



## **School Improvement Plan**

**Blanche Kelso Bruce Academy - DePaul**

**Blanche Kelso Bruce Academy**

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DETROIT, MI 48207-3543

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## **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.

# Executive Summary

## **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.

## **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?**

The DePaul Center is a residential center located on East Grand Blvd. on the lower east side of Detroit. Most of the enrollees are adjudicated, although not all of them are there due to juvenile delinquency activities. However, most of the students come from the Detroit community and are eligible for free and/or reduced lunch program according to federal guidelines. Most of our students are enrolled for a short period of time - anywhere from a few days to a few months. Occasionally, students are with us for a year or more - but this is the exception rather than the rule.

## **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.**

Our mission is to provide an education to students that will prepare them to complete high school or continue in an institution of higher learning. Our vision includes the preparation of youth to successfully contribute to their local and state communities. We believe in the values of our community and that all children can and will learn when provided with an environment that embraces an excellent education for all children.



## **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 the 2014-2015 school year, the Blanche Kelso Bruce Academy within the DePaul Center will adopt a Big Picture Learning model. Personalized learning environments that work in tandem with the real world of the greater community are essential to Big Picture Learning. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially underserved urban students, and the expectation that these students can achieve success.

## **Additional Information**

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

The DePaul Center is a small residential center on the east side of Detroit. Our students come from various parts of the greater Detroit community. Usually our students are with us for a short period of time. Sometimes immediate improvement is not always obvious, but most of our children go on to successfully participate in traditional educational schools.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The staff of Blanche Kelso Bruce Academy works closely with the Don Bosco staff, the facility managers for the DePaul Center. Therefore, stakeholders include key players from BKBA - classroom advisors, support staff, and administrators - as well as key players from Don Bosco - the Director of Juvenile Justice Programs, the clinical director, therapists, and student representatives. Technically, many of our students are wards of the court, or their "guardians" are the clinical directors at the facility. As students are transient and often do not remain for a full school year, student representation on the team may vary. Parent representation is inconsistent at best, since all of the DePaul students have been removed from their homes and reside at DePaul, a mental-health treatment facility.

Stakeholders are encouraged to participate in the school improvement committee through formal letters of invitation, with explanations of roles and responsibilities. For the convenience of stakeholders, meetings will be held during the school day at the DePaul Center.

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

Stakeholders: Classroom advisors, clinical director, school liaison, administrative assistant (note taker), therapist, Director of Juvenile Justice Program Services, student representative, parent representative (when possible), community representative (when possible).

Stakeholder representatives participate in setting goals for the school improvement plan, as well as monitoring the progress towards the completion of those goals.

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

A written version of the school improvement plan will be distributed to all stakeholders in September. Thereafter, stakeholders meet monthly on the first Wednesday to review progress toward the plan or to suggest amendments and revisions.

# School Data Analysis

## **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.

## **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?**

The DePaul Center is a medium-security mental-health facility for adolescents who require 24-hour treatment with intensive surveillance and the controls of a traditional hospital setting. The average length of stay for a student is between six and nine months (maximum). Students range in age from 12 to 17 years old in grades five through 12, with most students performing far below expected grade levels. Currently seven of the 19 residents (37%) have individualized education plans and are enrolled in special education. Students frequently present with one or more of the following impairments: conduct and oppositional disorders; borderline IQ; major depression; attention deficit hyperactivity disorders; personality disorders; or bipolar disorders.

### **Student Demographic Data**

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

As students are in a secure residential treatment facility, their attendance is quite good.

### **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?**

Students in mental health treatment facilities naturally present with behavior issues. Staff handles behavior issues through counseling sessions and behavior contracts. Additional training in nonviolent crisis prevention and positive behavioral support has been identified as beneficial for staff.

### **Student Demographic Data**

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

- \* Additional training in nonviolent crisis prevention and positive behavioral support
- \* Behavior contracts and functional behavioral assessments for 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?**



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The site leader at DePaul is a very new administrator. There has been considerable growth in the students' reading and language arts skills and greater participation in instructional technology use, both comfortable areas for the site leader.

### 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?**

The placement of experienced, special education teachers at DePaul has supported the unique learning needs of students in a mental health treatment facility.

