

BLANCHE KELSO BRUCE ACADEMY
2015-16 REVISED DISTRICT IMPROVEMENT PLAN

- I. **GOAL 1.** All students enrolled in the BKBA district for 30+ school days will increase academic achievement/outcomes in the core content subjects (e.g., math, science, ELA/reading, and social studies) as measured through Scantron scores, Lexile levels, Think Through Math benchmarks, progress reports, district writing assessment, Brigance math assessment, Burns & Roe reading inventory, and credit accrual.
- A. Objective:** 80% of all students will demonstrate proficiency increases in ELA/reading by June 30, 2016, as measured by Scantron scores, Lexile levels, progress reports, district writing assessment, Burns & Roe reading inventory, state assessments, and credit accrual.
1. **Strategy:** Data-driven decision-making. Teachers will use a process to analyze data in order to differentiate instruction for students.
 - a. **Activity:** Teachers participate in monthly site-based PLCs to analyze and discuss student data.
 - b. **Activity:** Teachers input all student data into automated systems: MI-STAR Q serves as central repository for student demographic data; MI-STAR DnA holds student assessment data.
 2. **Strategy:** Teaching with technology. Teachers will integrate instructional technology into lessons frequently and intentionally.
 - a. **Activity:** The most fragile students at each BKBA site utilize the System 44 software program to develop the foundational reading skills through explicit instruction in phonics, comprehension, and writing.
 - b. **Activity:** Struggling readers at each BKBA site utilize the READ 180 software program to meet the rigorous expectations of the new standards and experience growth in literacy.
 3. **Strategy:** Highly qualified teachers. Certified content-area teachers, specialists, or experts/artists in residence will provide instruction.
 - a. **Activity:** Operations staff within the Human Resources Department continuously recruits qualified job candidates through ads, career web site, and job fairs.
 - b. **Activity:** Targeted professional staff development occurs throughout the school year and during the summer to ensure that staff gains or sustains necessary skills for teaching and learning; for example, monthly professional learning community meetings.
- B. Objective:** 80% of all students will demonstrate proficiency increases in math by June 30, 2016, as measured by Scantron scores, Lexile levels,

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Think Through Math benchmarks, progress reports, district writing assessment, Brigance math assessment, state assessments, and credit accrual.

1. **Strategy:** Data-driven decision-making. Teachers will use a process to analyze data in order to differentiate instruction for students.
 - a. *Activity:* Teachers participate in monthly site-based PLCs to analyze and discuss student data.
 - b. *Activity:* Teachers input all student data into automated systems: MI-STAR Q serves as central repository for student demographic data; MI-STAR DnA holds student assessment data.
 2. **Strategy:** Teaching with technology. Teachers will integrate instructional technology into lessons frequently and intentionally.
 - a. *Activity:* Students who perform below grade level in mathematic will utilize Think Through Math (TTM) as an intervention. TTM combines live teacher support, student motivation strategies, and adaptive software in a web-based learning system that helps struggling students learn math.
 3. **Strategy:** Highly qualified teachers. Certified content-area teachers, specialists, or experts/artists in residence will provide instruction.
 - a. *Activity:* Operations staff within the Human Resources Department continuously recruits qualified job candidates through ads, career web site, and job fairs.
 - b. *Activity:* Targeted professional staff development occurs throughout the school year and during the summer to ensure that staff gains or sustains necessary skills for teaching and learning; for example, monthly professional learning community meetings.
- C. Objective:** 80% of all students will demonstrate proficiency increases in science by June 30, 2016, as measured by Scantron scores, progress reports, and credit accrual.
1. **Strategy:** Data-driven decision-making. Teachers will use a process to analyze data in order to differentiate instruction for students.
 - a. *Activity:* Teachers participate in monthly site-based PLCs to analyze and discuss student data.
 - b. *Activity:* Teachers input all student data into automated systems: MI-STAR Q serves as central repository for student demographic data; MI-STAR DnA holds student assessment data.

