District Improvement Plan

Black River Public School

Mr. Shannon E Brunink, Superintendent
491 Columbia Avenue
Holland, MI 49423-4838

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School System 4

System's Purpose 5

Notable Achievements and Areas of Improvement 7

Additional Information 8

Improvement Plan Stakeholder Involvement

Introduction 10

Improvement Planning Process 11

District Additional Requirements Diagnostic

Introduction 13

District Additional Requirements Diagnostic 14

District Improvement Plan June 2016

Overview 18

Goals Summary 19

Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels. 20

Goal 2: All students will increase their understanding and knowledge of post-secondary opportunities school-wide. . . . 23

Goal 3: All students will show improvement in reading comprehension. 24
Goal 4: All students will show improvement in writing skills across the curriculum. 27
Goal 5: All students at Black River Public School will be given resources for transitions between grade levels. 28
Goal 6: Provide Montessori Training to Teachers New to Black River 30

Activity Summary by Funding Source 32

Activity Summary by School 37

Introduction

The District Improvement Plan (DIP) 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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Executive Summary

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Black River Public School is a non-profit public school academy that prides itself in focusing on college preparation and class sizes with an average of twenty students in its academic offerings. Located in the Western Michigan lakeshore community of Holland with borders on Lake Michigan, Holland represents many different ways of life, employment and backgrounds. Included in these would be a lakeshore living population, a suburban population and also a city population with some of the same characteristics, opportunities and issues of other cities around our state.

The Black River school community represents more than just the neighborhood by which it is surrounded. While the school is located within the city limits of Holland, the school attracts more students from the surrounding areas outside of these city limits than from within. This provides demographics that not only represent the students who walk to school or think of the school as a community choice, but also those who come into a community possibly very different from their own to attend. An example of this in regard to race is our student population representing a blend of area school districts rather than the immediate neighborhood. In this regard,student racial demographics are representative of the Holland/Zeeland areas and include about 26% of students being non-caucasion. The majority of our non-caucasion students are Hispanic/Latino with students of Asian descent being the second largest group. Staff racial demographics are nearly all caucasion.

The Holland and Black River community is one that is interested in education and educational choices. It has pride in recent awards for being a great place to live and invests in opportunities for community arts and festivals. Some of the challenges faced by the school and community are much like other places and have to do with the uncertainty of school funding and the difficulty in supporting a new and innovative structure for school that relies on traditional public policies. While these challenges sometimes feel counterproductive to our mission of preparing students for college and life, they are there, they are real, and we must continue to work through them.

Black River opened its new elementary building last fall and increase enrollment by roughly 100 students. This new building, along with a new gymnasium and locker room facility, new science labs and technology improvements are supported through donations and our commitment to saving dollars for the future.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

BLACK RIVER MISSION

Our mission is to prepare each student for college and for life through a challenging curriculum which 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.

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.

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 an 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.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 kindergarten, 1, 2, 3, 4, and 5, a 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 and classes will be targeted to be an average class size of 20.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

In recent years, Black River has been recognized as a Michigan School of Excellence and has been rated as high as #1 by the Washington Post as a best high school in Michigan. This past year, our Head of School, Shannon Brunink was recognized as the Administrator of the year by Michigan Association of Public School Academies. Our music programs have won awards including outstanding Jazz Band at festivals and competitions. Our cooperative First Robotics team with Holland Public Schools also won the world robotics championship in 2014 in St. Louis! Some of our athletics teams have won district championships in recent years as well as having stand out individual athletes in multiple sports. This is on top of millions of dollars in college scholarships as well as 2015's graduating class scoring a composite average 25 on the ACT. Students are achieving and thriving!

For the future, the school plans to integrate more student choice in it's academic offerings as well as more project based learning. While we will remain a Montessori elementary school and a liberal arts focused 6th - 12th grade, we see great value in student choice and engagement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Black River Public School serves all children including our special education population of nearly 12% of the student body. Students are selected through a random lottery and we strive to serve our community through our activities during the school day as well as our community service requirements for all of our students.

Black River has a college acceptance requirement for all seniors. While they do not have to attend a 4 year college or university after high school, they must be accepted in order to receive a Black River diploma.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improvement Plan Stakeholder Involvement

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Black River has a multi-tiered process for school improvement.

Monthly Meetings are held for Full-faculty, departments and department heads addressing school academic issues. Also, grade level meetings are held each semester for planning and collaboration based on collaborative opportunities and academic achievement goals for individual students. These meetings are with agendas and reported back to the Head of School.

As well as the meetings, the Black River staff has received training on Instructional Rounds in Education and implemented these rounds and a plan for moving forward in our school improvement. Past topics included Socratic teaching methods and new staff development. This coming year will continue to focus on these as well as student choice in their learning.

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

For all of our improvement items, committees have been created to help to make sure we are representing all stakeholders.

For our capital campaign, all four tiers of our goals including the new elementary, new science labs, new gymnasium/cafeteria space and technology improvements included parents, students, board members and school staff on the planning committees.

Staff is also directly involved in their professional development plans as they participate in Instructional Rounds in Education to determine our next steps in development and training.

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

The final improvement plan is being communicated now through department heads (Navigators) to teachers. Teachers will focus on our goals and parents will receive information in our monthly newsletter (The Black River Ripples). Previous goals are included in our plan and will continue to be worked on as we go forward.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

District Additional Requirements Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	No	The School Improvement Team does not review the CIMS data however our Director of Special Education handles this with his team and reports as necessary to the Head of School.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	As necessary, our Director of Special Education reports on necessary pieces from the data that will fit with whole school improvement.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Along with our many technological upgrades over the past two years, we have also added design classes using our new technology as well as a 3d printer for students to understand how the design transfers to a product. Our technologist also brings technology integration ideas to staff with support.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	This is interwoven into our classes and evident in practice.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Yes but not as required technology courses. Technology is integrated into the research students must do as well as the writing and many other activities they must complete.	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Shannon Brunink Head of School 491 Columbia Ave. Holland, MI 49423 616-355-0055 ext. 103	

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

District Improvement Plan June 2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Overview

Plan Name

District Improvement Plan June 2016

Plan Description

June 2016 District Improvement Plan

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.	Objectives: 2 Strategies: 5 Activities: 6	Academic	$1000
2	All students will increase their understanding and knowledge of post-secondary opportunities school-wide.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
3	All students will show improvement in reading comprehension.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$83294
4	All students will show improvement in writing skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$1000
5	All students at Black River Public School will be given resources for transitions between grade levels.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$1000
6	Provide Montessori Training to Teachers New to Black River	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$14320

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency improvement in the area of fractions in Mathematics by 06/09/2017 as measured by Growth measures including MAP testing as well as teacher assessment.

Strategy 1:

Curriculum to Develop Fraction Understanding - Elementary teachers continue to compile fraction data and have purchased new fraction materials for use at all elementary levels. Modifications to vocabulary lists and lessons will be created. These will be implemented throughout the coming school years to help to improve our students' fraction performance. Delta Math and MAP testing results will be used to develop baselines and project growth.

Category: Mathematics

Research Cited: The students' M-Step and Star Math data supports the need for improvement 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.

Tier: Tier 1

Activity - Develop Fraction Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials. Schools: All Schools	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	General Fund	Elementary and Middle School Teachers

Activity - Implementing Curriculum Alignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work in departments and content areas to fully align (vertically through grade levels) our curriculum based on CCSS when applicable (math/fractions in this case). Schools: All Schools	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	General Fund	Shannon Brunink, Jim Levering, Tricia Schrotenboer, Department Heads, Teachers at all Levels

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Measurable Objective 2:

100% of All Students will demonstrate a proficiency improvement in math and science from pre-test to post-test in Mathematics by 06/09/2017 as measured by Teacher created pre and post-tests.

Strategy 1:

Incorporation of Experiential Learning - Math and science teachers will continue to incorporate more experiential learning into their general education classrooms.

Category: Mathematics

Research Cited: Teachers have observed that students tend to retain more knowledge and feel more confident in the classroom when they actively experience learning.

Tier: Tier 1

Activity - Experiential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will continue to create new experiential learning activities within each class. Schools: All Schools	Other - Implementation	Tier 1	Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Jim Levering, Department Heads, Teachers at all Levels

Strategy 2:

Pre and Post Tests - To determine best methods of instruction, teachers will give a pre-test prior to any instruction at the beginning of the school year (or semester) and an identical post-test at the end of the school year (or semester) Rationale *Using both a pre- and post-test will help teachers measure overall growth. *Pre-testing will help identify differentiation needs in the classroom. *Monitoring pre- and post-tests will help facilitate teacher accountability for results and professional development.

Category: Mathematics

Research Cited: Pre-testing will help us to determine the need for differentiation within the classroom. Pre- and post-tests also will help the teacher to determine how to proceed in teaching and modifying for individual students as needed.

Tier: Tier 1

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth. Schools: All Schools	Curriculum Development	Tier 1	Monitor	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Jim Levering, Fran Oleson, Caleb Fisher, Teachers through 9th Grade

Strategy 3:

Science Curriculum Documents - Create curriculum maps for each science course using the Common Core and Next Generation Science Standards as a back-bone for that development. *Identify gaps and overlaps in science curriculum and recommend solutions.

Category: Science

Research Cited: The teachers who teach our math and science courses must make sure that they are teaching with active reference to current content standards.

Tier: Tier 1

Activity - Science Department Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science department members will collaborate to study and revise science curriculum with respect to the content standards to determine areas of concern, overlap and gaps. Schools: All Schools	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$1000	General Fund	Shannon Brunink, Angela Aumaugher

Strategy 4:

Teacher Collaboration - As Common Core expects students to become better critical thinkers and more savvy in understanding how academic areas of learning complement each other, teachers will collaborate across grade levels to support student growth in mathematics. Specific meetings will be held to support this strategy.

Category: Other - Full Staff

Research Cited: Best Practices. Head of School and Team Leaders attended a multi-day workshop with a focus on collaboration. Furthermore, front-loading for the shift in standards will support the need for more collaboration.

Tier: Tier 1

Activity - Teacher Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules. Schools: All Schools	Other - Full-Staff Collaboration	Tier 1	Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Jim Levering - All teaching staff will participate along with School Counselor

Goal 2: All students will increase their understanding and knowledge of post-secondary opportunities school-wide.

Measurable Objective 1:

collaborate to increase student understanding and knowledge of post-secondary opportunities school-wide. by 06/09/2017 as measured by Teacher assessment by 06/09/2017 as measured by Teacher assessment.

Strategy 1:

College Advisory Program (CAP) - All middle and high school students continue to participate in CAP class 30 minutes every school day. The CAP teachers will provide activities for enrichment about post-secondary opportunities.

Category: School Culture

Research Cited: Other schools have guidance 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 college advisory learning community. Our students look to their CAP advisor to guide their learning process in order for there to be deeper understanding in post-secondary opportunities.

Tier:

Activity - Teacher Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CAP teachers meet at designated sessions during staff end-of-summer staff inservice to discuss upcoming lessons, new ideas, and plans for the year. Also, as CAP continues to be defined and improved, new strategies will be included in our before school staff in-services. Schools: All Schools	Teacher Collaboration		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Cessandra Wright, Tricia Schrotenboer and all 6th - 12th grade CAP teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 2:

Music Department Activities - 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 are invited to give students more exposure to post-secondary music opportunities and to learn from those who have already been successful in these music endeavors.

Category: Elective Courses

Research Cited: As students are exposed to the expertise of higher-level musicians and demonstration of their musical gifts, the students will learn about more musical opportunities they will have open to them.

Tier:

Activity - Music Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	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 kinds of music groups. Schools: All Schools	Extra Curricular		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink and Music Staff

Strategy 3:

Spanish Department - Our Spanish teachers endeavor to expand the experiences of the students by introducing them to native Spanish speakers, giving the students opportunities to see what Spanish opportunities exist when they leave the K-12 school environment, in an attempt for students to feel more comfortable speaking Spanish as part of the school and local community.

Category: Elective Courses

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

Tier:

Activity - Spanish Guest Speakers and field trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presentations have been given by students who have participated in study-abroad programs, Hope College Spanish education majors, Spanish department student-teachers , immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips have been taken to local Mexican restaurants and to Hope College's Van Wylen library. Schools: All Schools	Field Trip		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink and Spanish Staff

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal 3: All students will show improvement in reading comprehension.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in reading comprehension in English Language Arts by 06/09/2017 as measured by NWEA MAP testing, MEAP scores and teacher assessment.

Strategy 1:

EBLI Training - A reading consultant will work with staff and students on reading strategies.

Category: English/Language Arts

Research Cited: Best Practices: The reading consultant has specialized training and has helped both teachers and students in working with teaching students how to read. Reading Recovery training added in the summer of 2011 and will be continued in future school years.