### 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?**

The site leader is not a permanent fixture at any one location among the three remote sites that include the DePaul Center. The students are accustomed to weekly but not daily visits from the school leader.

### 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?**

Students hate when their regular teachers are away from the building. To ease their comfort, an instructional support position was added. A familiar adult is always available in the classroom for the students now.

### Teacher/School Leader(s) Demographic Data

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

It is very difficult to find teachers willing to work in a mental health treatment facility. Additional compensation would attract high-quality candidates and perhaps reduce attrition rates.

## **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?**

Instruction and assessment were the strongest areas indicated by the School Systems Review.

**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?**

Challenges, as indicated by the School Systems Review, include curriculum, professional learning culture and system, as well as communication. Communication is particularly difficult since DePaul is a remote site of the Blanche Kelso Bruce Academy.

**12. How might these challenges impact student achievement?**

More effective collaborative teams and purposeful planning should positively impact student achievement.

**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.**

School Improvement Plan goals for the next school year will include emphasis on developing curriculum and organizational capacity.

**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?**

Upon entry, students are screened for possible learning disabilities. Transcripts and IEPs are requested from each student's previous school. The MSDS database is searched for information about special education services currently in place for the student or provided in the past for the student.

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

Extended learning opportunities are available for all qualified students in any grade. For example, an advanced high school student may take a Grade 12 English course in Grade 11 if requirements have been satisfied for the earlier grade level.

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

Students complete placement tests upon enrollment at the school. Transcripts from previous schools indicate appropriate course placement, as well. Parents are notified of students' schedules during site visitation.

**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?**

ELA curriculum includes content/standard tracking sheets to ensure that students are completing state standards. Online programs provide detailed crosswalks of content and state standards.

**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.**

Our students present with a myriad of mental health, emotional, and sometimes physical issues. In cooperation with our partner's treatment programs, we provide students with holistic support through special education services and school social workers.

## **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**

Our students are typically very poor readers; however, we have interventions in place to remediate their weaknesses in decoding, comprehension, vocabulary, spelling, fluency, and other key areas of literacy.

### **19b. Reading- Challenges**

Our students typically read far below or below expected levels. They demonstrate deficiencies in decoding, phonics and phonemic awareness, comprehension, vocabulary, spelling, and fluency.

### **19c. Reading- Trends**

Students who actively participate in reading interventions increase their proficiency by 81.6 Lexile points.

### **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.**

All students will be placed in appropriate educational programming based on reading proficiency scores (e.g., Tier 1, 2, or 3 interventions). Students scoring below grade level expectations will participate in READ 180 or System 44 as Tier 2 or 3 interventions.

### 20a. Writing- Strengths

Many of our students enjoy writing, especially journaling about their lives.

### 20b. Writing- Challenges

Typically, our students are not strong writers. They require scaffolded responses to answer prompts in an organized manner with supporting details. Students very often lack skills with punctuation, grammar, spelling, and mechanics of writing.

### 20c. Writing- Trends

Students show improvement in writing over time through the use of scaffolded instruction and instructor feedback.

### 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.**

Students writing is incorporated through their English/language arts programs. Students are placed in programs based on proficiency scores (e.g., Tier 1, 2, or 3).

### 21a. Math- Strengths

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Our students score far below expected grade levels in math, although they are very enthusiastic about the Think Through Math remediation program implemented in 2015.

### 21b. Math- Challenges

Our students are far below expected grade levels in math. While they are enthusiastic about interventions, to date students have achieved only a 44% pass rate in the Think Through Math program.

### 21c. Math- Trends

Our past and present students continue to struggle with math.

### 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.**

Students scoring below grade-level expectations in math will participate in the Think Through Math program and work one-on-one with and instructional aide to improve basic math skills.

### 22a. Science- Strengths

Students are presented with opportunities to explore a variety of sciences, including earth science, physical science, biology, chemistry, and physics.

**22b. Science- Challenges**

Owing to our students' difficulties with reading, they find the general education science curriculum very challenging. Often students come to us with minimal exposure to basic scientific concepts.