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2. **Strategy:** Teaching with technology. Teachers will integrate instructional technology into lessons frequently and intentionally.
 - a. *Activity:* Teachers utilize a variety of multimedia to differentiate instruction, including print, audio, video, and electronic materials.
 3. **Strategy:** Highly qualified teachers. Certified content-area teachers, specialists, or experts/artists in residence will provide instruction.
 - a. *Activity:* Operations staff within the Human Resources Department continuously recruits qualified job candidates through ads, career web site, and job fairs.
 - b. *Activity:* Targeted professional staff development occurs throughout the school year and during the summer to ensure that staff gains or sustains necessary skills for teaching and learning; for example, monthly professional learning community meetings.
- D. Objective:** 80% of all students will demonstrate proficiency increases in social studies by June 30, 2016, as measured by progress reports and credit accrual.
1. **Strategy:** Data-driven decision-making. Teachers will use a process to analyze data in order to differentiate instruction for students.
 - a. *Activity:* Teachers participate in monthly site-based PLCs to analyze and discuss student data.
 - b. *Activity:* Teachers input all student data into automated systems: MI-STAR Q serves as central repository for student demographic data; MI-STAR DnA holds student assessment data.
 2. **Strategy:** Teaching with technology. Teachers will integrate instructional technology into lessons frequently and intentionally.
 - a. *Activity:* Teachers utilize a variety of multimedia to differentiate instruction, including print, audio, video, and electronic materials.
 3. **Strategy:** Highly qualified teachers. Certified content-area teachers, specialists, or experts/artists in residence will provide instruction.
 - a. *Activity:* Operations staff within the Human Resources Department continuously recruits qualified job candidates through ads, career web site, and job fairs.
 - b. *Activity:* Targeted professional staff development occurs throughout the school year and during the summer to ensure that staff gains or sustains necessary skills for teaching and

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learning; for example, monthly professional learning
community meetings.

- II. GOAL 2.** All students will increase their presence (attendance) and active participation in school (engagement/motivation) through social/emotional interventions and support (behavior) as measured by attendance records, time-on-task reports, completed assignments, teacher observation, progress reports, credit accrual, social/emotional measurement instruments, social worker consults, and incident reports.
- A. Objective:** 80% of all students will demonstrate a behavior – increased attendance – by June 30, 2016, as measured by attendance records.
- 1. Strategy:** Transportation. The BKBA district provides assistance and support with safe and reliable transportation to and from school.
 - a. Activity:** Bus tickets are available for students at the community sites.
 - b. Activity:** The BKBA district maintains a Transportation Department with certified bus drivers and bus aides.
 - 2. Strategy:** Incentives. The community-based sites of the BKBA district provide incentives for attending school.
 - a. Activity:** Breakfast is provided for students.
 - b. Activity:** Students with good attendance records receive recognition certificates and participate in special activities. A point system for school participation is also in place at the JDF site.
- B. Objective:** 100% of staff will collaborate to promote and sustain a safe and healthy culture and climate by June 30, 2016, as measured by social/emotional measurement instruments, social worker consults, and incident reports.
- 1. Strategy:** Training. Staff participates in specialized training in academic, behavioral, and social interventions and support.
 - a. Activity:** All staff receives training in CPI, mental health, substance abuse, and other health-related (e.g., EpiPen) areas.
 - 2. Strategy:** School social workers. The BKBA district maintains a staff of school social workers to assist students at each site in developing social/behavioral skills.
 - a. Activity:** School social workers meet regularly with students individually and in groups, as well as plan programs, to develop individual coping and social/behavioral skills.
- C. Objective:** 100% of staff will collaborate to promote and sustain parental and community involvement in the education of students and their transitions beyond the BKBA district by June 30, 2016, as measured by participation in programs or signatures on sign-in sheets at activities.

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1. **Strategy:** Parent and community activities. The BKBA district sponsors parent and community activities throughout the school year.
 - a. *Activities:* Each site holds regularly scheduled parent conferences, luncheons, dinners, and meet-and-greets throughout the school year.
 - b. *Activities:* Community sites of the BKBA district sponsor a Parent University or other parent training initiatives.
 - c. *Activities:* The BKBA district's transition process (e.g., exit to other locations) includes providing exiting students with curriculum maps, transcripts, lists of community resources, and other material to smooth their movement from location to location (e.g., schools within and external to the BKBA district).
 - d. *Activities:* Students participate in service learning and volunteer projects to support the local community.
 - e. *Activities:* Individual sites maintain specialized programs, such as the Grandparents Program or a Speakers' Bureau, which allow community members to interact with students.

III. GOAL 3. All staff will engage in continuous professional development to increase knowledge and skills that support the BKBA district's academic and affective goals as measured by attendance records from professional staff development, observations from site leader walkthroughs, program evaluations, increased student achievement, stakeholder surveys, and annual staff evaluations.