Tier: Tier 1

Activity - Staff training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training are also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell. Teachers in Kindergarten through 5th grade will be trained in EBLI. Schools: All Schools	Professional Learning	Tier 1		06/29/2016	06/09/2017	$5000	Title II Part A	Shanon Brunink, Jim Levering, Fran Oleson, Teachers trained in EBLI

Activity - Student Pull - Out/Teacher Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Title 1 teachers Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will Pull-out students and Push-into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals. Schools: All Schools	Academic Support Program		Implement	06/29/2016	06/09/2017	$39147	Title I Part A	Shannon Brunink, Jim Levering and Title I staff - Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.

Strategy 2:

Vertical Curriculum Alignment - To support reading comprehension, staff will focus on CCSS and alignment through all grades.

Category: Other - All Departments and Grade Levels

Research Cited: Best Practices. Data shows that a consistent approach with teachers who understand content alignment fosters academic growth.

Tier: Tier 1

Activity - Teacher Collaboration/Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-services and continued training on CCSS. Schools: All Schools	Curriculum Development	Tier 1		06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Jim Levering, Department Heads, Teachers

Strategy 3:

Para-Professionals - Use 1.6 FTE parapro

Category: Learning Support Systems

Research Cited: EBLI trained staff using EBLI

Tier: Tier 1

Activity - Pull-Out/Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Parapros trained in EBLI working with students Schools: All Schools	Academic Support Program	Tier 1	Implement	06/29/2016	06/09/2017	$39147	Title I Part A	Parapros/Title I Teachers including Fran Oleson, Christin Lankheet and Mike Slagter.

Goal 4: All students will show improvement in writing skills across the curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in writing skills across the curriculum in English Language Arts by 06/09/2017 as measured by Teacher assessment and potentially M-Step data.

Strategy 1:

Reading Across the Curriculum - All courses in the school include reading as a part of their everyday curriculum.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Math department Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department uses a curriculum that encourages and depends on students' ability to read and interpret information. Schools: All Schools	Direct Instruction	Tier 1		06/29/2016	06/09/2017	$0	No Funding Required	Shanon Brunink, Nathan Meyer, Math Teachers

Strategy 2:

Students will show growth in their literacy - Students will show growth in their literacy by reading and writing in all content areas.

Category: English/Language Arts

Research Cited: Observations of student writing by classroom teachers. Reflections among colleagues at the end of the school year. Necessity of continued monitoring of reading growth. Interventions using a consistent system for documentation.

Tier: Tier 1

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Reading Assessment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A continuation new reading assessment program: Fountas & Pinnell. Schools: All Schools	Direct Instruction		Monitor	06/29/2016	06/09/2017	$1000	General Fund	Shannon Brunink, Jim Levering and all elementary staff

Activity - Reader's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach various reading strategies through the implementation of the MAISA Reader's Workshop units of study to improve students reading skills Schools: All Schools	Direct Instruction, Teacher Collaboration			06/29/2016	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink and Elementary Teachers

Strategy 3:

Teacher Collaboration - Teachers will collaborate across grade-levels and across curriculum to support students in attaining improved English Language Arts skills.

Category: Other - All Departments and Grade Levels

Research Cited: Best Practices. Head of School and Department Chairs participated in a multi-day workshop on teacher collaboration and the benefits for school improvement. Instructional Rounds strategies will also be implemented to support this strategy.

Tier:

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaboration Meetings in grade levels and in our Instructional Rounds discussions. Schools: All Schools	Teacher Collaboration, Professional Learning		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Shannon Brunink, Department Chairs

Goal 5: All students at Black River Public School will be given resources for transitions between grade levels.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Measurable Objective 1:

collaborate to help students understand the changing expectations as they progress through different grade levels, programs and buildings by 06/09/2017 as measured by Students being able to explain the expectations of the grade/program/building they are transitioning to. .

Strategy 1:

College Advisory Period - 6th grade students have a new curriculum in their College Advisory Period or "CAP" class. This class meets for 25 minutes each day and the focus will be on "Success in School." A teacher will work with the school counselor to develop the lessons and focus areas.

Category: Learning Support Systems

Research Cited: Faculty input has shown that this is needed as students have been struggling in the transitions from grade levels, programs and buildings.

Tier:

Activity - 6th Grade Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Grade students will be going to a camp to do team building. Schools: All Schools	Field Trip, Community Engagement, Academic Support Program, Teacher Collaboration, Behavioral Support Program		Implement	08/29/2016	08/29/2016	$1000	General Fund	All 6th Grade Teachers

Strategy 2:

Math Interventions - Students will be given math interventions during their G Period elective class as needed.

Category: Mathematics

Research Cited: This is a direct result of students being identified for interventions and help by our math teachers. Research from Response to Intervention supports this strategy.

Tier:

Activity - Monitor Progress of Students in Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teachers look at effectiveness of interventions with these struggling learners Schools: All Schools	Academic Support Program	Tier 1		06/29/2016	06/09/2017	$0	No Funding Required	Middle School Math Teachers

Strategy 3:

Establish Strong Relationships with Parents and Students to Ease Transitions - Staff will offer opportunities for elementary parents and students to get acclimated to new classroom environments, teachers, and expectations. This will help to prepare each child by alleviating anxieties associated with moving on to the next level.

Category: School Culture

Research Cited: Black River Montessori Elementary has 4 levels of transition: 1) entering Kindergarten, 2) Kindergarten to Lower Elementary, 3) Lower Elementary to Upper Elementary, and 4) Upper Elementary to (non-Montessori) 6th grade which is housed in a different building. Faculty input has shown that this is needed as students have been struggling with the transitions from grade levels and buildings.

Tier:

Activity - House Visits for Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are expected to visit the homes of their incoming students before the start of the school year to establish early relationships and gain perspective on the living situation of the child. Teachers were also able to administer pre-assessments during these visits to gather academic data on each child. Schools: All Schools	Parent Involvement, Community Engagement, Behavioral Support Program		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Elementary teachers

Activity - Shadow Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the spring, students at each transition level (Kindergarten, Lower Elementary, and Upper Elementary) go up to the next level to 'shadow' the upcoming grade. This allows them to gain an understanding of what is expected of them during the upcoming school year. Schools: All Schools	Other - Students visit classrooms before transitioning		Implement	06/29/2016	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Elementary and Middle School Staff

Goal 6: Provide Montessori Training to Teachers New to Black River

Measurable Objective 1:

demonstrate a proficiency in Montessori teaching practices. by 07/01/2017 as measured by Completion of Montessori training..

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 1:

Montessori Training - Teachers will be trained to effectively run a Montessori classroom.

Category: Other - Teacher Training

Research Cited: We have found that our elementary teachers who have received formal Montessori training have been most successful.

Tier:

Activity - Michigan Montessori Teacher Education Center Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8 weeks of Montessori training at the MMTEC. Schools: All Schools	Professional Learning			06/23/2016	06/30/2017	$14320	Section 31a	School Administration

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff training	Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training are also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell. Teachers in Kindergarten through 5th grade will be trained in EBLI.	Professional Learning	Tier 1		06/29/2016	06/09/2017	$5000	Shanon Brunink, Jim Levering, Fran Oleson, Teachers trained in EBLI

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Assessment Program	A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	06/29/2016	06/09/2017	$1000	Shannon Brunink, Jim Levering and all elementary staff
Science Department Planning Meetings	Science department members will collaborate to study and revise science curriculum with respect to the content standards to determine areas of concern, overlap and gaps.	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$1000	Shannon Brunink, Angela Aumaugher

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

6th Grade Retreat	6th Grade students will be going to a camp to do team building.	Field Trip, Community Engagement, Academic Support Program, Teacher Collaboration, Behavioral Support Program		Implement	08/29/2016	08/29/2016	$1000	All 6th Grade Teachers
Develop Fraction Lessons	Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials.	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	Elementary and Middle School Teachers
Implementing Curriculum Alignments	Staff will work in departments and content areas to fully align (vertically through grade levels) our curriculum based on CCSS when applicable (math/fractions in this case).	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Tricia Schrotenboer, Department Heads, Teachers at all Levels

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Montessori Teacher Education Center Program	8 weeks of Montessori training at the MMTEC.	Professional Learning			06/23/2016	06/30/2017	$14320	School Administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Progress of Students in Intervention	Teachers look at effectiveness of interventions with these struggling learners	Academic Support Program	Tier 1		06/29/2016	06/09/2017	$0	Middle School Math Teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Reader's Workshop	Teach various reading strategies through the implementation of the MAISA Reader's Workshop units of study to improve students reading skills	Direct Instruction, Teacher Collaboration			06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink and Elementary Teachers
Experiential Learning	Each teacher will continue to create new experiential learning activities within each class.	Other - Implementation	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Department Heads, Teachers at all Levels
Shadow Days	In the spring, students at each transition level (Kindergarten, Lower Elementary, and Upper Elementary) go up to the next level to 'shadow' the upcoming grade. This allows them to gain an understanding of what is expected of them during the upcoming school year.	Other - Students visit classrooms before transitioning		Implement	06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary and Middle School Staff
Math department Curriculum	The math department uses a curriculum that encourages and depends on students' ability to read and interpret information.	Direct Instruction	Tier 1		06/29/2016	06/09/2017	$0	Shanon Brunink, Nathan Meyer, Math Teachers
NWEA MAP Testing	Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Curriculum Development	Tier 1	Monitor	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Fran Oleson, Caleb Fisher, Teachers through 9th Grade
Teacher Collaboration Meetings	Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Other - Full-Staff Collaboration	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering - All teaching staff will participate along with School Counselor

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teacher Collaboration/Content Area Meetings	In-services and continued training on CCSS.	Curriculum Development	Tier 1		06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Department Heads, Teachers
House Visits for Elementary Students	Teachers are expected to visit the homes of their incoming students before the start of the school year to establish early relationships and gain perspective on the living situation of the child. Teachers were also able to administer pre-assessments during these visits to gather academic data on each child.	Parent Involvement, Community Engagement, Behavioral Support Program		Implement	06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary teachers
Music Activities	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.	Extra Curricular		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink and Music Staff
Spanish Guest Speakers and field trips	Presentations have been given by students who have participated in study-abroad programs, Hope College Spanish education majors, Spanish department student-teachers , immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips have been taken to local Mexican restaurants and to Hope College's Van Wylen library.	Field Trip		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink and Spanish Staff
Teacher Collaboration	Teacher collaboration Meetings in grade levels and in our Instructional Rounds discussions.	Teacher Collaboration, Professional Learning		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Department Chairs
Teacher Collaboration Meetings	CAP teachers meet at designated sessions during staff end-of-summer staff inservice to discuss upcoming lessons, new ideas, and plans for the year. Also, as CAP continues to be defined and improved, new strategies will be included in our before school staff in-services.	Teacher Collaboration		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Cessandra Wright, Tricia Schrotenboer and all 6th - 12th grade CAP teachers

Title I Part A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pull-Out/Push-In	Parapros trained in EBLI working with students	Academic Support Program	Tier 1	Implement	06/29/2016	06/09/2017	$39147	Parapros/Title I Teachers including Fran Oleson, Christin Lankheet and Mike Slagter.
Student Pull - Out/Teacher Push-In	Title 1 teachers Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will Pull-out students and Push-into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program		Implement	06/29/2016	06/09/2017	$39147	Shannon Brunink, Jim Levering and Title I staff - Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Fraction Lessons	Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials.	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	Elementary and Middle School Teachers
Implementing Curriculum Alignments	Staff will work in departments and content areas to fully align (vertically through grade levels) our curriculum based on CCSS when applicable (math/fractions in this case).	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Tricia Schrotenboer, Department Heads, Teachers at all Levels
Experiential Learning	Each teacher will continue to create new experiential learning activities within each class.	Other	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Department Heads, Teachers at all Levels
NWEA MAP Testing	Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Curriculum Development	Tier 1	Monitor	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Fran Oleson, Caleb Fisher, Teachers through 9th Grade

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Science Department Planning Meetings	Science department members will collaborate to study and revise science curriculum with respect to the content standards to determine areas of concern, overlap and gaps.	Curriculum Development	Tier 1	Implement	06/29/2016	06/09/2017	$1000	Shannon Brunink, Angela Aumaugher
Teacher Collaboration Meetings	Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Other	Tier 1	Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering - All teaching staff will participate along with School Counselor
Staff training	Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training are also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell. Teachers in Kindergarten through 5th grade will be trained in EBLI.	Professional Learning	Tier 1		06/29/2016	06/09/2017	$5000	Shanon Brunink, Jim Levering, Fran Oleson, Teachers trained in EBLI
Student Pull - Out/Teacher Push-In	Title 1 teachers Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will Pull-out students and Push-into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program		Implement	06/29/2016	06/09/2017	$39147	Shannon Brunink, Jim Levering and Title I staff - Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.
Teacher Collaboration/Content Area Meetings	In-services and continued training on CCSS.	Curriculum Development	Tier 1		06/29/2016	06/09/2017	$0	Shannon Brunink, Jim Levering, Department Heads, Teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Pull-Out/Push-In	Parapros trained in EBLI working with students	Academic Support Program	Tier 1	Implement	06/29/2016	06/09/2017	$39147	Parapros/Title I Teachers including Fran Oleson, Christin Lankheet and Mike Slagter.
Math department Curriculum	The math department uses a curriculum that encourages and depends on students' ability to read and interpret information.	Direct Instruction	Tier 1		06/29/2016	06/09/2017	$0	Shanon Brunink, Nathan Meyer, Math Teachers
Reading Assessment Program	A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	06/29/2016	06/09/2017	$1000	Shannon Brunink, Jim Levering and all elementary staff
Reader's Workshop	Teach various reading strategies through the implementation of the MAISA Reader's Workshop units of study to improve students reading skills	Direct Instruction, Teacher Collaboration			06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink and Elementary Teachers
Teacher Collaboration	Teacher collaboration Meetings in grade levels and in our Instructional Rounds discussions.	Teacher Collaboration, Professional Learning		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Department Chairs
Teacher Collaboration Meetings	CAP teachers meet at designated sessions during staff end-of-summer staff inservice to discuss upcoming lessons, new ideas, and plans for the year. Also, as CAP continues to be defined and improved, new strategies will be included in our before school staff in-services.	Teacher Collaboration		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink, Cessandra Wright, Tricia Schrotenboer and all 6th - 12th grade CAP teachers
Music Activities	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.	Extra Curricular		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink and Music Staff

