



District Improvement Plan

Blanche Kelso Bruce Academy

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Detroit, MI 48202-2403

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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.

Executive Summary

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.

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?

Blanche Kelso Bruce Academy (BKBA) is a strict discipline academy (SDA) chartered by Wayne RESA and managed by Evans Solutions, Inc.

The BKBA School District is located in Wayne County and provides educational services at six sites throughout the city of Detroit: a middle school and high school, two community-based sites; two sites in mental-health treatment centers; one site in a home for abused and neglected girls; and one site housed in the county's high security juvenile detention facility.

While BKBA serves nearly 3,000 students a year, the average daily enrollment for all sites is about 250. Nearly 50% of those students will be enrolled in our program for less than 60 school days, creating a transient population in need of specialized instruction and interventions.

For some, Detroit is a place of growth and revitalization. For the students and families we serve, Detroit is a place in dire need of resuscitation. The effects of low education, high unemployment, extreme poverty, substandard housing, poor healthcare, and exposure to violence paralyze one's ability to think beyond survival or poverty-related concerns. Our students simply have too much on their minds to fully engage in the learning process.

The demographics of our school district are representative of those in our community. BKBA serves predominately African-American students with some diversity that includes Hispanics and Caucasians. Over 90% of our students qualify for free and/or reduced lunch and all are identified as at-risk for failing academically or dropping out. Many students perform at least 3 levels below grade expectations and have had some contact with the juvenile justice system.

BKBA understands the direct correlation between risk factors and academic achievement. These risk factors or debilitating circumstances jeopardize our students' ability to see the big picture beyond their current circumstances. It's that understanding of our students and families that guides us to create a learning environment that balances academic and affective structures. We consciously choose to not elevate academics at the expense of the many strengths and challenges our students bring to the classroom - we address the needs of the whole child.

Committed to positively transforming the lives of these so-called "hard to reach, hard to teach" students, the BKBA learning community continues to think collaboratively and thoughtfully about aligning our school structures to what we believe about students - every child can learn and succeed, that diversity enriches us all, that students at risk of failure can overcome the risk through involvement in a thoughtful and caring community of learners.

BKBA recognizes not every certified and highly qualified teacher fits perfectly in our learning environment. For that reason, our teachers are not only certified and highly qualified; they are passionate about teaching and learning, highly effective and committed to educating our very unique population.

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The BKBA school district's last three years have been focused on meeting Wayne RESA renewal conditions and clearing the path for full reauthorization. We continue to work diligently to implement a more systemic, process-oriented organization where data drives every decision. District and site administrators, teachers, students, parents and community partners work collaboratively to create a place where every student's needs are met and where success is not only possible, it is inevitable.

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.

BKBA Mission:

The mission of the Blanche Kelso Bruce Strict Discipline Academy is to provide effective educational services to students, who due to legal and/or other environmental risk factors impacting their lives, are unable to participate in regular school settings, and/or are identified as at risk of academic failure in traditional school environments.

BKBA Philosophy:

Our philosophy is based on a commitment that each child can learn and succeed, that diversity enriches us all, that students at risk for failure can overcome the risk through involvement in a thoughtful and caring community of learners, that each child has strengths and needs and that effective learning results from the collaborate efforts of all engaged adult constituencies.

BKBA Beliefs:

BKBA believes that most youth outside of the educational mainstream (YOEM) are not youth with academic challenges/failures caused by behavior problems, but rather students with behavior problems caused by failure in school. School must play a more central role in the lives of students by providing targeted, healing experiences that create a cognitive and affective transformation in each of them.

At BKBA, teaching and learning is a strategic balance of academic skill development, social-emotional skill development and college and career readiness. Student achievement and success are always at the center of everything we do. We build success through a focused and integrated approach to improving math and reading skills, building positive and meaningful relationships, ensuring rigor, relevance and real life learning and giving students the tools they need to make a smooth and more successful transition from BKBA to the real world.

BKBA invests in our students by investing in the continuous improvement of our teachers' instructional knowledge and practices in an effort to ensure student achievement and excellence.

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.

The district's most notable achievement is creating a safe place for underserved students who might not have any other educational options. Our staff strives to maintain a learning environment where students can find respite, feel cared about, feel welcomed, feel valued and are seen as more than just a test score. While we hold high academic standards, we equally value a student's passions, personal interests, strengths and diversity. We are very respectful and attentive to all students' needs and provide them with supports and strategies to promote the most effective and transformative learning experience.