**22c. Science- Trends**

Student transcripts show that often science is omitted from the curricula of residential facilities. Students lack exposure to basic science.

**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.**

All students will participate in a blended learning, project-based program that incorporates remediation of academic weaknesses into core-content coursework.

**23a. Social Studies- Strengths**

Students participate in current events programming daily.

**23b. Social Studies- Challenges**

Students have performed poorly in online history, government, and economics classes.

**23c. Social Studies- Trends**

Students have not been able to pass online social studies classes consistently.

**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.**

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All students will participate in a blended learning program that incorporates remediation of academic weaknesses into core-content coursework using project-based learning, following the Big Picture model.



## **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?**

Students have performed well using the READ 180 program for ELA coursework.

### **24b. Student Perception Data**

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

Students are unhappy with the Aventa and Edgenuity online learning programs. They are frustrated by the level of difficulty and by the demanding reading in the courses.

### **24c. Student Perception Data**

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

The district is investigating GoQuest programming for the fall. A trial of this project-based learning program will be implemented during the summer of 2015.

### **25a. Parent/Guardian Perception Data**

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

Guardians of our students reported being pleased with the success of the READ 180 program.

### **25b. Parent/Guardian Perception Data**

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

Based on direct feedback from parents and guardians, they would like to see their students' accruing credit more regularly and at a faster rate.

**25c. Parent/Guardian Perception Data**

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

The district is looking into programs, such as GoQuest, that might allow students to accrue credit more regularly and at a faster pace.

**26a. Teacher/Staff Perception Data**

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

Overall, teachers and staff are happy with their jobs.

**26b. Teacher/Staff Perception Data**

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

Teachers would like to see improved relationships with our partners and increased credit accrual among our students.

**26c. Teacher/Staff Perception Data**

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

The district is planning more meetings with partners to educate them on the nature of school in residential placement settings. The district is also investigating programs that will allow students to accrue credit more regularly and at a faster pace.

**27a. Stakeholder/Community Perception Data**

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

Stakeholders are pleased that students are able to improve their literacy skills.

**27b. Stakeholder/Community Perception Data**

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

Stakeholders have expressed concern that students are not accruing credit quickly or regularly.

**27c. Stakeholder/Community Perception Data**

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

The district is investigating programs that will allow students to accrue credit quickly and regularly.

## Summary

### 28a. Summary

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

The students at DePaul need to accrue credit towards high school graduation or advancement to the next grade level through rigorous, relevant curriculum modified to their learning deficits. The BKBA staff at DePaul also need to work with the facility partners to provide a safe and healthy climate that prioritizes education. Finally, remote site BKBA staff must improve family engagement in the education of students.

### 28b. Summary

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

Because students are receiving their education inside of a residential treatment facility, they do not perceived it as "real" school; therefore, students are often unmotivated and disengaged in their learning.

### 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?**

Emphasis needs to be placed on students acquiring credit and passing classes.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Students are in grades 6-12.	

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	<a href="http://bkbacademy.org/assts-081212/transparency/pdf/2013/2014-annual-report-depaul.pdf">http://bkbacademy.org/assts-081212/transparency/pdf/2013/2014-annual-report-depaul.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We have individualized education plans for each student.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Individualized education plans are updated annually.	

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	Charity Dorgan, School Liaison 8045 Second Ave. Detroit, MI 48202 313-656-2600	

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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.	No	In process.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	In process.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		



# **2015-2016 School Improvement Plan - DePaul Center**

## Overview

### Plan Name

2015-2016 School Improvement Plan - DePaul Center

### Plan Description

Goals and objectives for 2015-2016 school year.

## 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	The staff of BKBA will be able to provide a safe and healthy climate that prioritizes education by creating optimal conditions for learning through appropriate behaviors and student motivation.	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$5930
2	The staff will improve family engagement in the education of students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$400
3	All students at the DePaul site of the Blanche Kelso Bruce Academy will be able to accrue credit towards high school graduation or advancement to the next grade level.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$7248

**Goal 1: The staff of BKBA will be able to provide a safe and healthy climate that prioritizes education by creating optimal conditions for learning through appropriate behaviors and student motivation.**

**Measurable Objective 1:**

collaborate to ensure that 100% of the remote site students will be able to demonstrate respectful, responsible, and safe behaviors 95% of the time that they are in BKBA classrooms. by 06/30/2016 as measured by the number of incident reports, with the goal being one or less incident reports per week per classroom.