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Spanish Guest Speakers and field trips	Presentations have been given by students who have participated in study-abroad programs, Hope College Spanish education majors, Spanish department student-teachers , immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips have been taken to local Mexican restaurants and to Hope College's Van Wylen library.	Field Trip		Implement	06/29/2016	06/09/2017	$0	Shannon Brunink and Spanish Staff
6th Grade Retreat	6th Grade students will be going to a camp to do team building.	Field Trip, Community Engagement, Academic Support Program, Teacher Collaboration, Behavioral Support Program		Implement	08/29/2016	08/29/2016	$1000	All 6th Grade Teachers
Monitor Progress of Students in Intervention	Teachers look at effectiveness of interventions with these struggling learners	Academic Support Program	Tier 1		06/29/2016	06/09/2017	$0	Middle School Math Teachers
House Visits for Elementary Students	Teachers are expected to visit the homes of their incoming students before the start of the school year to establish early relationships and gain perspective on the living situation of the child. Teachers were also able to administer pre-assessments during these visits to gather academic data on each child.	Parent Involvement, Community Engagement, Behavioral Support Program		Implement	06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary teachers
Shadow Days	In the spring, students at each transition level (Kindergarten, Lower Elementary, and Upper Elementary) go up to the next level to 'shadow' the upcoming grade. This allows them to gain an understanding of what is expected of them during the upcoming school year.	Other		Implement	06/29/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary and Middle School Staff
Michigan Montessori Teacher Education Center Program	8 weeks of Montessori training at the MMTEC.	Professional Learning			06/23/2016	06/30/2017	$14320	School Administration

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Black River Public School Elementary

Black River Public School

Mr. Jim Levering
513 Columbia Avenue
Holland, MI 49423

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 7

Additional Information 8

Improvement Plan Stakeholder Involvement

Introduction 10

Improvement Planning Process 11

School Data Analysis

Introduction 13

Demographic Data 14

Process Data 16

Achievement/Outcome Data 18

Perception Data 23

Summary 26

School Additional Requirements Diagnostic

Introduction 28

School Additional Requirements Diagnostic 29

Elementary SIP 2016-2017

Overview 32

Goals Summary 33

Goal 1: Goal 2: All students will show improvement in reading comprehension. 34

Goal 2: Goal 3: All students will show improvement in writing skills across the curriculum. 36

Goal 3: To Provide Montessori Training for New Teachers at Black River Montessori Elementary 37

Goal 4: Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels. 38

Goal 5: Goal 4: All students at Black River Public School will be given resources for transitions between grade levels.G . 41

Activity Summary by Funding Source 43

Introduction

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Executive Summary

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Black River Public School is a non-profit public school academy that prides itself in focusing on college preparation and class sizes with an average of twenty students in its academic offerings. Located in the Western Michigan lakeshore community of Holland with borders on Lake Michigan, Holland represents many different ways of life, employment and backgrounds. Included in these would be a lakeshore living population, a suburban population and also a city population with some of the same characteristics, opportunities and issues of other cities around our state.

The Black River school community represents more than just the neighborhood by which it is surrounded. While the school is located within the city limits of Holland, the school attracts more students from the surrounding areas outside of these city limits than from within. This provides demographics that not only represent the students who walk to school or think of the school as a community choice, but also those who come into a community possibly very different from their own to attend. An example of this in regard to race is our student population representing a blend of area school districts rather than the immediate neighborhood. In this regard,student racial demographics are representative of the Holland/Zeeland areas and include about 26% of students being non-caucasion. The majority of our non-caucasion students are Hispanic/Latino with students of Asian descent being the second largest group. Staff racial demographics are nearly all caucasion.

The Holland and Black River community is one that is interested in education and educational choices. It has pride in recent awards for being a great place to live and invests in opportunities for community arts and festivals. Some of the challenges faced by the school and community are much like other places and have to do with the uncertainty of school funding and the difficulty in supporting a new and innovative structure for school that relies on traditional public policies. While these challenges sometimes feel counterproductive to our mission of preparing students for college and life, they are there, they are real, and we must continue to work through them.

Black River opened its new elementary building last fall and increase enrollment by roughly 100 students. This new building, along with a new gymnasium and locker room facility, new science labs and technology improvements are supported through donations and our commitment to saving dollars for the future.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

BLACK RIVER MISSION

Our mission is to prepare each student for college and for life through a challenging curriculum which 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.

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.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 an 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.

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 kindergarten, 1, 2, 3, 4, and 5, a 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 and classes will be targeted to be an average class size of 20.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In recent years, Black River has been recognized as a Michigan School of Excellence and has been rated as high as #1 by the Washington Post as a best high school in Michigan. This past year, our Head of School, Shannon Brunink was recognized as the Administrator of the year by Michigan Association of Public School Academies. Our music programs have won awards including outstanding Jazz Band at festivals and competitions. Our cooperative First Robotics team with Holland Public Schools also won the world robotics championship in 2014 in St. Louis! Some of our athletics teams have won district championships in recent years as well as having stand out individual athletes in multiple sports. This is on top of millions of dollars in college scholarships as well as 2015's graduating class scoring a composite average 25 on the ACT. Students are achieving and thriving!

For the future, the school plans to integrate more student choice in it's academic offerings as well as more project based learning. While we will remain a Montessori elementary school and a liberal arts focused 6th - 12th grade, we see great value in student choice and engagement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Black River Public School serves all children including our special education population of nearly 12% of the student body. Students are selected through a random lottery and we strive to serve our community through our activities during the school day as well as our community service requirements for all of our students.

Black River has a college acceptance requirement for all seniors. While they do not have to attend a 4 year college or university after high school, they must be accepted in order to receive a Black River diploma.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improvement Plan Stakeholder Involvement

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Black River has a multi-tiered process for school improvement.

Monthly Meetings are held for Full-faculty, departments and department heads addressing school academic issues. Also, grade level meetings are held each semester for planning and collaboration based on collaborative opportunities and academic achievement goals for individual students. These meetings are with agendas and reported back to the Head of School.

As well as the meetings, the Black River staff has received training on Instructional Rounds in Education and implemented these rounds and a plan for moving forward in our school improvement. Past topics included Socratic teaching methods and new staff development. This coming year will continue to focus on these as well as student choice in their learning.

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

For all of our improvement items, committees have been created to help to make sure we are representing all stakeholders.

For our capital campaign, all four tiers of our goals including the new elementary, new science labs, new gymnasium/cafeteria space and technology improvements included parents, students, board members and school staff on the planning committees.

Staff is also directly involved in their professional development plans as they participate in Instructional Rounds in Education to determine our next steps in development and training.

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

The final improvement plan is being communicated now through department heads (Navigators) to teachers. Teachers will focus on our goals and parents will receive information in our monthly newsletter (The Black River Ripples). Previous goals are included in our plan and will continue to be worked on as we go forward.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Data Analysis

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has been steady and actually increased by about 100 students in the 2015-2016 school year. We are a charter school with a waiting list and we added space to accommodate students from that list. Our challenge is finding a way to fit more students in our school to accommodate some more that would like to come to Black River.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance rates are very steady at around 90% attendance each day. Our challenge has been with reaching the few families that seem to struggle chronically with getting to school.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We have been steady with very few extended suspensions or expulsions. Discipline referrals range from mostly small behavior issues to tardy detentions/referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We entering year 3 with some of our most challenged students with a school counselor. Attendance and academic issues seem to be (not surprisingly) linked to our disadvantaged students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have had a stable teaching and administrative staff. This year, with our increased enrollment, we also added an Elementary Administrator to assist in administrative demands. Being a small school, it is important to have continuity to sustain student achievement. This continuity is evident in our department chairs being in their positions for consistent years as well.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Much. Experience in our system is key - although new ideas and new teachers have proven to have a positive impact as well.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We have not had a large amount of these absences. We all understand that being here while students are present is vital to the school and the students achieving.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We have a wellness bonus that rewards teachers for being at school and not using up their allotted sick days. Students are better off with teachers being present in the class but sometimes there are valuable professional learning opportunities that affect students in very positive ways when their teachers are able to participate in them.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Encouragement to use their time away in useful ways that will impact students. Also, sharing information from PD to help the entire staff.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

We are very strong in our Purpose and Direction. We believe that our mission is good for students and that a small class size is important to students getting what they need from us for their education.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

We have pockets of people (Title I etc.) that use data very effectively. As a whole, we could improve this in both understanding and implementation of the facts to make achievement go up. This is especially true in the area of student transitions between grade levels and coming to middle school from our Montessori elementary. One additional goal this year has to do with this.

12. How might these challenges impact student achievement?

If we know what our students do and do not know, we can understand how to help them in more meaningful ways.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Technology and the use of it for understanding and gaining student academic data is a focus for the future. Also, with our goal to help student transition, we will benefit from the effective us of data provided with this technology.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Black River has a full special education staff, receives and uses Title I and 31a funds to work with our struggling students. We do not offer credit recovery but teachers work with students after school, in summer school and in many other ways to help those in need. Students and parents are contacted with information regarding all possibilities for extra help by school staff.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students are placed where they are ready academically. Summer school is offered to students. Those failing classes or that are below grade level in reading are invited while others may attend as well. Students in middle school sometimes also participate in the PATH program at

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Hope College for extra challenge and rigor. More tutoring programs have been implemented by our counselor to help as well.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are notified in their College Advisory Period (daily homeroom) and parents are given the Black River Program of Study which outlines opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

This has been a point of focus for us with grade level meetings, content area meetings as well as department chair meetings. We are in a continual process of understanding our own scope and sequence for content standards as well as how this aligns with the many standards. Teachers also observed each other regarding content and delivery to give them a broader perspective of where students are academically. Test scores support our work in this area.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Black River is ahead of the state averages in all Reading categories.

19b. Reading- Challenges

We are working to make sure to support our struggling learners on an individual basis with many programs including Reading Recovery, Evidence Based Literacy Instruction and formative assessments continually happening within the classroom.

19c. Reading- Trends

Reading trends are either rising or holding steady for all grades since 2009/2010.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Reading has been a part of our School Improvement Plan and will continue to be. It is far too important to ignore or hope things continue to go well.

20a. Writing- Strengths

We show great growth in writing from data in our formative assessments as well as normed testing.

20b. Writing- Challenges

What are we doing in the early grades? Should we make changes for our youngest learners or do the scores show that what we do works very well once students have more time and experience? This should be analyzed.

20c. Writing- Trends

We are in the process of analyzing our MEAP to M-Step data. As more information is compiled, we will be able to see trends.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing is part of our School Improvement Plan and will continue to be a focus in the future.

21a. Math- Strengths

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Math is generally strong but we are concerned with our transitions as student move from elementary to middle school and from middle school to high school. Comparison data is not available yet to compare with state averages on MiSchooldata.

21b. Math- Challenges

Comparison data is not available yet for M-Step. We are interesting in analyzing those results when possible.

21c. Math- Trends

While we can look at our formative assessments and see trends, we are waiting for M-Step trends to be available on MiSchooldata.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We already have a math goal and this will continue for the future.

22a. Science- Strengths

Black River students are around the state averages but we look forward to more analysis as we will be able to compare more data in the future.

22b. Science- Challenges

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Science is difficult statewide for all schools but we need to understand why that is and if we are satisfied with our current numbers.

22c. Science- Trends

Comparisons are difficult in the transitional time from MEAP to M-Step. We look forward to receiving more information.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have a specific science goal at this time in our School Improvement Plan, however, literacy and math goals affect all of our students and should affect our science competencies as well.

23a. Social Studies- Strengths

We look forward to having more comparable data but feel strong in Social Studies. Our curriculum is rigorous with a lot of attention going toward writing about topics in this area. Students show understanding in both testing and in their writing.

23b. Social Studies- Challenges

Social studies teachers at Black River have stated that most of their goals seem to be about writing and not necessarily their content area. Is this true and do we need to refocus?

