and many more

Activity Type: None

Planned staff responsible for implementing activity: English and History Staff

Actual staff responsible for implementing activity: English and History Staff

Planned Timeline: Begin Date - 8/20/2008, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development for English and History Depts	General Funds	3,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/20/2009	parduer@brpsk12.org	In Progress	Throughout this process, the team learned to collaborate and to differentiate the curriculum to meet the needs of the students. We learned students have different learning styles and by allowing new innovative ways of teaching we reach the challenged as well as the at-risk student. Many adjustments were made to strategies, especially in writing. New, individual rubrics were created, a writing lab was established for all students, and new material was presented to students. We will continue teaching public speaking skills and individualizing the writing.

1.3. Objective: Improve writing skills

Measurable Objective Statement to Support Goal : MEAP data has shown that writing is an area that can show improvement.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/05/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	Teachers will use the Calkins Writers' Workshop with their whole class.	

1.3.1. Strategy: Calkins Writers' Workshop

Strategy Statement: Teachers will use the Calkins Writers' Workshop with their whole class.

Selected Target Areas

SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Teachers attended a "Teaching Writers' Workshop" multi-day training session and came back with wonderful ideas and research to support the use of Writers' Workshop in their classes.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/05/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writers' Workshop In-Service for teachers who have not had the training. This can be done as an in-house professional development.	8/26/2009	6/4/2010	Elementary Teachers

1.3.1.1. Activity: Writers' Workshop Inservice

Activity Description: Writers' Workshop In-Service for teachers who have not had the training. This

can be done as an in-house professional development.

Activity Type: None

Planned staff responsible for implementing activity: Elementary Teachers

Actual staff responsible for implementing activity: Elementary Teachers

Planned Timeline: Begin Date - 8/26/2009, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writers' Workshop In-service	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/05/2009	parduer@brpsk12.org	In Progress	In 2007-2008 the Elementary team had a goal of improving writing using the MEAP rubrics as a guide. They were successful at this venture according to their pre- and post-testing. As a team they decided to continue to work on improving writing and began to explore the Writers' Workshop. Many teachers attended a multi-day training offered at the OAISD during the 2008-2009 school year. Our teachers are very interested in continuing the program for all of the teachers so that all of the students benefit. They intend to continue to develop the Writers' Workshop at all of the elementary and possibly 6th grade levels.

Goal 2: Mathematics Goal

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will increase skills in mathematical problem solving, concepts, and computation at all grade levels.

Gap Statement : The school continues to monitor student performance in MEAP and MME testing. Although student scores are positive, the school continues to address criteria for NCLB. Black River Public School made AYP and received a district grade of "A" from the state.

Cause for Gap : Our students are still below 100% proficient in mathematics.

Multiple measures/sources of data you used to identify this gap in student achievement : Spring 2007 MME mathematics score was 65% of students are proficient (at levels 1 and 2).

Spring 2008 MME mathematics score was 72% of students are proficient (at levels 1 and 2).

Spring 2009 MME mathematics score was 81% of students are proficient (at levels 1 and 2).

Fall 2005 MEAP mathematics scores: 3rd - 89%, 4th - 86%, 5th - 92%, 6th - 77%, 7th - 79%, and 8th - 75%.

Fall 2006 MEAP mathematics scores: 3rd - 92%, 4th - 91%, 5th - 84%, 6th - 92%, 7th - 79%, and 8th - 83%.

Fall 2007 MEAP mathematics scores: 3rd - 96%, 4th - 82%, 5th - 84%, 6th - 93%, 7th - 90%, and 8th - 89%.

Fall 2008 MEAP mathematics scores: 3rd - 95%, 4th - 96%, 5th - 85%, 6th - 96%, 7th - 95%, and 8th - 89%.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? In the MEAP and MME the school is looking for improvement and continues to strive for 100% proficient.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Rhonda Pardue, Curriculum Director

List of Objectives:

ID	Objective
5605	All students will show improvement from pre-test to post-test in math and science classes
5656	To improve student understanding in the area of fractions.

ci Challenges : None

2.1. Objective: GLCE and HSCE Improvement

Measurable Objective Statement to Support Goal : All students will show improvement from pre-test to post-test in math and science classes

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	Teachers gave a pretest prior to any instruction at the beginning of the school year (or semester) and an identical posttest at the end of the school year (or semester) Rationale ·Using both a pre and posttest would help teachers measure overall growth ·Pretesting would help identify differentiation needs in the classroom ·Help facilitate teacher accountability for results and professional development	
0	·Create curriculum maps for each science course ·Identify gaps and overlaps in science curriculum and recommend solutions	