**Strategy 1:**

Positive Behavioral Support - Selected, if not all, students at each remote site will receive rewards daily (e.g., Jolly Ranchers) and certificates monthly for engaging in respectful, responsible, and safe behaviors. Consequences for misbehavior will include "think sheets," behavior contracts, and letters to students' judges or referees in the juvenile justice system.

Category:

Research Cited: Cloud, J.I. (2008). Parenting the guardian class. Bloomington, IN: AuthorHouse.

Dunlap, K., Goodman, S., McEvoy, C., & Paris, F. (2010). Schoolwide positive behavioral interventions implementation guide. Lansing, MI: Michigan Department of Education.

Michigan State Board of Education. (2006, September 12). Positive behavior support policy. Lansing, MI: Michigan Department of Education.

Tier: Tier 1

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All remote site advisors will participate in nonviolent crisis prevention/positive behavioral intervention support training programs with district trainers and with Jonathan Cloud, independent consultant, to develop and to implement a positive behavioral support program at each site, including ongoing coaching and training opportunities.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	08/13/2015	06/30/2016	\$1600	General Fund	S. Brown, Chief Operating Officer; C. Dorgan, learning specialist
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Status	Progress Notes	Created On	Created By
Completed	Advisors completed CPI/PBS training prior to the beginning of the 2015-2016 school year.	September 21, 2015	Charity Dorgan

### Strategy 2:

Igniting Sparks - All students at the remote sites will participate in the Igniting Sparks curriculum during advisories in order to facilitate improved social outcomes and reduced risk behaviors.

Category:

Research Cited: Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology*, 4(1), 85–104. doi:10.1080/17439760802399240

Benson, P. L., & Scales, P. C. (2011). Thriving and sparks. In R. J. R. Levesque (Ed.), *Encyclopedia of adolescence* (pp. 2963–2976). New York: Springer. doi: 10.1007/978-1-4419-1695-2

King, P. E., Dowling, E. M., Mueller, R. A., White, K., Schultz, W., Osborn, P., Dickerson, E., Bobek, D. L., Lerner, R. M., Benson, P. L., & Scales, P. C. (2005). Thriving in adolescence: The voices of youth-serving practitioners, parents, and early and late adolescents. *Journal of Early Adolescence*, 25(1), 94-112.

Scales, P. C., & Benson, P. L. (2005). Adolescence and thriving. In C. B. Fisher, & R. M. Lerner (Eds.), *Encyclopedia of applied developmental science: Vol. 1* (pp. 15–19). Thousand Oaks, CA: Sage.

Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). The contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4, 27–46.

Scales, P. C., Benson, P. L., & Roehlkepartain, E. C. (2010). Adolescent thriving: The role of sparks, relationships, and empowerment. *Journal of Youth and Adolescence*, 40 (3), 263-277. doi: 10.1007/s10964-010-9578-6

Theokas, C., Almerigi, J., Lerner, R.M., Dowling, E.M., Benson, P.L., Scales, P.C., & von Eye, A. (2005). Conceptualizing and modeling individual and ecological asset components of thriving in early adolescence. *Journal of Early Adolescence*, 25(1), 113-143.

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Tier: Tier 1

Activity - Igniting Sparks Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remote site advisors will participate in a one-day training program with James Conway, Search Institute, during August 2015 to begin implementing the Igniting Sparks curriculum effectively at each site.	Professional Learning, Behavioral Support Program	Tier 1		08/11/2015	06/30/2016	\$2800	General Fund	S. Brown, Chief Operating Officer; C. Dorgan, Learning Specialist

Status	Progress Notes	Created On	Created By
Completed	All advisors and classroom staff completed training in Igniting Sparks, under the facilitation of James Conway from the Search Institute.	September 21, 2015	Charity Dorgan

Activity - Igniting Sparks Advisories	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at the remote sites will participate in advisories using the Igniting Sparks curriculum in sessions based on the Big Picture Learning model, including Pick-me-ups.	Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2016	\$40	General Fund	Remote site advisors

Status	Progress Notes	Created On	Created By
In Progress	All advisors have started using the Sparks curriculum daily in their classrooms, as of September 8, 2015.	September 21, 2015	Charity Dorgan

### Strategy 3:

Advisory - 100% of students will participate in an advisory program, with 90% showing increased effort and motivation for learning; that is, students will steadily increase time on task when working in online learning programs.