23c. Social Studies- Trends

We look forward to more comparable data from our required assessments as we go forward with M-Step.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have a specific social studies goal in our School Improvement Plan at this time although we believe the writing focus will continue to help our students.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert ‘See Stakeholder Feedback Diagnostic’ in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Openness to make recommendations to school regarding changes and improvements.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

School lunch...

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

A committee has been formed to address areas of student concern including a lunch/food service committee to look at menu, portion size etc. Our program is endorsed by the state as appropriate.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Small Class Size was our Number 1 highest level of satisfaction from parents.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Our "Academic Advising" and "College Advisory Period" showed to be our lowest satisfaction categories from parents.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The two categories go hand in hand. Much of our academic advising takes place in our College Advisory Period. We are working to define a better system to reach all students with their academic choices/opportunities.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

"Colleagues are Professionally Supportive" was the highest ranking.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

"The Head of School Deals Effectively with Day to Day Operations" was the lowest.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We will continue to make sure teacher voices are heard for daily operations and professional development.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Small Class Size was our Number 1 highest level of satisfaction from the community.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Our "Academic Advising" and "College Advisory Period" showed to be our lowest satisfaction categories from the community.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The two categories go hand in hand. Much of our academic advising takes place in our College Advisory Period. We are working to define a better system to reach all students with their academic choices/opportunities.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Surveys are difficult to analyze given the low turnout at times from both faculty and community members. Also, responses sometimes come from a place of not knowing or not having an opinion.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Our strengths and weaknesses certainly can impact our student achievement. Day to day operations must be smooth as must our academic advising. These will be looked into.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Since the survey did not cite specific data for improvement in student academics, the response may not be on the School Improvement Plan in the specific way it was stated from surveys.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Additional Requirements Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	M-Step, NWEA, Star Math and Star Reading along with other tools, including Fountas and Pinnell and other classroom assessments are used to monitor student progress.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://blackriverpublicschool.org/transparency-reporting/annualed-2015.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	This is facilitated by our school counselor.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is facilitated by our school counselor.	

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Elementary SIP 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Overview

Plan Name

Elementary SIP 2016-2017

Plan Description

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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	Goal 2: All students will show improvement in reading comprehension.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$90294
2	Goal 3: All students will show improvement in writing skills across the curriculum.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$1000
3	To Provide Montessori Training for New Teachers at Black River Montessori Elementary	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$14320
4	Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.	Objectives: 2 Strategies: 5 Activities: 7	Academic	$11500
5	Goal 4: All students at Black River Public School will be given resources for transitions between grade levels.G	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal 1: Goal 2: All students will show improvement in reading comprehension.

Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency increase in reading comprehension in Reading by 06/09/2017 as measured by NWEA MAP assessments, STAR Reading assessments, Fountas and Pinnell Reading Assessments, Accelerated Reader tests, and informal teacher observations.

Strategy 1:

Reading Assessment Training - Teachers will participate in on-going, collaborative, professional development to improve how students are assessed in reading using a multitude of assessment resources, including: Star Reading, Accelerated Reader 360 (expository texts), Fountas and Pinnell, and Accelerated Reader. Teachers will also hold data meetings to discuss, interpret, and analyze the student data collected from the various assessment tools. Lower Elementary and Kindergarten teachers will be trained in EBLI.

Category: English/Language Arts

Research Cited: Best Practices: teachers improve individual practices by working collaboratively and discussing relevant and meaningful data.

Tier:

Activity - Activity - Staff training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a program called Renaissance Learning U. This will allow teachers to participate in personalized (at the department level) coaching meetings to improve and deepen the understanding of how to use the Renaissance Learning program to improve student performance. Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training is also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell.	Technology, Teacher Collaboration, Professional Learning		Monitor	08/10/2015	06/09/2017	$12000	General Fund	Fran Olesen, Jim Levering, Shannon Brunink, Elementary Teachers

Activity - Activity - Student Pull - Out/Teacher Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Title 1 teachers Fran Olesen, Christin Lankheet, and Mike Slagter will Pull-out students and push into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program	Tier 1	Implement	08/31/2015	06/09/2017	$39147	Title I Part A	Shannon Brunink, Jim Levering, and Title I staff - Fran Olesen, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.

Strategy 2:

Vertical Curriculum Alignment - To support reading comprehension, staff will focus on CCSS and alignment through all grades.

Category: English/Language Arts

Research Cited: Data shows that a consistent approach with teachers who understand content alignment fosters academic growth.

Tier:

Activity - Activity - Teacher Collaboration/Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-services and continued training on CCSS.	Curriculum Development		Implement	08/08/2014	06/09/2017	$0	General Fund	Jim Levering, Shannon Brunink, Department Heads, Teachers

Strategy 3:

Para-Professionals - Use 1.6 FTE parapro - Para-professionals, trained in EBLI, will push-in and pull students out, as needed to ensure that they receive proper reading instruction.

Category: Learning Support Systems

Research Cited: EBLI trained staff using EBLI

Tier: Tier 1

Activity - Activity - Pull-Out/Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Parapros trained in EBLI working with students	Academic Support Program	Tier 1	Monitor	09/01/2014	06/09/2017	$39147	Title I Part A	Parapros/Title I Teachers including Fran Olesen, Christin Lankheet and Mike Slagter.

Goal 2: Goal 3: All students will show improvement in writing skills across the curriculum.

Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency increase in writing skills across the curriculum in Writing by 06/09/2017 as measured by Teacher-created writing rubrics .

Strategy 1:

Reading Across the Curriculum - All courses in the school include reading as a part of their everyday curriculum.

Category: English/Language Arts

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

Tier:

Activity - Activity - Math Curriculum Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math curriculum is being designed and created that encourages and depends on students' ability to read and interpret information.	Direct Instruction, Teacher Collaboration, Curriculum Development		Getting Ready	08/24/2015	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Elementary Teachers

Strategy 2:

Students will show growth in their literacy - Students will show growth in their literacy by reading and writing in all content areas.

Category: English/Language Arts

Research Cited: Observations of student writing by classroom teachers. Reflections among colleagues at the end of the school year. The necessity of continued monitoring of reading growth. Support of interventions on behalf of our colleagues by using a consistent system for documentation.

Tier:

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Reader's Workshop (MAISA)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach various reading strategies through the implementation of the MAISA Reader's Workshop units of study to improve students' reading skills.	Direct Instruction, Teacher Collaboration			08/24/2015	06/09/2017	$0	General Fund	Jim Levering, Shannon Brunink, Elementary Teachers

Activity - Activity - Reading Assessment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	08/18/2014	06/09/2017	$1000	General Fund	Jim Levering, Shannon Brunink, Elementary Staff

Strategy 3:

Teacher Collaboration - Teachers will collaborate across grade levels and across the curriculum to support students in attaining improved English Language Arts skills.

Category: English/Language Arts

Research Cited: Best Practices. Head of School and Department Chairs participated in a multi-day workshop on teacher collaboration and the benefits for school improvement.

Tier:

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaboration: Meetings in grade levels and in our Instructional Rounds discussions.	Teacher Collaboration, Professional Learning			08/22/2014	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Department Chairs

Goal 3: To Provide Montessori Training for New Teachers at Black River Montessori Elementary

Measurable Objective 1:

demonstrate a proficiency in Montessori teaching practices by 07/01/2017 as measured by completion of the Montessori training.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 1:

Montessori Training - Teachers will be trained to effectively run a Montessori classroom.

Category: Other - Teacher Training

Research Cited: We have found that our elementary teachers who have received formal Montessori training have been most successful.

Tier:

Activity - Michigan Montessori Teacher Education Center Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eight weeks of Montessori training at the MMTEC.	Professional Learning			06/23/2016	06/30/2017	$14320	Section 31a	School Administration

Goal 4: Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency improvement in the area of fractions in Mathematics by 06/10/2017 as measured by NWEA math data, STAR Math, as well as, teacher assessments.

Strategy 1:

Develop Fractions Lessons - Curriculum to Develop Fraction Understanding - Elementary teachers continue to compile fraction data and have purchased new fraction materials for use at all elementary levels. Modifications to vocabulary lists and lessons will be created. These will be implemented throughout the coming school years to help to improve our students' fraction performance. Delta Math and MAP testing results will be used to develop baselines and project growth. The new workbooks and teacher lessons will help students to gain a deeper understanding of the fraction curriculum and math problem-solving strategies.

Category: Mathematics

Research Cited: The students' M-Step data, as well as, STAR Math data supports the need for improvement 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.

Tier:

Activity - Develop Fractions Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials. Teachers are currently aligning the Montessori fraction workbook and instruction to the Common Core Curriculum.	Curriculum Development		Implement	06/10/2016	06/09/2017	$5000	General Fund	Jim Levering, Christy Schreiber, Alaina Kramer

Activity - PD Math Seminar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From August 3rd-5th, 2016, Brian Campbell from the Michigan Montessori Teacher Education Center (MMTEC) will visit Black River Montessori Elementary to teach and refresh how to properly use the Montessori math (fraction) materials to ALL teachers. This will help support the teachers during lesson instruction and ensure that the lessons are taught with fidelity.	Professional Learning		Implement	08/03/2016	08/05/2016	$1500	Title II Part A	Jim Levering, Elementary teachers

Activity - Interdepartmental Curricular Discussions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary (and middle school) teachers have begun discussions about how to improvement curricular instruction to ensure that ALL students are equipped with the skills when entering a new grade-level.	Teacher Collaboration, Professional Learning		Getting Ready	06/10/2016	06/09/2017	$0	General Fund	Jim Levering, Kindergarten staff, Lower Elementary staff, Upper Elementary staff, 6th grade teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency improvement in math and science from pre-test to post-test in Science by 06/09/2017 as measured by teacher-created pre and post tests.

Strategy 1:

Incorporation of Experiential Learning - Math and science teachers will continue to incorporate more experiential learning into their general education classrooms through the use of engaging hands-on activities, technology, and field trips.

Category: Science

Research Cited: Teachers have observed that students tend to retain more knowledge and feel more confident in the classroom when they actively experience learning.

Tier:

Activity - Experiential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Each teacher will continue to create new experiential learning activities within each class.	Curriculum Development		Getting Ready	08/22/2016	08/21/2017	$5000	General Fund	Jim Levering, Department Heads, Elementary Teachers

Strategy 2:

Pre and Post Tests - To determine best methods of instruction, teachers will give a pre-test prior to any instruction at the beginning of the school year (or semester) and an identical post-test at the end of the school year (or semester).

Rationale

*Using both a pre- and post-test will help teachers measure overall growth.

*Pre-testing will help identify differentiation needs in the classroom.

*Monitoring pre- and post-tests will help facilitate teacher accountability for results and professional development.

Category: Science

Research Cited: Pre-testing will help us to determine the need for differentiation within the classroom. Pre- and post-tests also will help the teacher to determine how to proceed in teaching and modifying for individual students as needed.

Tier:

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Other		Monitor	06/10/2016	06/09/2017	$0	General Fund	Jim Levering, Shannon Brunink, Teachers

Strategy 3:

Science Curriculum Documents - *Create curriculum maps for each science course using the Common Core and Next Generation Science Standards as a backbone for that development.

*Identify gaps and overlaps in science curriculum and recommend solutions.

Category: Science

Research Cited: The teachers who teach our math and science courses must make sure that they are teaching with active reference to the Content Standards. When the students take the M-Step and MME tests they are prepared by those same teachers.

Tier:

Activity - Science Department Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Science department members will collaborate to study and revise Science Content Standards to determine areas of concern, overlap, and gaps.	Teacher Collaboration, Professional Learning		Implement	08/22/2016	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink

Strategy 4:

Teacher Collaboration - As Common Core expects students to become better critical thinkers and more savvy in understanding how academic areas of learning complement each other, teachers will collaborate across grade levels to support student growth in mathematics. Specific meetings will be held to support this strategy.

Category: Mathematics

Research Cited: Best Practices. Head of School and Team Leaders attended a multi-day workshop with a focus on collaboration. Furthermore, front-loading for the shift in standards will support the need for more collaboration.

Tier:

Activity - Teacher Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Teacher Collaboration, Professional Learning			08/22/2016	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Elementary Teachers

Goal 5: Goal 4: All students at Black River Public School will be given resources for transitions between grade levels.G

Measurable Objective 1:

collaborate to help students understand the changing expectations as they progress through different grade levels, programs and building. by 06/09/2017 as measured by Students being able to explain the expectations of the grade/program/building they are transitioning to.

Strategy 1:

Establish Strong Relationships with Parents/Students to ease transitions - Staff will offer opportunities for elementary parents and students to get acclimated to new classroom environments, teachers, and expectations. This will help to prepare each child by alleviating anxieties associated with moving on to the next level.

Category: School Culture

Research Cited: Black River Montessori Elementary has 4 levels of transition: 1) entering Kindergarten, 2) Kindergarten to Lower Elementary, 3) Lower Elementary to Upper Elementary, and 4) Upper Elementary to (non-Montessori) 6th grade which is housed in a different building. Faculty input has shown that this is needed as students have been struggling with the transitions from grade levels and buildings.