2.1.1. Strategy: Pre- and Post Tests

Strategy Statement: Teachers gave a pretest prior to any instruction at the beginning of the school year (or semester) and an identical posttest at the end of the school year (or semester)

Rationale

- Using both a pre and posttest would help teachers measure overall growth
- Pretesting would help identify differentiation needs in the classroom
- Help facilitate teacher accountability for results and professional development

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Pretesting helps us to determine the need for differentiation with in the classroom. Pre and Post tests also

helps the teacher to determine how to proceed in teaching the individual students.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
In 2008-2009 teachers participated in a one hour presentation on formative assessment. In 2009-2010 a team of seven teachers and administrators will attend a five-day workshop to learn more about formative and substantive assessment at the high school level.	8/12/2009	3/5/2010	Shannon Brunink

2.1.1.1. Activity: Balanced Assessment Academy

Activity Description: In 2008-2009 teachers participated in a one hour presentation on formative assessment. In 2009-2010 a team of seven teachers and administrators will attend a five-day workshop to learn more about formative and substantive assessment at the high school level.

Activity Type: Revised

Planned staff responsible for implementing activity: Shannon Brunink

Actual staff responsible for implementing activity: Rhonda Pardue, Shannon Brunink, Ericka Foreman, Anna Kruizenga, Jim Brinkman, Jill Miskelley

Planned Timeline: Begin Date - 8/12/2009, End Date - 3/5/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Balanced Assessment Academy Workshop fee	General Funds	500.00	500.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

2.1.2. Strategy: Science Curriculum Documents

Strategy Statement: ·Create curriculum maps for each science course
 ·Identify gaps and overlaps in science curriculum and recommend solutions

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The teachers who teach our math and science courses must make sure that they are teaching the Grade Level Content Expectations. When the students take the MEAP and MME tests, they are prepared by those same teachers.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
OAISD offers multiple workshops for math and science teachers to identify the power expectations for their courses.	8/27/2008	6/4/2010	Virginia Grinzinger and Nathan Meyer

2.1.2.1. Activity: Power Expectation Workshops

Activity Description: OAISD offers multiple workshops for math and science teachers to identify the

power expectations for their courses.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Virginia Grinzinger and Nathan Meyer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/27/2008, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Power Expectations Workshops	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

2.2. Objective: Fraction Progress

Measurable Objective Statement to Support Goal : To improve student understanding in the area of fractions.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	Elementary teachers have spent many hours compiling fraction data and have purchased new fraction materials for use at all elementary levels. New vocabulary lists and lessons will be created. These will be implemented throughout the coming school years to help to improve our students' fraction performance.	

2.2.1. Strategy: Curriculum for Fraction Development

Strategy Statement: Elementary teachers have spent many hours compiling fraction data and have purchased new fraction materials for use at all elementary levels. New vocabulary lists and lessons will be created. These will be implemented throughout the coming school years to help to improve our students' fraction performance.

Selected Target Areas

SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.5 Fosters a learning community
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The students' MEAP data supports the need for a revamping of our elementary fraction development. A thorough look at our Montessori teaching manuals also revealed that our teachers' materials did not match from one classroom to another.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Elementary Teachers are working toward developing new fraction lessons to fill the holes in the current materials.	8/26/2009	6/4/2010	Upper and Lower Elementary teachers

2.2.1.1. Activity: Develop Fraction Lessons

Activity Description: Elementary Teachers are working toward developing new fraction lessons to fill the holes in the current materials.

Activity Type: None

Planned staff responsible for implementing activity: Upper and Lower Elementary teachers

Actual staff responsible for implementing activity: Upper and Lower Elementary Teachers

Planned Timeline: Begin Date - 8/26/2009, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Improving Fraction Curriculum	General Funds	5,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/24/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

Goal 3: Post-Secondary Goal

Content Area : Career and Employability Skills

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will increase their understanding of post-secondary opportunities school wide.

Gap Statement : The school mission "Preparing students for college and life" supports the goal of directing each student to university, college, of post-secondary study programs. Although the percentage of students who pursue studies after high school is impressive, a small percentage of high school graduates does not continue studies.

Cause for Gap : Our school also has a graduation requirement that the student must be accepted into a four year college or university. This will apply to the class of 2011.