Category:

Research Cited: Littky, D. (2004). The big picture: Education is everyone's business. (Alexandria, VA: ASCD. Horn, M., &Staker, H. (2015). Blended: Using disruptive innovation to improve schools. SanFrancisco, CA: Jossey-Bass.

**School Improvement Plan**

Blanche Kelso Bruce Academy - DePaul

Tier: Tier 1

Activity - Pick-Me-Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All advisors will follow the model for Pick-Me-Ups prescribed by the Big Picture Learning model at least three times each week.	Academic Support Program, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$440	General Fund	Remote site advisors

Status	Progress Notes	Created On	Created By
In Progress	Advisors have implemented pick-me-ups in conjunction with the Sparks curriculum, using such resources as "In a Jar" products.	September 21, 2015	Charity Dorgan

**Strategy 4:**

Enhancing the Learning Environment - In order to enhance the learning environment in DePaul classrooms, conditions - such as temperature and scheduled cleaning - will be improved.

Category:

Research Cited: Horowitz, P. MD, "Classroom Health Check-Up: US Teachers Give Classrooms a Failing Grade on Cleanliness" (Agosto 2005) - Humphreys, M. A. (1974). Classroom Temperature, Clothing and Thermal Comfort--A Study of Secondary School Children in Summertime. Building Research Establishment Current Paper 22/74. Reprinted from The Building Services Engineer (JHVE), 41, 191-202 - Lofstedt, B., Ryd, H., & Wyon, D. (1969). How Classroom Temperatures Affect Performance on School Work. Build International, 2(9), 23-24 - Wargocki, P., & Wyon, D. P. (2007). The effects of moderately raised classroom temperatures and classroom ventilation rate on the performance of schoolwork by children (RP-1257). Hvac&R Research, 13(2), 193-220.

Tier: Tier 1

Activity - Purchase Tower Fans, Heaters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Oscillating tower fans and heating units will be purchased to ensure optimal temperatures in classrooms during the spring/summer and fall/winter sessions.	Other - Classroom Environment, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$300	General Fund	Administrative Assistant; School Liaison
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Status	Progress Notes	Created On	Created By
In Progress	Fans have been purchased for classrooms for student comfort during warm weather in September and October.	September 21, 2015	Charity Dorgan

Activity - Deep Cleaning of Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DePaul classrooms will be cleaned thoroughly - including floors, walls, and windows - to enhance the learning environment for students. If possible, classrooms may be repainted.	Other - Classroom Environment, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$750	General Fund	Advisors; Partners; School Liaison

Status	Progress Notes	Created On	Created By
Completed	Prior to the beginning of the school year on September 8, 2015, classrooms received a deep cleaning, as well as repainting.	September 21, 2015	Charity Dorgan

## Goal 2: The staff will improve family engagement in the education of students.

### Measurable Objective 1:

collaborate to ensure that 50% of families participate in education-related discussions about their students. by 06/30/2016 as measured by attendance sheets from Back-to-School Night and other events; phone logs; and family visitation journals.



## School Improvement Plan

Blanche Kelso Bruce Academy - DePaul

Status	Progress Notes	Created On	Created By
Not Met	While the Back-to-School night on September 30 had significantly higher parent attendance than in the past, the goal of 50% was not met.	October 29, 2015	Charity Dorgan

### Strategy 1:

Back-to-School Events - Advisors will invite parents and guardians of all students to Back-to-School events scheduled for September and January to involve and engage families in the education of their children. Parent involvement will be documented through sign-in sheets.

Category:

Research Cited: McMahon, M. (2009). Parent involvement in schools. Research Starters Education (Online Edition).