A. Objective: 100% of all staff will collaborate to increase knowledge and skills that support the BKBA district's academic and affective goals by June 30, 2016, as measured by attendance records from professional staff development, observations from site leader walkthroughs, program evaluations, increased student achievement, stakeholder surveys, and annual staff evaluations.

1. **Strategy:** Continuous professional staff development. BKBA district staff participates in targeted professional development throughout the school year and during the summer.
 - a. *Activity:* Staff participates in district-wide and site-based PLCs each month.
 - b. *Activity:* Staff participates in annual professional development in August.
 - c. *Activity:* Staff participates in concentrated professional development in February.
 - d. *Activity:* Staff attends local, regional, and national conferences and workshops.

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RESOURCES

Data-driven decision-making

- Dunn, K. E., Airola, D. T., Lo, W. J., & Garrison, M. (2013). Becoming data driven: The influence of teachers' sense of efficacy on concerns related to data-driven decision making. *The Journal of Experimental Education, 81*(2), 222-241.
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- Kaufman, T. E., Graham, C. R., Picciano, A. G., Popham, J. A., & Wiley, D. (2014). Data-driven decision making in the k-12 classroom. In *Handbook of research on educational communications and technology* (pp. 337-346). Springer New York.
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Teaching with technology

- Jaipal-Jamani, K., Figg, C., Collier, D., Gallagher, T., Winters, K. L., & Ciampa, K. (2015, March). Transitioning into the Role of Technology Leaders: Building Faculty Capacity for Technology-enhanced Teaching. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2015, No. 1, pp. 3264-3271).
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Highly-qualified teachers

- Fierros, E. G., Lani, M. G., Mundell, C. R. M., Quinn, K. M., Schreiner, D. M. B., Uroda, M. R., & Williams, S. T. (2013). How should state policymakers ensure that there is a highly qualified and highly effective teacher in every public school classroom? Accessed online at <http://www.eplc.org/wp-content/uploads/2014/12/Paper-Teacher-Effectiveness.pdf>
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- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2015). *Teaching to change the world*. Routledge.
- Swain, A. (2013). The Problem with “Nuts and Bolts:” How the Emphasis on “Highly Qualified Professionals” is Undermining Education. *Educational Studies*, 49(2), 119-133.

Transportation (attendance)

- Ely, T., & Teske, P. (2014). School Transportation in Colorado: Implications for Expanded Learning Time. Accessed at <http://milehighconnects.org/wp-content/uploads/2014/12/Transportation-Extended-Learning-Time-Report-2014-sm.pdf>
- Ely, T., & Teske, P. (2014). Success Express: Transportation Innovation in Denver Public Schools. Accessed online at <http://milehighconnects.org/wp-content/uploads/2014/12/Success-Express-2014.pdf>
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- Reid, K. (2013). *An Essential Guide to Improving Attendance in Your School: Practical Resources for All School Managers*. Routledge.

Breakfast/Incentives (attendance)

- Hahn, R. A., Knopf, J. A., Wilson, S. J., Truman, B. I., Milstein, B., Johnson, R. L., ... & Moss, R. D. (2015). Programs to increase high school completion: a Community Guide systematic health equity review. *American journal of preventive medicine*, 48(5), 599-608.
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Professional staff development (social/behavioral improvement)

- Becker, K. D., Bradshaw, C. P., Domitrovich, C., & Jalongo, N. S. (2013). Coaching teachers to improve implementation of the good behavior game. *Administration and Policy in Mental Health and Mental Health Services Research*, 40(6), 482-493.

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- Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a professional development program on behavioral engagement of students in middle and high school. *Psychology in the Schools, 51*(2), 143-163.
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- Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing The RULER Approach. *Prevention Science, 14*(1), 77-87.

School social workers

- Alvarez, M. E., Bye, L., Bryant, R., & Mumm, A. M. (2013). School social workers and educational outcomes. *Children & Schools, 35*(4), 235-243.
- Castillo, H. L., Rivers, T., Randall, C., Gaughan, K., Ojanen, T., & Burton, D. (2015). placing evidence-based interventions at the fingertips of school social workers. *The Journal of Behavioral Health Services & Research, 1*-10.
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Parent/Community involvement

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Professional staff development (general)

- Ainscow, M., Beresford, J., Harris, A., Hopkins, D., Southworth, G., & West, M. (2013). *Creating the conditions for school improvement: a handbook of staff development activities*. Routledge.
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