Multiple measures/sources of data you used to identify this gap in student achievement : The Class of 2007 had 58 graduates; six students have not indicated how they would continue a post-secondary program of study.

The Class of 2008 had 55 graduates; six students have not indicated how they would continue a post-secondary program of study.

The Class of 2009 had 48 graduates; two students have not indicated how they would continue a post-secondary program of study. 81% of the graduates were admitted to a four year college or university.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Acceptance into a four year college or university is the measure of success. In 2011 all of our graduates will be accepted into a four year college or university.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

Contact Name : Cessandra Wright College Counselor

List of Objectives:

ID	Objective
5661	Our students will be exposed to more information and opportunities in order to learn more about post

ci Challenges : None

3.1. Objective: Post Secondary Understanding

Measurable Objective Statement to Support Goal : Our students will be exposed to more information and opportunities in order to learn more about post

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
0	All middle and high school students will participate in CAP class 30 minutes every school day. The CAP teachers will provide activities for enrichment about post-secondary opportunities.	
0	Our Spanish teachers tried to expand the experiences of the students by introducing them to native Spanish speakers and giving the students opportunities to see what Spanish opportunities exist when the leave the k-12 school environment.	

0	The music department requires that each student attend at least two events performed by either a college-level or professional-level musician. Students are asked to participate in festivals. Clinicians and guest ensembles will be brought in for more exposure to post-secondary music opportunities.
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3.1.1. Strategy: College Advisory Program (CAP)

Strategy Statement: All middle and high school students will participate in CAP class 30 minutes every school day. The CAP teachers will provide activities for enrichment about post-secondary opportunities.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Other school have counselors who disperse this information. We have one college counselor who helps make sure the juniors and seniors have all of their information completed, but we believe all teachers need to be a part of the learning community. Our students look to their CAP advisor to guide the learning process for deeper understanding in post-secondary opportunities.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CAP teachers occasionally meet before school to discuss upcoming lessons and plan for the year.	8/26/2009	5/7/2010	Cessie Wright, all CAP teachers

3.1.1.1. Activity: CAP teacher meetings

Activity Description: CAP teachers occasionally meet before school to discuss upcoming lessons and

plan for the year.

Activity Type: None

Planned staff responsible for implementing activity: Cessie Wright, all CAP teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 8/26/2009, End Date - 5/7/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CAP teacher meetings	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

3.1.2. Strategy: Spanish Department

Strategy Statement: Our Spanish teachers tried to expand the experiences of the students by introducing them to native Spanish speakers and giving the students opportunities to see what Spanish opportunities exist when they leave the k-12 school environment.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Teachers took surveys before and after visits by guest speakers and found the students interest levels to be higher after the activity.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Presentations are given by students who have participated in study abroad programs, Hope College Spanish education majors, a student teacher in the Spanish department, immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips were taken to Marguerita's Restaurant and to Hope College's Van Wylen library.	8/20/2008	6/4/2010	Spanish Faculty

3.1.2.1. Activity: Spanish Guest Speakers and field trips

Activity Description: Presentations are given by students who have participated in study abroad programs, Hope College Spanish education majors, a student teacher in the Spanish department, immigrants and second generation Americans, and Grand Valley State University Spanish students.

Field trips were taken to Marguerita's Restaurant and to Hope College's Van Wylen library.

Activity Type: None

Planned staff responsible for implementing activity: Spanish Faculty

Actual staff responsible for implementing activity: Spanish Faculty

Planned Timeline: Begin Date - 8/20/2008, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Spanish Guest Speakers and field Trips	No Funds Required	0.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	In 2008-2009 our Spanish faculty had many guest speakers and took field trips to Van Wylen library and the Spanish restaurant. In 2009-2010 they intend to continue to invite guest speakers from many different places.

3.1.3. Strategy: Music Department Activities

Strategy Statement: The music department requires that each student attend at least two events performed by either a college-level or professional-level musician.

Students are asked to participate in festivals.

Clinicians and guest ensembles will be brought in for more exposure to post-secondary music opportunities.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The more that students are exposed to higher level musicians, but more opportunities they will have open to them.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students must attend two post-secondary or higher concerts or performances. Guest artists and clinicians are brought in to work with and perform for the students. Festivals are attended by all levels and	8/26/2009	6/4/2010	Music Faculty

kinds of music groups.			
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3.1.3.1. Activity: Music Activities

Activity Description: Students must attend two post-secondary or higher concerts or performances.

Guest artists and clinicians are brought in to work with and perform for the students.

Festivals are attended by all levels and kinds of music groups.