The last three years we have seen varying degrees of improvement and success by:

- Implementing a blended learning model at some sites
- Becoming a Big Picture Learning inspired school district
- Implementing differentiated learning strategies across the district
- Strengthening our partnerships with the community
- Establishing District and School Improvement Teams focused on teaching and learning, curriculum and data usage
- Improving parent relationships and involvement across the district
- Integrating technology into the curriculum to support and extend learning
- Adopting the Rubicon Atlas curriculum mapping tool
- Partnering with MISTAR DnA to store, track and analyze student data
- Providing easy access between sites and district administration
- Establishing bi-weekly Professional Learning Community meetings across the district

The next three years we will focus on:

- Improving, expanding and/or maintaining what we have implemented in the last three years
- Researching ways to increase student achievement given the transient nature of our student population
- Focusing heavily on improving math skills and reading comprehension skills across the content areas
- Implementing a multi-tiered system of supports to target specific areas where students are struggling
- Using data to inform instruction and drive district and school management decisions
- Restructuring the District and School Improvement Teams to function as a professional learning community
- Developing a plan for providing focused, targeted, systemic professional learning opportunities to support ongoing growth for staff and increased student achievement
- Creating a data-driven culture

Additional Information

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

We are committed to meeting the needs of our students in every way possible. Students benefit not only from personalized academic programs, but also from a variety of behavioral, social and emotional support services.

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.

Understanding the most effective programming brings all interested and affected parties into the decision making process, we have committed to identifying and including more stakeholders (internal and external). Our district improvement planning process is an ongoing and structured mechanism for stakeholders to get involved. Their involvement helps us understand and best serve their specific needs, build a mutual trust and commitment, develop a common understanding of all of our needs, goals and objectives and contributes to transparency around our district's practices and operations.

Our district improvement team (DIT) includes site leaders, instructional and support staff representatives from each site, board and executive cabinet members and parents and students, when possible. External stakeholders are invited to serve on the District Improvement Planning Team by district administrators and they are given an opportunity to accept the invitation. Once the membership selection process is complete, roles are given based on expertise and willingness to accept the role.

We are always open to expanding our DIT. We are exploring ways to include students and parents in the process and ways to have them participate in reviewing and evaluating the District Improvement Plan (DIP). At this point, their participation is most often limited to student and parent survey input.

The DIP meetings begin in September and end in June of each school year. The meetings are monthly or as needed for review, additions to and/or revision of the existing plan. The committee is organized in a democratic manner with a chairperson, co- chairperson, secretary and remaining members. Minutes are taken during the meetings.

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

The BKBA DIT includes site leaders from each site, instructional and support staff representing each site, executive and board members, an attorney and social worker from the community, a juvenile detention manager and a volunteer grandmother from the community. All team members are responsible for creating and evaluating the DIP, in addition to other related tasks. Everyone's voice is valued and counts!

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 DIP is approved by the board and shared with the sites as well as posted online. District Plans are available, shared and discussed at a number of scheduled meetings throughout the year - staff meetings, PLCs, DIP/SIP meetings, Board of Directors and parent meetings.

District Additional Requirements Diagnostic

Introduction

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

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Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	Discovery assessment data, Read 180, Scantron and other student achievement data for multiple student subgroups are used to drive instructional and programming decisions and close the achievement gaps across the district.	

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	The District is in full compliance with the Children's Internet Protection Act of 2000 (CIPA).	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The District is in full compliance with the Children's Internet Protection Act of 2000 (CIPA).	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	The District is in full compliance with the Children's Internet Protection Act of 2000 (CIPA).	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The District is in full compliance with the Children's Internet Protection Act of 2000 (CIPA).	

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		

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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	All sites, excluding WCJDF, the detention site, have technology labs. Smart boards are used in some classrooms. Computer stations are available in most English, Social Studies, Science and Mathematics classrooms throughout the district.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	The district continues to monitor classroom for the effective use of technology in classrooms.	

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	Computer labs at most sites. Classroom computers are available to students at all sites. There is limited availability at the WCJDF, detention site. All students in grades 6-12 are taught technology skills in the classroom.	

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		

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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	Walter Bernard 8045 Second Avenue Detroit, MI 48202 313-656-2600	

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	We use our district and school improvement plans to inform our professional staff development schedule as well as all programming and instructional practices throughout the district.	

2016 - 2017 District Improvement Plan Goals

Overview

Plan Name

2016 - 2017 District Improvement Plan Goals

Plan Description

2016 - 2017 District Improvement Plan Goals

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 enrolled in the BKBA program for 90+ school days will improve student achievement in English Language Arts.	Objectives: 2 Strategies: 10 Activities: 27	Academic	\$34000
2	All students enrolled in the BKBA program for 90+ school days will improve student achievement in Mathematics.	Objectives: 1 Strategies: 8 Activities: 22	Academic	\$28500
3	All students enrolled in the BKBA program for 60+ school days will Increase engagement in school through positive relationships, school-home-community partnerships and academic/social-emotional interventions and support.	Objectives: 2 Strategies: 3 Activities: 15	Organizational	\$110500

Goal 1: All students enrolled in the BKBA program for 90+ school days will improve student achievement in English Language Arts.