Tier:

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - House Visits for Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are expected to visit the homes of their incoming students before the start of the school year to establish early relationships and gain perspective on the living situation of the child. Teachers were also able to administer pre-assessments during these visits to gather academic data on each child.	Behavioral Support Program, Parent Involvement, Community Engagement		Implement	08/19/2005	06/09/2017	$0	General Fund	Jim Levering, Shannon Brunink, Elementary teachers

Activity - Shadow Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the spring, students at each transition level (Kindergarten, Lower Elementary, and Upper Elementary) go up to the next level to 'shadow' the upcoming grade. This allows them to gain an understanding of what is expected of them during the upcoming school year.	Other - Students visit classrooms before transitioning		Implement	08/22/2014	06/09/2017	$0	No Funding Required	Jim Levering, Shannon Brunink, Elementary and Middle School Staff

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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
Michigan Montessori Teacher Education Center Program	Eight weeks of Montessori training at the MMTEC.	Professional Learning			06/23/2016	06/30/2017	$14320	School Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD Math Seminar	From August 3rd-5th, 2016, Brian Campbell from the Michigan Montessori Teacher Education Center (MMTEC) will visit Black River Montessori Elementary to teach and refresh how to properly use the Montessori math (fraction) materials to ALL teachers. This will help support the teachers during lesson instruction and ensure that the lessons are taught with fidelity.	Professional Learning		Implement	08/03/2016	08/05/2016	$1500	Jim Levering, Elementary teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity - Pull-Out/Push-In	Parapros trained in EBLI working with students	Academic Support Program	Tier 1	Monitor	09/01/2014	06/09/2017	$39147	Parapros/Title I Teachers including Fran Olesen, Christin Lankheet and Mike Slagter.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Activity - Student Pull - Out/Teacher Push-In	Title 1 teachers Fran Olesen, Christin Lankheet, and Mike Slagter will Pull-out students and push into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program	Tier 1	Implement	08/31/2015	06/09/2017	$39147	Shannon Brunink, Jim Levering, and Title I staff - Fran Olesen, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity - Reading Assessment Program	A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	08/18/2014	06/09/2017	$1000	Jim Levering, Shannon Brunink, Elementary Staff
House Visits for Elementary Students	Teachers are expected to visit the homes of their incoming students before the start of the school year to establish early relationships and gain perspective on the living situation of the child. Teachers were also able to administer pre-assessments during these visits to gather academic data on each child.	Behavioral Support Program, Parent Involvement, Community Engagement		Implement	08/19/2005	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary teachers
Activity - Teacher Collaboration/Content Area Meetings	In-services and continued training on CCSS.	Curriculum Development		Implement	08/08/2014	06/09/2017	$0	Jim Levering, Shannon Brunink, Department Heads, Teachers
Develop Fractions Lessons	Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials. Teachers are currently aligning the Montessori fraction workbook and instruction to the Common Core Curriculum.	Curriculum Development		Implement	06/10/2016	06/09/2017	$5000	Jim Levering, Christy Schreiber, Alaina Kramer

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Experiential Learning	Each teacher will continue to create new experiential learning activities within each class.	Curriculum Development		Getting Ready	08/22/2016	08/21/2017	$5000	Jim Levering, Department Heads, Elementary Teachers
Interdepartmental Curricular Discussions	Elementary (and middle school) teachers have begun discussions about how to improvement curricular instruction to ensure that ALL students are equipped with the skills when entering a new grade-level.	Teacher Collaboration, Professional Learning		Getting Ready	06/10/2016	06/09/2017	$0	Jim Levering, Kindergarten staff, Lower Elementary staff, Upper Elementary staff, 6th grade teachers
Reader's Workshop (MAISA)	Teach various reading strategies through the implementation of the MAISA Reader's Workshop units of study to improve students' reading skills.	Direct Instruction, Teacher Collaboration			08/24/2015	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary Teachers
Activity - Staff training	Teachers will participate in a program called Renaissance Learning U. This will allow teachers to participate in personalized (at the department level) coaching meetings to improve and deepen the understanding of how to use the Renaissance Learning program to improve student performance. Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training is also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell.	Technology, Teacher Collaboration, Professional Learning		Monitor	08/10/2015	06/09/2017	$12000	Fran Olesen, Jim Levering, Shannon Brunink, Elementary Teachers
NWEA MAP Testing	Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Other		Monitor	06/10/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Science Department Planning Meetings	Science department members will collaborate to study and revise Science Content Standards to determine areas of concern, overlap, and gaps.	Teacher Collaboration, Professional Learning		Implement	08/22/2016	06/09/2017	$0	Jim Levering, Shannon Brunink
Shadow Days	In the spring, students at each transition level (Kindergarten, Lower Elementary, and Upper Elementary) go up to the next level to 'shadow' the upcoming grade. This allows them to gain an understanding of what is expected of them during the upcoming school year.	Other - Students visit classrooms before transitioning		Implement	08/22/2014	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary and Middle School Staff
Teacher Collaboration	Teacher collaboration: Meetings in grade levels and in our Instructional Rounds discussions.	Teacher Collaboration, Professional Learning			08/22/2014	06/09/2017	$0	Jim Levering, Shannon Brunink, Department Chairs
Teacher Collaboration Meetings	Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Teacher Collaboration, Professional Learning			08/22/2016	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary Teachers
Activity - Math Curriculum Improvement	A math curriculum is being designed and created that encourages and depends on students' ability to read and interpret information.	Direct Instruction, Teacher Collaboration, Curriculum Development		Getting Ready	08/24/2015	06/09/2017	$0	Jim Levering, Shannon Brunink, Elementary Teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Black River Public School Middle/High

Black River Public School

Mr. Shannon E Brunink, Superintendent
491 Columbia Ave
Holland, MI 49423-4838

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 7

Additional Information 8

Improvement Plan Stakeholder Involvement

Introduction 10

Improvement Planning Process 11

Student Performance Diagnostic

Introduction 13

Student Performance Data 14

Evaluative Criteria and Rubrics 15

Areas of Notable Achievement 16

Areas in Need of Improvement 17

Report Summary 18

Stakeholder Feedback Diagnostic

Introduction 20

Stakeholder Feedback Data 21

Evaluative Criteria and Rubrics 22

Areas of Notable Achievement 23

Areas in Need of Improvement 24

Report Summary 25

School Data Analysis

Introduction 27

Demographic Data 28

Process Data 30

Achievement/Outcome Data 32

Perception Data 36

Summary 39

School Additional Requirements Diagnostic

Introduction 41

School Additional Requirements Diagnostic 42

Title I Targeted Assistance Diagnostic

Introduction 45

Component 1: Needs Assessment 46

Component 2: Services to Eligible Students . . . 47
Component 3: Incorporated Into Existing School Program Planning . . . 48
Component 4: Instructional Strategies . . . 49
Component 5: Title I and Regular Education Coordination . . . 50
Component 6: Instruction by Highly Qualified Staff . . . 51
Component 7: High Quality and Ongoing Professional Development/Learning . . . 52
Component 8: Strategies to Increase Parental Involvement . . . 53
Component 9: Coordination of Title I and Other Resources . . . 55
Component 10: Ongoing Review of Student Progress . . . 56
Evaluation . . . 57

Middle School/High School School Improvement Plan

Overview . . . 59
Goals Summary . . . 60
Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels. . . . 61
Goal 2: All students will show improvement in reading comprehension. . . . 64
Goal 3: All students will show improvement in writing skills across the curriculum. . . . 66
Goal 4: All students will increase their understanding and knowledge of post-secondary opportunities school-wide. . . . 68
Goal 5: All students at Black River Public School will be given resources for transitions between grade levels. . . . 70
Activity Summary by Funding Source . . . 72

Introduction

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Executive Summary

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Black River Public School is a non-profit public school academy that prides itself in focusing on college preparation and class sizes with an average of twenty students in its academic offerings. Located in the Western Michigan lakeshore community of Holland with borders on Lake Michigan, Holland represents many different ways of life, employment and backgrounds. Included in these would be a lakeshore living population, a suburban population and also a city population with some of the same characteristics, opportunities and issues of other cities around our state.

The Black River school community represents more than just the neighborhood by which it is surrounded. While the school is located within the city limits of Holland, the school attracts more students from the surrounding areas outside of these city limits than from within. This provides demographics that not only represent the students who walk to school or think of the school as a community choice, but also those who come into a community possibly very different from their own to attend. An example of this in regard to race is our student population representing a blend of area school districts rather than the immediate neighborhood. In this regard,student racial demographics are representative of the Holland/Zeeland areas and include about 26% of students being non-caucasion. The majority of our non-caucasion students are Hispanic/Latino with students of Asian descent being the second largest group. Staff racial demographics are nearly all caucasion.

The Holland and Black River community is one that is interested in education and educational choices. It has pride in recent awards for being a great place to live and invests in opportunities for community arts and festivals. Some of the challenges faced by the school and community are much like other places and have to do with the uncertainty of school funding and the difficulty in supporting a new and innovative structure for school that relies on traditional public policies. While these challenges sometimes feel counterproductive to our mission of preparing students for college and life, they are there, they are real, and we must continue to work through them.

Black River opened its new elementary building last fall and increase enrollment by roughly 100 students. This new building, along with a new gymnasium and locker room facility, new science labs and technology improvements are supported through donations and our commitment to saving dollars for the future.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

BLACK RIVER MISSION

Our mission is to prepare each student for college and for life through a challenging curriculum which 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.

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.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 an 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.

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 kindergarten, 1, 2, 3, 4, and 5, a 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 and classes will be targeted to be an average class size of 20.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In recent years, Black River has been recognized as a Michigan School of Excellence and has been rated as high as #1 by the Washington Post as a best high school in Michigan. This past year, our Head of School, Shannon Brunink was recognized as the Administrator of the year by Michigan Association of Public School Academies. Our music programs have won awards including outstanding Jazz Band at festivals and competitions. Our cooperative First Robotics team with Holland Public Schools also won the world robotics championship in 2014 in St. Louis! Some of our athletics teams have won district championships in recent years as well as having stand out individual athletes in multiple sports. This is on top of millions of dollars in college scholarships as well as 2015's graduating class scoring a composite average 25 on the ACT. Students are achieving and thriving!

For the future, the school plans to integrate more student choice in it's academic offerings as well as more project based learning. While we will remain a Montessori elementary school and a liberal arts focused 6th - 12th grade, we see great value in student choice and engagement.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Black River Public School serves all children including our special education population of nearly 12% of the student body. Students are selected through a random lottery and we strive to serve our community through our activities during the school day as well as our community service requirements for all of our students.

Black River has a college acceptance requirement for all seniors. While they do not have to attend a 4 year college or university after high school, they must be accepted in order to receive a Black River diploma.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Improvement Plan Stakeholder Involvement

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Black River has a multi-tiered process for school improvement.

Monthly Meetings are held for Full-faculty, departments and department heads addressing school academic issues. Also, grade level meetings are held each semester for planning and collaboration based on collaborative opportunities and academic achievement goals for individual students. These meetings are with agendas and reported back to the Head of School.

As well as the meetings, the Black River staff has received training on Instructional Rounds in Education and implemented these rounds and a plan for moving forward in our school improvement. Past topics included Socratic teaching methods and new staff development. This coming year will continue to focus on these as well as student choice in their learning.

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

For all of our improvement items, committees have been created to help to make sure we are representing all stakeholders.

For our capital campaign, all four tiers of our goals including the new elementary, new science labs, new gymnasium/cafeteria space and technology improvements included parents, students, board members and school staff on the planning committees.

Staff is also directly involved in their professional development plans as they participate in Instructional Rounds in Education to determine our next steps in development and training.

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

The final improvement plan is being communicated now through department heads (Navigators) to teachers. Teachers will focus on our goals and parents will receive information in our monthly newsletter (The Black River Ripples). Previous goals are included in our plan and will continue to be worked on as we go forward.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Student Performance Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	We are not a focus school and the document is not available for us to open.	

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our overall ELA scores are far above state averages.

Describe the area(s) that show a positive trend in performance.

ELA is generally trending upward based on MiSchooldata information.

Which area(s) indicate the overall highest performance?

ELA

Which subgroup(s) show a trend toward increasing performance?

Our subgroups are too small to offer a sample on MiSchooldata. We have been working very hard on reaching our struggling learners with tutoring and interventions.

Between which subgroups is the achievement gap closing?

Our subgroups are too small to offer a sample on MiSchooldata. We have been working very hard on reaching our struggling learners with tutoring and interventions.

Which of the above reported findings are consistent with findings from other data sources?

The ELA scores go hand in hand with our interventions in Title I as well as with our EBLI training for our general education teachers.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

While our data shows no areas well below expected or adequate performance. We are looking at math as we transfer from MEAP to M-Step.

Describe the area(s) that show a negative trend in performance.

Math

Which area(s) indicate the overall lowest performance?

Science shows the lowest percentage of students being proficient.