Activity Type: None

Planned staff responsible for implementing activity: Music Faculty

Actual staff responsible for implementing activity: Music Faculty

Planned Timeline: Begin Date - 8/26/2009, End Date - 6/4/2010

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Music Activities	General Funds	2,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/21/2009	parduer@brpsk12.org	In Progress	Progress Status changed from Open to In Progress

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$24,000.00	\$500.00
No Funds Required	\$0.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Shannon	Brunink	Head of School	bruninks@brpsk12.org
Mrs.	Rhonda	Pardue	Curriculum Director	parduer@brpsk12.org
Mrs.	Barbara	Eriks	Elementary Team Leader	Eriksb@brpsk12.org
Mr.	James	Brinkman	Support Team Leader	Brinkmanj@brpsk12.org
Mrs.	Jeanne	Kane	Humanities Team Leader	Kanej@brpsk12.org
Mrs.	Barb	Zeller	Board Member	zellerj@yahoo.com
Dr.	Tom	Guarr	Board Member	tomg@gentex.com
Mrs.	Koree	Woodward	Math/Science Team Leader	Woodwardk@brpsk12.org
Mr.	Peter	Middleton	MVPS Team Leader	Middletonp@brpsk12.org
Mrs.	Fran	Olesen	Student Support Services	Olesenf@brpsk12.org
Mrs.	Barb	Ellis	Board Member	spindance.com
Mrs.	Ruth	Crouch	Board Member	blackriverwebs.com

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

At the origin of the three goals in the SIP the entire faculty worked in small groups to determine where our highest needs were. We also administered a parent survey to determine the areas the parents felt needed the most improvement.

Each year the five Team Leaders head teams of about 14 faculty members to plan and design the objectives and strategies making up each goal.

The board members(some are also parents)are involved in approving and improving the objectives set forth by the teams. The objectives are approved in August, then updated and revised if needed in January. Finally they are evaluated in June and new or continued objectives are suggested to work on for the next year.

The Head of School meets regularly with the team leaders to make sure they are continuing on the most helpful track.

The Curriculum Director does the physical writing of the School Improvement Plan and also provides guidance to the Team Leaders. The current Curriculum Director is also a member of the Math/Science Team.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Team Leaders and Department Heads work with faculty members to provide and create the best possible curriculum. Teams work toward goals that are student centered and promote quality instructional practices. The standard MEAP and MME assessments are given in accordance with the State of Michigan. 2nd through 8th grade students take scantron tests to help with placement in English and Mathematics. Individual teachers are given autonomy in the classroom and they use individual assessments to determine where the students are and how much they are learning. At the middle school and high school levels most disciplines use common assessments for finals, but not necessarily during the school year. The board has a Curriculum Committee that addresses any specific issues that may come up regarding curriculum. The board also has a Goals Review Committee that ensures the goals set by each team are sound educational practices and are measurable.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Monthly, a news report called the Ripples, is published. In it information is published about after school clubs, opportunities to become involved in school activities, and exciting happenings from the whole school. In Infinite Campus, each teacher publishes a newsletter monthly that describes the activities and assessments occurring in their classrooms. Teachers also keep their grades available to individual parents through an online portal, also in Infinite Campus. At board meeting the latest testing data is made available to the board. It is also publish by the local newspapers.

Statement of Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Head of School

Address:

491 Columbia Ave., Holland, MI 49423

Telephone Number:

(616) 355-0055 ext. 103

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Training in Response to Intervention will be essential to make this plan work. The first teacher meetings will incorporate a speaker/trainer for RtI. We will also send a team to the Balanced Assessment training. A group of five high school teachers will be working on implementing different kinds of assessment. Monthly team and department meetings are also planned to keep all faculty focused on the goals.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Black River's available fiscal resources support our overall school improvement plan through funding professional development and teacher training, special education, and our school-wide RtI program, which identifies students who are at risk or below grade level. This program of professional and para-professional support of student literacy, math and language arts skills continues to develop based on Black River's Comprehensive Needs Assessment, on our specific program goals and strategies, and in response to changing student needs, improvements in school systems and elements required by state/federal education offices.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

During the goal review at the end of 2008-2009 it became apparent to the school board that Black River was in need of improved technology. As a result the board and the head of school committed resources to add to technology of the school. The elementary school has added computers and view screens. The upper school has added one SMART board in the science department and many additional computers. Projection screens attached to computers have also been added to almost every classroom. Black River has also added wireless communications throughout the main building.