Sawyer, M. (2015). BRIDGES: Connecting with families to facilitate and enhance involvement. Teaching Exceptional Children, 47(3), 172-179.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Family events were held at DePaul for parents and guardians of students on September 30 - Parent meet-and Greet November 18 - Parent Conference November 23 - Thanksgiving Luncheon December 18 - Holiday Luncheon	January 01, 2016	Charity Dorgan

Activity - Information Log	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will keep logs of contact with parents, including method of contact (event, family meeting, or phone), date, time, and purpose of contact.	Parent Involvement	Tier 1		09/08/2015	06/30/2016	\$400	General Fund	Advisors

**Goal 3: All students at the DePaul site of the Blanche Kelso Bruce Academy will be able to accrue credit towards high school graduation or advancement to the next grade level.**

## School Improvement Plan

Blanche Kelso Bruce Academy - DePaul

Status	Progress Notes	Created On	Created By
N/A	December 31, 2015 - Progress toward this goal has been compromised by the lack of a formal curriculum at the remote sites. Given that the classroom at DePaul Center is a multi-age, multi-grade facility populated by students with special needs or in unusual emotionally charged circumstances, a special education teacher serves as a mentor at the site. Last year, utilizing only online courseware proved too difficult for students to achieve academically and progress in core content areas. Also the absence of highly qualified teachers for high-school courses limited student progress. A high-interest, low-level core-content curriculum, offered through Odysseyware, has been identified for the second semester of the 2015-2016 school year. In addition, a proposal to hire content-area coaches has been discussed. However, it should be noted that the cost of the courseware, plus hiring coaches, was not considered in original budgeting for this school year. In addition, the educational model for the facility has changed. In the past, three classrooms with nine students each accommodated a maximum of 27 young men. Now one classroom serves 13 students, which has caused overcrowding and a shortage of resources; for example, working computers. The facility managers at DePaul also are accepting students with greater educational needs than in the past; for example, students with significant cognitive (e.g., IQs at 50 or below) and emotional impairments (e.g., not enrolled in full-time school because of behavior). These students have spent most of their education in self-contained classrooms for cognitively or emotionally impaired students. In order to serve these students, BKBA has needed to purchase special resources (e.g., kindergarten-level educational software and manipulatives), as well as hire a classroom aide for two students. Such students generally are assessed through state MI-ACCESS tests; however, given the small population of students at DePaul, no more than one student would be eligible for MI-ACCESS testing in the spring, leaving the rest to take standard grade-level MI-STEP assessments.	January 04, 2016	Charity Dorgan

### Measurable Objective 1:

90% of All Students will demonstrate a proficiency in English/language arts, in Math, in Science, and in Social Studies by 06/30/2016 as measured by accruing credit or passing at least one class/quarter in an online learning environment.

### Strategy 1:

Curriculum Development and Alignment - All students will participate in an academic program that incorporates remediation of academic weaknesses into core-content coursework using project-based learning, following the Big Picture Learning model.

Category:

Research Cited: Horn, M., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. San Francisco, CA: Jossey-Bass.

Litky, D. (2004). *The big picture: Education is everyone's business*. Alexandria, VA: ASCD.

Washor, E., & Mojkowski, C. (2012). *Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates*. Portsmouth, NH:

Heinemann.

SY 2015-2016

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## School Improvement Plan

Blanche Kelso Bruce Academy - DePaul

Tier: Tier 1

Activity - Professional Staff Development in Curriculum Development and Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All advisors will receive training in curriculum development and alignment.	Professional Learning	Tier 1	Getting Ready	06/10/2015	06/30/2016	\$1450	General Fund	Advisors; School Liaison; Teaching Assistants

Status	Progress Notes	Created On	Created By
In Progress	Staff completed one session of training in curriculum development and alignment from August 31-September 3, although more is expected.	October 29, 2015	Charity Dorgan

### Measurable Objective 2:

90% of All Students will demonstrate a proficiency in Writing and in Reading by 06/30/2016 as measured by increasing their reading Lexile levels by 50 points each quarter.

### Strategy 1:

System 44 - Students who score below a 600 Lexile level on their initial Scholastic Reading Inventory assessments or who demonstrate marked difficulty decoding will participate in the System 44 program.