Which subgroup(s) show a trend toward decreasing performance?

Our subgroups are too small to offer a sample on MiSchooldata. We have been working very hard on reaching our struggling learners with tutoring and interventions.

Between which subgroups is the achievement gap becoming greater?

Our subgroups are too small to offer a sample on MiSchooldata. We have been working very hard on reaching our struggling learners with tutoring and interventions.

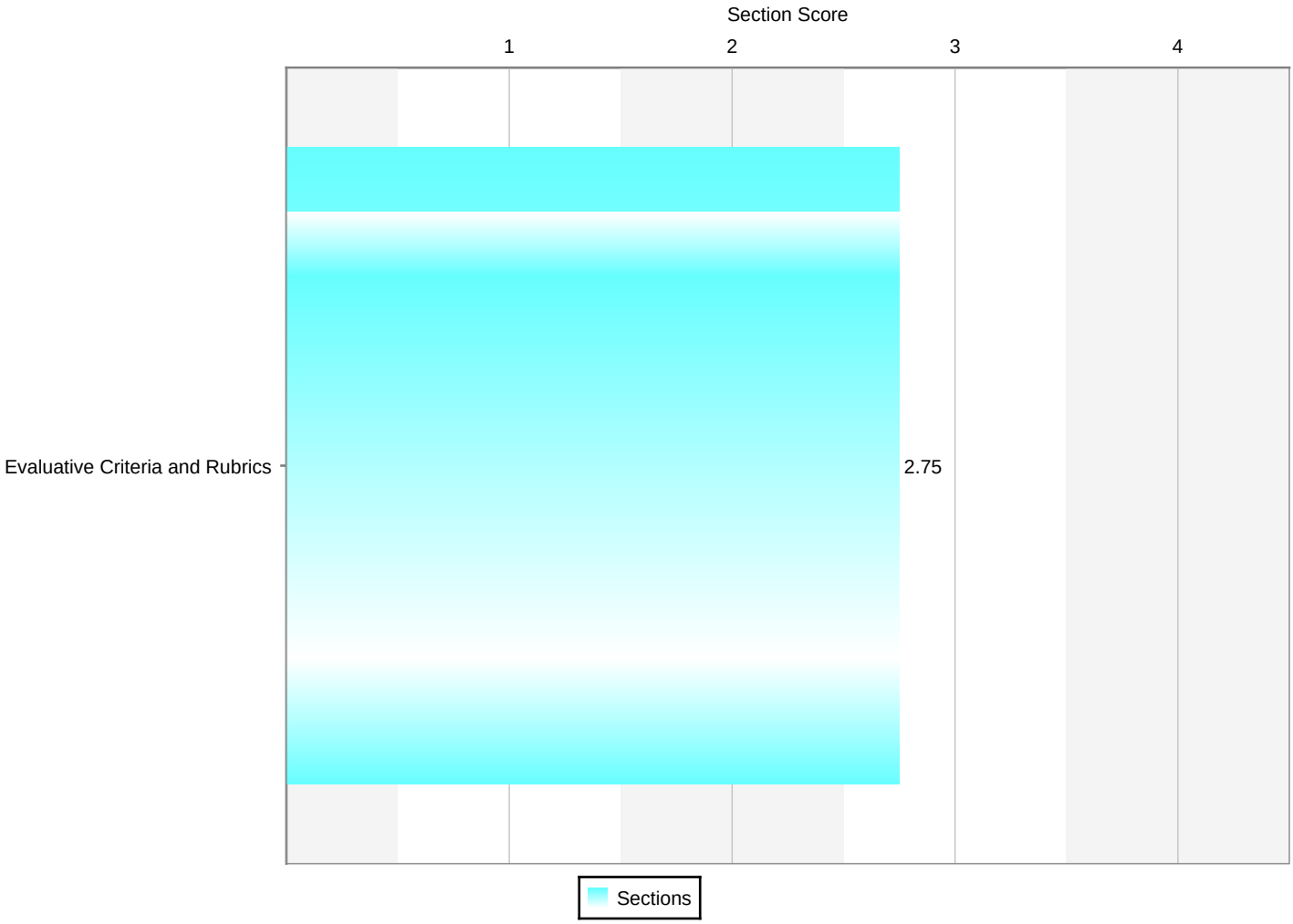
Which of the above reported findings are consistent with findings from other data sources?

The results are a bit inconsistent with our in-house data. Our students do well in science but the state data is with a low percentage of the students in the state being proficient.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Stakeholder Feedback Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	We are not a focus school and do not have access to the document.	

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

We have done surveys but not the diagnostics provided by AdvancEd. This will be a priority for this fall.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We have done surveys but not the diagnostics provided by AdvancEd. This will be a priority for this fall.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We have done surveys but not the diagnostics provided by AdvancEd. This will be a priority for this fall.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

We have done surveys but not the diagnostics provided by AdvancEd. This will be a priority for this fall.

Lowest satisfaction was our CAP classes and college counseling.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Board of Trustees

What are the implications for these stakeholder perceptions?

We need to get more people to fill out our surveys. As it is now, it seems that we have a disproportionate amount of people with different opinions filling this out. It seems to be sought by people who are looking to point out issues rather than look at the school in an objective manner.

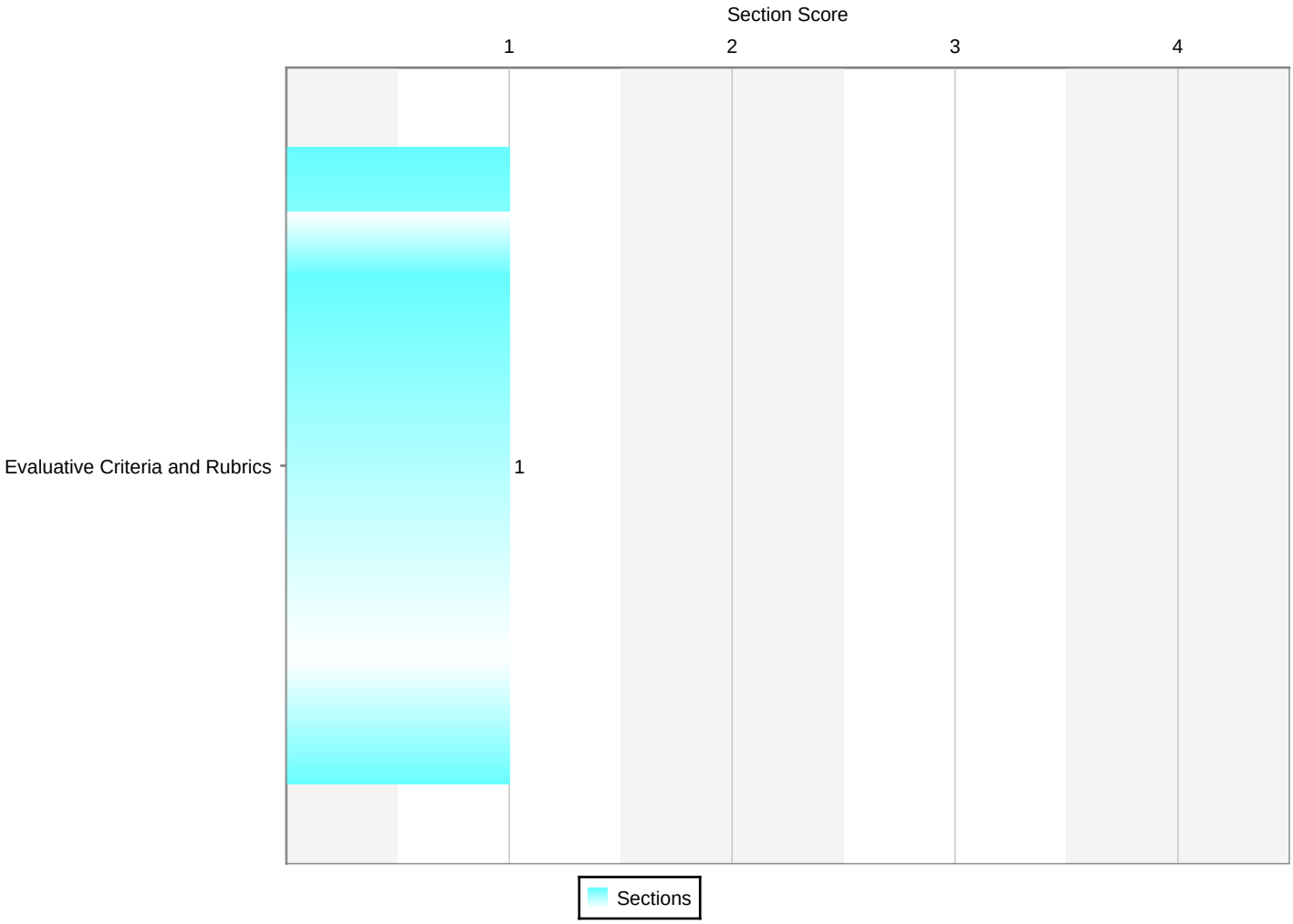
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The results of 97% satisfaction is consistent with general consensus.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Report Summary

Scores By Section



© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Data Analysis

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has been steady and actually increased by about 100 students in the 2015-2016 school year. We are a charter school with a waiting list and we added space to accommodate students from that list. Our challenge is finding a way to fit more students in our school to accommodate some more that would like to come to Black River.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our attendance rates are very steady at around 90% attendance each day. Our challenge has been with reaching the few families that seem to struggle chronically with getting to school.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We have been steady with very few extended suspensions or expulsions. Discipline referrals range from mostly small behavior issues to tardy detentions/referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We entering year 3 with some of our most challenged students with a school counselor. Attendance and academic issues seem to be (not surprisingly) linked to our disadvantaged students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have had a stable teaching and administrative staff. This year, with our increased enrollment, we also added an Elementary Administrator to assist in administrative demands. Being a small school, it is important to have continuity to sustain student achievement. This continuity is evident in our department chairs being in their positions for consistent years as well.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Much. Experience in our system is key - although new ideas and new teachers have proven to have positive impact as well.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We have not had a large amount of these absences. We all understand that being here while students are present is vital to the school and the students achieving.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

We have a wellness bonus that rewards teachers for being at school and not using up their allotted sick days. Students are better off with teachers being present in the class but sometimes there are valuable professional learning opportunities that affect students in very positive ways when their teachers are able to participate in them.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Encouragement to use their time away in useful ways that will impact students. Also, sharing information from PD to help the entire staff.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

We are very strong in our Purpose and Direction. We believe that our mission is good for students and that a small class size is important to students getting what they need from us for their education.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

We have pockets of people (Title I etc.) that use data very effectively. As a whole, we could improve this in both understanding and implementation of the facts to make achievement go up. This is especially true in the area of student transitions between grade levels and coming to middle school from our Montessori elementary. One additional goal this year has to do with this.

12. How might these challenges impact student achievement?

If we know what our students do and do not know, we can understand how to help them in more meaningful ways.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Technology and the use of it for understanding and gaining student academic data is a focus for the future. Also, with our goal to help student transitions we will benefit from the effective us of data provided with this technology.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Black River has a full special education staff, receives and uses Title I and 31a funds to work with our struggling students. We do not offer credit recovery but teachers work with students after school, in summer school and in many other ways to help those in need. Students and parents are contacted with information regarding all possibilities for extra help by school staff.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students are placed where they are ready academically. Summer school is offered to students. Those failing classes or that are below grade level in reading are invited while others may attend as well. Students in middle school sometimes also participate in the PATH program at

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Hope College for extra challenge and rigor. More tutoring programs have been implemented by our counselor to help as well.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are notified in their College Advisory Period (daily homeroom) and parents are given the Black River Program of Study which outlines opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

This has been a point of focus for us with grade level meetings, content area meetings as well as department chair meetings. We are in a continual process of understanding our own scope and sequence for content standards as well as how this aligns with the many standards. Teachers also observed each other regarding content and delivery to give them a broader perspective of where students are academically. Test scores support our work in this area.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Black River is ahead of the state averages in all Reading categories.

19b. Reading- Challenges

We are working to make sure to support our struggling learners on an individual basis with many programs including Reading Recovery, Evidence Based Literacy Instruction and formative assessments continually happening within the classroom.

19c. Reading- Trends

Reading trends are either rising or holding steady for all grades since 2009/2010.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Reading has been a part of our School Improvement Plan and will continue to be. It is far too important to ignore or hope things continue to go well.

20a. Writing- Strengths

We show great growth in writing from data in our formative assessments as well as normed testing.

20b. Writing- Challenges

What are we doing in the early grades? Should we make changes for our youngest learners or do the scores show that what we do works very well once students have more time and experience? This should be analyzed.

20c. Writing- Trends

We are in the process of analyzing our MEAP to M-Step data. As more information is compiled, we will be able to see trends.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing is part of our School Improvement Plan and will continue to be a focus in the future.

21a. Math- Strengths

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Math is generally strong but we are concerned with our transitions as student move from elementary to middle school and from middle school to high school. Comparison data is not available yet to compare with state averages on MiSchooldata.

21b. Math- Challenges

Comparison data is not available yet for M-Step. We are interesting in analyzing those results when possible.

21c. Math- Trends

While we can look at our formative assessments and see trends, we are waiting for M-Step trends to be available on MiSchooldata.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We already have a math goal and this will continue for the future.

22a. Science- Strengths

Black River students are around the state averages but we look forward to more analysis as we will be able to compare more data in the future.

22b. Science- Challenges

Science is difficult statewide for all schools but we need to understand why that is and if we are satisfied with our current numbers.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

22c. Science- Trends

Comparisons are difficult in the transitional time from MEAP to M-Step. We look forward to receiving more information.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have a specific science goal at this time in our School Improvement Plan, however literacy and math goals affect all of our students and should affect our science competencies as well.

23a. Social Studies- Strengths

We look forward to having more comparable data but feel strong in Social Studies. Our curriculum is rigorous with at lot of attention going toward writing about topics in this area. Students show understanding in both testing and in their writing.

23b. Social Studies- Challenges

Social studies teachers at Black River have stated that most of their goals seem to be about writing and not necessarily their content area. Is this true and do we need to refocus?

23c. Social Studies- Trends

We look forward to more comparable data from our required assessments as we go forward with M-Step

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We do not have a specific social studies goal in our School Improvement Plan at this time although we believe the writing focus will continue to help our students.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert ‘See Stakeholder Feedback Diagnostic’ in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Openness to make recommendations to school regarding changes and improvements.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

School lunch...

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

A committee has been formed to address areas of student concern including a lunch/food service committee to look at menu, portion size etc. Our program is endorsed by the state as appropriate.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Small Class Size was our Number 1 highest level of satisfaction from parents.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Our "Academic Advising" and "College Advisory Period" showed to be our lowest satisfaction categories from parents.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The two categories go hand in hand. Much of our academic advising takes place in our College Advisory Period. We are working to define a better system to reach all students with their academic choices/opportunities.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

"Colleagues are Professionally Supportive" was the highest ranking.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

"The Head of School Deals Effectively with Day to Day Operations" was the lowest.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We will continue to make sure teacher voices are heard for daily operations and professional development.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Small Class Size was our Number 1 highest level of satisfaction from community.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Our "Academic Advising" and "College Advisory Period" showed to be our lowest satisfaction categories from community.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The two categories go hand in hand. Much of our academic advising takes place in our College Advisory Period. We are working to define a better system to reach all students with their academic choices/opportunities.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Surveys are difficult to analyze given the low turnout at times from both faculty and community members. Also, responses sometimes come from a place of not knowing or not having an opinion.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Our strengths and weaknesses certainly can impact our student achievement. Day to day operations must be smooth as must our academic advising. These will be looked into.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Since the survey did not cite specific data for improvement in student academics, the response may not be on the School Improvement Plan in the specific way it was stated from surveys.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Additional Requirements Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	M-Step, NWEA, Star Math and Star Reading along with other tools including Fountas and Pinnell and other other classroom assessments are used to monitor student progress.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.blackriverpublicschool.org/transparency-reporting/annualed-2015.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	This is facilitated by our school counselor.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This is facilitated by our school counselor.	

Label	Assurance	Response	Comment	Attachment
5.	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Title I Targeted Assistance Diagnostic

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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).

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Local and state achievement data are analyzed by teachers within their building. The data is compared with data from previous years. Teachers identify trends, evaluate programs and discuss research based strategies to improve programs.

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?

A variety of assessments at each level in math and literacy areas are used to indentify students. These assessments include but are not limited to Delta Math, MEAP, NWEA and Fountas and Pinnel Benchmark Assessments. Teacher observations are also used to determine if a child is working at or below state benchmarks.

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.

1. Students failing to pass M-Step grade level assessments
2. Students scoring in the below grade level category on the NWEA assessment
3. Students scoring in the intensive category on the Fountas and Pinnel assessment or the Reading Recovery Observation Study
4. Students scoring below 70% on the Delta Math Universal Screener
5. Teacher and parent recommendation - teacher recommendations are based on classroom performance

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.

K-2nd grade students are identified for Title I as listed in previous question. K students who score in the intensive category on the DIBELS Next Universal Screener.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

The Title I Part A program is part of the School Improvement Plan in that students are supported on the goals set by the school. Math and reading are especially supported with pull-out services provided by Title I aides.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Component 3: Incorporated Into Existing School Program Planning

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

Our Navigators team (School Improvement Team) needed to be more educated and included in the data to assess student progress and program strengths and weaknesses. Fran Oleson - Title I Coordinator is now a part of this team and provides data and support.

For our middle school students, while not a Title I expense, our school counselor offers students assistance both during and after school.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

The School Improvement Plan includes all students including the Title I students.

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

1. Fountas and Pinell Level Literacy Intervention
2. Reading Recovery Program
3. Delta Math Program
4. Read Naturally
5. Evidence Based Literacy Instruction

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

Students may participate in summer school as well as tutoring sessions (Asset) and the "Why Try" program.

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

Through daily and weekly progress monitoring students are assessed if they do indeed need further Title I instruction depending on their understanding of the concepts. We do pull students for supplemental instruction and also offer summer school as well as after school tutoring (middle school).

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

One staff meeting and one grade level meeting each month allows coordination between regular education, Title I, special education teachers and speech and social worker.

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.

N/A - we do not have a preschool

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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	Black River teachers in Title I are considered 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	Black River teachers in Title I are considered highly qualified.	

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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?

Staff are required to complete yearly professional development hours. PD hours have included NWEA training, literacy workshops, math workshops and Common Core workshops. Evidence Based Literacy Instruction is also a focus for training and has been very helpful to our students.

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?

Title I has not offered parent or pupil PD. Other staff have received information about Response to Intervention in past years.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Teachers are offered many opportunities for professional development and are asked to share with staff members as they are able. There is not a set calendar except for the offerings from the GVSU Charter Schools Office and our department and department chair meetings.	

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Component 8: Strategies to Increase Parental Involvement

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

Parents are contacted when students are found to be eligible for assistance. We also provide a specific meeting for this and invite all parents who would like to attend to attend.

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

Parents have been asked to evaluate programs like Reading Recovery and the response has been very positive..

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents have been asked to evaluate programs like Reading Recovery and the response has been very positive.	

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

All aspects of this policy have been discussed since a visit was had at Black River with representatives from MDE in 2013.

Specifically, we provide.

1. Training and materials to parents who desire them
2. Discussing school staff obligations to parents
3. Dispersing information in Spanish

5. Describe how the parent involvement activities are evaluated.

Survey

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

The compact was built from a model from another school with a program in place and deemed to be functional.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	http://www.blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

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

Bi-yearly reports are sent to all parents receiving Title I services. Letters use parent friendly language and provide suggestions for helping their child at home. Appointments are made available for any parent needing further explanation.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	http://www.blackriverpublicschool.org/transparency-reporting/board-policies.pdf	

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

N/A

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Black River coordinates with state and federal programs as possible and also with local entities like Ready for School. In this capacity we have been one of the original members of the group of schools working to serve eligible children.

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.

Black River enrolls students into Tech. Center training as well as providing transition plans and assistance for eligible students.
General funds provide additional summer programming to targeted students with a focus on improving reading, math and writing skills.
Assistance with food, shelter and clothing is coordinated through our homeless liaison.
State approved school lunch program.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Component 10: Ongoing Review of Student Progress

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

Students are progress monitored daily or weekly using Reading Recovery, LLI and/or Delta Math progress monitoring assessments. Title I students are assessed 3 times a year with NWEA and Delta Math Universal Screener.

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.

Data is reviewed daily/weekly and instruction is altered accordingly. The data will drive the current instruction or if new instruction strategies need to be introduced.

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.

Professional development is chosen to equip teachers with research based best practices in effective instruction and to improve knowledge of academic content.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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.

Review state and local assessment scores
Teacher input
Parent input

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.

Benchmark meetings

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.

% of students meeting their goals

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 collected from the sources previously listed to monitor the progress of Title I students will be used to evaluate the program. If the data show there is a lack of growth the program will be reevaluated and new strategies researched and introduced to students who did not respond positively to previous instruction. Professional development will be provided to support progress.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Middle School/High School School Improvement Plan

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Overview

Plan Name

Middle School/High School School Improvement Plan

Plan Description

June 2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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 will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.	Objectives: 2 Strategies: 5 Activities: 8	Academic	$8000
2	All students will show improvement in reading comprehension.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$29281
3	All students will show improvement in writing skills across the curriculum.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$1000
4	All students will increase their understanding and knowledge of post-secondary opportunities school-wide.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$0
5	All students at Black River Public School will be given resources for transitions between grade levels.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Goal 1: All students will increase skills in mathematical problem solving, concepts, critical thinking, and computation at all grade levels.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 improvement in the area of fractions in Mathematics by 06/03/2016 as measured by Growth measures including MAP testing as well as teacher assessment.

Strategy 1:

Curriculum to Develop Fraction Understanding - Elementary teachers continue to compile fraction data and have purchased new fraction materials for use at all elementary levels. Modifications to vocabulary lists and lessons will be created. These will be implemented throughout the coming school years to help to improve our students' fraction performance. Delta Math and MAP testing results will be used to develop baselines and project growth.

Category:

Research Cited: The students' MEAP data, complemented with front-loading for Smarter Balance, supports the need for improvement 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.

Tier:

Activity - Develop Fraction Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials.	Implementation		Implement	08/26/2009	06/05/2015	$5000	General Fund	Shannon Brunink, Nathan Meyer, Barbara Eriks

Activity - Teacher Training on Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
August in-services will focus on curricular alignment including Common Core State Standards. More support will be added and presented to teachers throughout the year.	Professional Learning		Getting Ready	08/18/2014	06/05/2015	$2000	General Fund	Shannon Brunink, Department Heads

Activity - Implementing Curriculum Alignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Staff will work in departments and content areas to fully align (vertically through grade levels) our curriculum based on CCSS when applicable (math/fractions in this case).	Implementation		Implement	08/18/2014	06/09/2017	$0	General Fund	Shannon Brunink, Tricia Schrotenboer, Department Heads, Teachers

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 improvement in math and science from pre-test to post-test in Mathematics by 06/03/2016 as measured by Teacher created pre and post-tests.

Strategy 1:

Incorporation of Experiential Learning - Math and science teachers will continue to incorporate more experiential learning into their general education classrooms.

Category:

Research Cited: Teachers have observed that students tend to retain more knowledge and feel more confident in the classroom when they actively experience learning.

Tier:

Activity - Experiential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will continue to create new experiential learning activities within each class.	Implementation		Implement	08/25/2010	06/03/2016	$0	No Funding Required	Shannon Brunink, Department Heads, Teachers

Strategy 2:

Pre and Post Tests - To determine best methods of instruction, teachers will give a pre-test prior to any instruction at the beginning of the school year (or semester) and an identical post-test at the end of the school year (or semester)

Rationale

*Using both a pre- and post-test will help teachers measure overall growth.

*Pre-testing will help identify differentiation needs in the classroom.

*Monitoring pre- and post-tests will help facilitate teacher accountability for results and professional development.

Category:

Research Cited: Pre-testing will help us to determine the need for differentiation within the classroom. Pre- and post-tests also will help the teacher to determine how to proceed in teaching and modifying for individual students as needed.

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Tier:

Activity - NWEA MAP Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Evaluation		Monitor	08/12/2009	06/03/2016	$0	No Funding Required	Shannon Brunink, Fran Oleson, Caleb Fisher, Teachers

Strategy 3:

Science Curriculum Documents - *Create curriculum maps for each science course using the Common Core and Next Generation Science Standards as a back-bone for that development.

*Identify gaps and overlaps in science curriculum and recommend solutions.

Category:

Research Cited: The teachers who teach our math and science courses must make sure that they are teaching with active reference to the Grade Level Content Expectations, the High School Content Expectations and, in the very near future, the Next Generation Science Standards. When the students take the MEAP and MME (soon to be Smarter Balance) tests, they are prepared by those same teachers.

Tier:

Activity - Science Department Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science department members will collaborate to study and revise science curriculum with respect to the Next Generation Science Standards to determine areas of concern, overlap and gaps.	Professional Learning		Implement	08/22/2011	06/05/2015	$1000	General Fund	Shannon Brunink, Angela Aumaugher

Activity - Teacher Training on Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to understand Next Generation Science Standards and aligning them through grade levels in science.	Getting Ready		Getting Ready	08/18/2014	06/09/2017	$0	General Fund	Shannon Brunink, Angela Aumaugher, science teachers

Strategy 4:

Teacher Collaboration - As Common Core expects students to become better critical thinkers and more savvy in understanding how academic areas of learning

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

complement each other, teachers will collaborate across grade levels to support student growth in mathematics. Specific meetings will be held to support this strategy.
Category:
Research Cited: Best Practices. Head of School and Team Leaders attended a multi-day workshop with a focus on collaboration. Furthermore, front-loading for the shift in standards will support the need for more collaboration.
Tier:

Activity - Teacher Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Communication			08/22/2011	06/03/2016	$0	No Funding Required	Shannon Brunink, All teaching staff will participate along with School Counselor

Goal 2: All students will show improvement in reading comprehension.