Category:

Research Cited: Leko, M. M., Roberts, C. A., & Pek, Y. (2014). A Theory of Secondary Teachers' Adaptations When Implementing a Reading Intervention Program. *The Journal of Special Education*, 0022466914546751.

Nelson, K. L., Alexander, M., Williams, N. A., & Sudweeks, R. R. (2014). Determining Adolescent Struggling Readers' Word Attack Skills with the Core Phonics Survey. *Reading Improvement*, 51(4), 333-340.

Stremick, D. (2011). Determining Differential Effectiveness of System 44 for Struggling Readers (Doctoral dissertation, Minot State University).

Tier: Tier 3

**School Improvement Plan**

Blanche Kelso Bruce Academy - DePaul

Status	Progress Notes	Created On	Created By
N/A	Four students were identified for intervention using System 44, as of September 30, 2015.	October 29, 2015	Charity Dorgan

Activity - Professional Staff Development in READ 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All advisors will participate in READ 180 and System 44 with an implementation consultant from Scholastic, Inc., with ongoing coaching to support the literacy programs at BKBA schools.	Professional Learning	Tier 1		08/14/2015	06/30/2016	\$5798	General Fund	Site leader and advisors

Status	Progress Notes	Created On	Created By
Completed	Advisors participated and completed a two-day training session with a Scholastic consultant on August 17 and 24, 2015.	October 29, 2015	Charity Dorgan

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Deep Cleaning of Classrooms	DePaul classrooms will be cleaned thoroughly - including floors, walls, and windows - to enhance the learning environment for students. If possible, classrooms may be re-painted.	Other - Classroom Environment, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$750	Advisors; Partners; School Liaison
Information Log	Advisors will keep logs of contact with parents, including method of contact (event, family meeting, or phone), date, time, and purpose of contact.	Parent Involvement	Tier 1		09/08/2015	06/30/2016	\$400	Advisors
Igniting Sparks Advisories	All students at the remote sites will participate in advisories using the Igniting Sparks curriculum in sessions based on the Big Picture Learning model, including Pick-me-ups.	Behavioral Support Program	Tier 1	Implement	09/02/2015	06/30/2016	\$40	Remote site advisors
Igniting Sparks Training	Remote site advisors will participate in a one-day training program with James Conway, Search Institute, during August 2015 to begin implementing the Igniting Sparks curriculum effectively at each site.	Professional Learning, Behavioral Support Program	Tier 1		08/11/2015	06/30/2016	\$2800	S. Brown, Chief Operating Officer; C. Dorgan, Learning Specialist
Pick-Me-Ups	All advisors will follow the model for Pick-Me-Ups prescribed by the Big Picture Learning model at least three times each week.	Academic Support Program, Behavioral Support Program	Tier 1		09/08/2015	06/30/2016	\$440	Remote site advisors
Purchase Tower Fans, Heaters	Oscillating tower fans and heating units will be purchased to ensure optimal temperatures in classrooms during the spring/summer and fall/winter sessions.	Other - Classroom Environment, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/30/2016	\$300	Administrative Assistant; School Liaison

## School Improvement Plan

Blanche Kelso Bruce Academy - DePaul

PBIS Professional Development	All remote site advisors will participate in nonviolent crisis prevention/positive behavioral intervention support training programs with district trainers and with Jonathan Cloud, independent consultant, to develop and to implement a positive behavioral support program at each site, including ongoing coaching and training opportunities.	Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	08/13/2015	06/30/2016	\$1600	S. Brown, Chief Operating Officer; C. Dorgan, learning specialist
Professional Staff Development in Curriculum Development and Alignment	All advisors will receive training in curriculum development and alignment.	Professional Learning	Tier 1	Getting Ready	06/10/2015	06/30/2016	\$1450	Advisors; School Liaison; Teaching Assistants
Professional Staff Development in READ 180/System 44	All advisors will participate in READ 180 and System 44 with an implementation consultant from Scholastic, Inc., with ongoing coaching to support the literacy programs at BKBA schools.	Professional Learning	Tier 1		08/14/2015	06/30/2016	\$5798	Site leader and advisors