Measurable Objective 1:
100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 increase in reading comprehension in English Language Arts by 06/03/2016 as measured by NWEA MAP testing, MEAP scores and teacher assessment.

Strategy 1:
Reading Consultant - A reading consultant will work with staff and students on reading strategies.
Category:
Research Cited: Best Practices: The reading consultant has specialized training and has helped both teachers and students in working with teaching students how to read. Reading Recovery training added in the summer of 2011 and will be continued in future school years.
Tier:

Activity - Staff training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training are also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell. Teachers in Kindergarten through 5th grade will be trained in EBLI.	Professional Learning		Implement	08/19/2013	06/03/2016	$4281	Title II Part A	Shanon Brunink, Fran Oleson, Teachers trained in EBLI

Activity - Student Pull - Out/Teacher Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teachers Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will Pull-out students and Push-into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program	Tier 1	Implement	08/22/2011	06/03/2016	$0	No Funding Required	Shannon Brunink and Title I staff - Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.

Strategy 2:

Vertical Curriculum Alignment - To support reading comprehension, staff will focus on CCSS and alignment through all grades.

Category:

Research Cited: Best Practices. Data shows that a consistent approach with teachers who understand content alignment fosters academic growth.

Tier:

Activity - Teacher Collaboration/Content Area Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-services and continued training on CCSS.	Curriculum Development		Implement	08/18/2014	06/09/2017	$0	General Fund	Shannon Brunink, Department Heads, Teachers

Strategy 3:

Para-Professionals - Use 1.6 FTE parapro

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Category:

Research Cited: EBLI trained staff using EBLI

Tier: Tier 1

Activity - Pull-Out/Push-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros trained in EBLI working with students	Implementation	Tier 1	Implement	09/01/2014	06/03/2016	$25000	Title I Part A	Parapros/Title I Teachers including Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter.

Goal 3: All students will show improvement in writing skills across the curriculum.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth 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 increase in writing skills across the curriculum in English Language Arts by 06/03/2016 as measured by Teacher assessment and potentially MEAP data.

Strategy 1:

Reading Across the Curriculum - All courses in the school include reading as a part of their everyday curriculum.

Category:

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

Tier:

Activity - Math department Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department uses a curriculum that encourages and depends on students' ability to read and interpret information.	Direct Instruction			08/19/2013	06/03/2016	$0	No Funding Required	Shanon Brunink, Nathan Meyer, Math Teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 2:

Students will show growth in their literacy - Students will show growth in their literacy by reading and writing in all content areas.

Category:

Research Cited: 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 coleagues by using a consistent system for documentation.

Tier:

Activity - Interactive Read Aloud	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Direct Instruction		Monitor	08/26/2009	06/03/2016	$0	No Funding Required	Shannon Brunink, Fran Olesen, all elementary teachers

Activity - Reading Assessment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	08/26/2009	06/03/2016	$1000	General Fund	Shannon Brunink, All elementary staff

Strategy 3:

Teacher Collaboration - Teachers will collaborate across grade-levels and across curriculum to support students in attaining improved English Language Arts skills.

Category:

Research Cited: Best Practices. Head of School and Department Chairs participated in a multi-day workshop on teacher collaboration and the benefits for scool improvement.

Instructional Rounds strategies will also be implemented to support this strategy.

Tier:

Activity - Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaboration Meetings in grade levels and in our Instructional Rounds discussions.	Implementation, Professional Learning		Implement	08/20/2012	06/03/2016	$0	No Funding Required	Shannon Brunink, Department Chairs

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 4:
Teacher Training on Common Core State Standards - Teachers will be trained in understanding CCSS and vertical curriculum alignment through grade levels.
Category:
Research Cited: Best Practices. Data shows a consistent approach and an understanding of scope and sequence helps academic growth.
Tier:

Activity - Professional Development in CCSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-service and continued support and training on CCSS.	Professional Learning		Getting Ready	08/18/2014	06/09/2017	$0	General Fund	Shannon Brunink, Department Heads

Goal 4: All students will increase their understanding and knowledge of post-secondary opportunities school-wide.

Measurable Objective 1:
collaborate to increase student understanding and knowledge of post-secondary opportunities school-wide. by 06/03/2016 as measured by Teacher assessment.

Strategy 1:
College Advisory Program (CAP) - All middle and high school students continue to participate in CAP class 30 minutes every school day. The CAP teachers will provide activities for enrichment about post-secondary opportunities.
Category:
Research Cited: Other schools have guidance 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 college advisory learning community. Our students look to their CAP advisor to guide their learning process in order for there to be deeper understanding in post-secondary opportunities.
Tier:

Activity - Teacher Collaboration Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

CAP teachers meet at designated sessions during staff end-of-summer staff inservice to discuss upcoming lessons, new ideas, and plans for the year. Also, as CAP continues to be defined and improved, new strategies will be included in our before school staff inservices.	Professional Learning		Implement	08/24/2011	06/03/2016	$0	No Funding Required	Shannon Brunink, Cessandra Wright, Tricia Schrotenboer and all 6th - 12th grade CAP teachers

Strategy 2:

Music Department Activities - 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 are invited to give students more exposure to post-secondary music opportunities and to learn from those who have already been successful in these music endeavors.

Category:

Research Cited: As students are exposed to the expertise of higher-level musicians and demonstration of their musical gifts, the students will learn about more musical opportunities they will have open to them.

Tier:

Activity - Music Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	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 kinds of music groups.	Extra Curricular		Implement	08/26/2009	06/03/2016	$0	No Funding Required	Shannon Brunink and Music Staff

Strategy 3:

Spanish Department - Our Spanish teachers endeavor to expand the experiences of the students by introducing them to native Spanish speakers, giving the students opportunities to see what Spanish opportunities exist when they leave the K-12 school environment, in an attempt for students to feel more comfortable speaking Spanish as part of the school and local community.

Category:

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

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Tier:

Activity - Spanish Guest Speakers and field trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presentations have been given by students who have participated in study-abroad programs, Hope College Spanish education majors, Spanish department student-teachers , immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips have been taken to local Mexican restaurants and to Hope College's Van Wylen library.	Field Trip		Implement	08/26/2009	06/03/2016	$0	No Funding Required	Shannon Brunink and Spanish Staff

Goal 5: All students at Black River Public School will be given resources for transitions between grade levels.

Measurable Objective 1:

collaborate to help students understand the changing expectations as they progress through different grade levels, programs and building. by 06/09/2017 as measured by Students being able to explain the expectations of the grade/program/building they are transitioning to. .

Strategy 1:

College Advisory Period - 6th grade students have a new curriculum in their College Advisory Period or "CAP" class. This class meets for 25 minutes each day and the focus will be on "Success in School." A teacher will work with the school counselor to develop the lessons and focus areas.

Category: Learning Support Systems

Research Cited: Faculty input has shown that this is needed as students have been struggling in the transitions from grade levels, programs and buildings.

Tier: Tier 1

Activity - 6th Grade Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

6th Grade students will be going to a camp to do team building.	Community Engagement, Academic Support Program, Field Trip, Behavioral Support Program, Teacher Collaboration	Tier 1		08/29/2016	08/29/2016	$1000	General Fund	All 6th Grade Teachers

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

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
Pull-Out/Push-In	Parapros trained in EBLI working with students	Implementation	Tier 1	Implement	09/01/2014	06/03/2016	$25000	Parapros/Title I Teachers including Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff training	Evidence Based Literacy Instruction (EBLI) and Advanced Placement Training are also included in this activity. Teachers will continue to be trained in using different testing measures and the data collected to assess student progress in reading. Testing practices and implementation will be focused with NWEA/MAP, DIBELS, and Fountas and Pinnell. Teachers in Kindergarten through 5th grade will be trained in EBLI.	Professional Learning		Implement	08/19/2013	06/03/2016	$4281	Shanon Brunink, Fran Oleson, Teachers trained in EBLI

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Teacher Training on Next Generation Science Standards	Professional Development to understand Next Generation Science Standards and aligning them through grade levels in science.	Getting Ready		Getting Ready	08/18/2014	06/09/2017	$0	Shannon Brunink, Angela Aumaugher, science teachers
Professional Development in CCSS	In-service and continued support and training on CCSS.	Professional Learning		Getting Ready	08/18/2014	06/09/2017	$0	Shannon Brunink, Department Heads
Teacher Training on Common Core State Standards	August in-services will focus on curricular alignment including Common Core State Standards. More support will be added and presented to teachers throughout the year.	Professional Learning		Getting Ready	08/18/2014	06/05/2015	$2000	Shannon Brunink, Department Heads
Reading Assessment Program	A continuation new reading assessment program: Fountas & Pinnell.	Direct Instruction		Monitor	08/26/2009	06/03/2016	$1000	Shannon Brunink, All elementary staff
Teacher Collaboration/Content Area Meetings	In-services and continued training on CCSS.	Curriculum Development		Implement	08/18/2014	06/09/2017	$0	Shannon Brunink, Department Heads, Teachers
Develop Fraction Lessons	Elementary Teachers are continuing to work toward improving new fraction lessons to strengthen progress in the current materials.	Implementation		Implement	08/26/2009	06/05/2015	$5000	Shannon Brunink, Nathan Meyer, Barbara Eriks
6th Grade Retreat	6th Grade students will be going to a camp to do team building.	Community Engagement, Academic Support Program, Field Trip, Behavioral Support Program, Teacher Collaboration	Tier 1		08/29/2016	08/29/2016	$1000	All 6th Grade Teachers
Science Department Planning Meetings	Science department members will collaborate to study and revise science curriculum with respect to the Next Generation Science Standards to determine areas of concern, overlap and gaps.	Professional Learning		Implement	08/22/2011	06/05/2015	$1000	Shannon Brunink, Angela Aumaugher

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Implementing Curriculum Alignments	Staff will work in departments and content areas to fully align (vertically through grade levels) our curriculum based on CCSS when applicable (math/fractions in this case).	Implementation		Implement	08/18/2014	06/09/2017	$0	Shannon Brunink, Tricia Schrotenboer, Department Heads, Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
NWEA MAP Testing	Teachers will administer NWEA MAP testing for students to show baseline abilities. This testing will take place again throughout the year to measure growth.	Evaluation		Monitor	08/12/2009	06/03/2016	$0	Shannon Brunink, Fran Oleson, Caleb Fisher, Teachers
Student Pull - Out/Teacher Push-In	Title 1 teachers Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will Pull-out students and Push-into the elementary classrooms to provide additional reading support for students and classroom teachers. These teachers and parapros will also provide math and writing support to teachers and students. This will support the mathematics and writing goals.	Academic Support Program	Tier 1	Implement	08/22/2011	06/03/2016	$0	Shannon Brunink and Title I staff - Fran Oleson, Amy Guarr, Christin Lankheet and Mike Slagter will be partly paid by Title I funds.
Math department Curriculum	The math department uses a curriculum that encourages and depends on students' ability to read and interpret information.	Direct Instruction			08/19/2013	06/03/2016	$0	Shanon Brunink, Nathan Meyer, Math Teachers
Music Activities	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.	Extra Curricular		Implement	08/26/2009	06/03/2016	$0	Shannon Brunink and Music Staff

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Experiential Learning	Each teacher will continue to create new experiential learning activities within each class.	Implementation		Implement	08/25/2010	06/03/2016	$0	Shannon Brunink, Department Heads, Teachers
Spanish Guest Speakers and field trips	Presentations have been given by students who have participated in study-abroad programs, Hope College Spanish education majors, Spanish department student-teachers , immigrants and second generation Americans, and Grand Valley State University Spanish students. Field trips have been taken to local Mexican restaurants and to Hope College's Van Wylen library.	Field Trip		Implement	08/26/2009	06/03/2016	$0	Shannon Brunink and Spanish Staff
Teacher Collaboration Meetings	CAP teachers meet at designated sessions during staff end-of-summer staff inservice to discuss upcoming lessons, new ideas, and plans for the year. Also, as CAP continues to be defined and improved, new strategies will be included in our before school staff inservices.	Professional Learning		Implement	08/24/2011	06/03/2016	$0	Shannon Brunink, Cessandra Wright, Tricia Schrotenboer and all 6th - 12th grade CAP teachers
Interactive Read Aloud	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.	Direct Instruction		Monitor	08/26/2009	06/03/2016	$0	Shannon Brunink, Fran Olesen, all elementary teachers
Teacher Collaboration Meetings	Teachers will meet as grade levels and across grade levels to collaborate and share items such as common vocabulary and project schedules.	Communication			08/22/2011	06/03/2016	$0	Shannon Brunink, All teaching staff will participate along with School Counselor
Teacher Collaboration	Teacher collaboration Meetings in grade levels and in our Instructional Rounds discussions.	Implementation, Professional Learning		Implement	08/20/2012	06/03/2016	$0	Shannon Brunink, Department Chairs

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.