Measurable Objective 1:

100% of All Students will increase student growth in reading comprehension skills in Reading by 06/30/2017 as measured by Read 180, NWEA, STAR 360, ACCUCESS, classroom assignments and/or formative assessments.

(shared) Strategy 1:

Multi-Tiered System of Supports (MTSS) - All staff will implement the district curriculum using the MTSS model - a framework using student data to ensure all students receive appropriate levels of support in order to have equal access to the district's curriculum.

Category: English/Language Arts

Research Cited: Barnes, S. A. (2015). An Evaluation of the Prevent-Teach-Reinforce Model within a Multi-Tiered Intervention System.

Gamm, S., Elliott, J., Halbert, J. W., Price-Baugh, R., Hall, R., Walston, D., ... & Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Council of the Great City Schools.

Hoover, J. J. (2012). Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics interventions. Pearson Higher Ed.

Stoiber, K. C., & Gettinger, M. (2016). Multi-tiered systems of support and evidence-based practices. In Handbook of Response to Intervention (pp. 121-141). Springer US.

Tier:

Activity - Multi-Tiered System of Supports (MTSS) Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, District PSD Committee and designated district administrators.

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Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Observation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.</p> <p>Schools: All Schools</p>	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.

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Strategy 2:

Reading Across the Content Areas - All teachers will provide effective vocabulary instruction in their subject areas; learn how to provide instruction in reading comprehension strategies that can help students make sense of content-area texts; learn how to design reading and writing assignments that are likely to motivate students who lack engagement in school activities; and teach students to read and write in the ways that are distinct to their own content areas.

Category: English/Language Arts

Research Cited: Ediger, M. (1999). Reading across the Curriculum. [Opinion paper].

Fine, J., Zygouris-Coe, V., Senokossoff, G., & Fang, Z. (2013). Secondary teachers' knowledge, beliefs, and self-efficacy to teach reading in the content areas: Voices following professional development.

Hill, C. (2009). Reading across the Curriculum. [Report]. National Council of Teachers of English, Region 7.

Horning, A. S. (2013). Writing and reading across the curriculum: Best practices and practical guidelines. Reconnecting reading and writing. The WAC Clearinghouse and Parlor Press. Retrieved from <http://wac.colostate.edu/books/reconnecting>.

Wing, M. K. S., Ping, M. L. Y., & Ying, M. T. K. (2012). Case Sharing on Whole Case Sharing on Whole-school Approach to Language across the Curriculum.

Tier:

Activity - Reading Across the Content Areas (RACA) Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Reading Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to enhance instructional practices and increase student engagement and performance through guiding and directing students in reading in different content areas. Schools: All Schools	Professional Learning		Implement	09/06/2016	06/30/2017	\$7500	Other	Director of School Operations, Director of Curriculum, District PSD Committee, and Academic Support Coordinators
Activity - Reciprocal Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will be trained to model and share the role of teaching by engaging students in an open dialogue that helps reveal the learner's thinking processes and build comprehension using four strategies: summarizing, question generating, clarifying, and predicting. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Reciprocal Teaching and RACA Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the RACA and Reciprocal Teaching strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

(shared) Strategy 3:

Professional Learning Community (PLCs) - All staff will work in PLC teams to reach common standards and evaluations to improve student success. All schools will focus on curriculum implementation, creating common assessments and analyzing data to inform practice.

Category: English/Language Arts

Research Cited: DuFour, R., & DuFour, R. (2013). Learning by doing: A handbook for Professional Learning Communities at Work TM. Solution Tree Press.

DuFour, R., & DuFour, R. (2010). The role of professional learning communities in advancing 21st century skills. 21st century skills: Rethinking how students learn, 77-95.

Eaker, R., & DuFour, R. (2015). Getting started: Reculturing schools to become professional learning communities. Solution Tree Press.

Haar, J., & Foord, K. (2013). Professional Learning Communities. Routledge.

Tier:

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Activity - PLC Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.</p> <p>Schools: All Schools</p>	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery.</p> <p>Schools: All Schools</p>	Academic Support Program		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Activity - Formative Assessment Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained to use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets.</p> <p>Schools: All Schools</p>	Academic Support Program		Implement	09/06/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Common Assessments and Formative Assessment Process Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.</p> <p>Schools: All Schools</p>	<p>Walkthrough, Professional Learning</p>		<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders</p>
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(shared) Strategy 4:

Growth Mindset - All teachers will use a variety of tools to establish the classroom as a growth mindset (belief intelligence can be developed) environment. Students will learn that they can grow their basic abilities and have greater motivation and higher achievement than students who have a fixed mindset (belief that a person is either smart or not smart).

Category: English/Language Arts

Research Cited: Dweck, C. (2014). Teachers' Mindsets: "Every Student has Something to Teach Me" Feeling overwhelmed? Where did your natural teaching talent go?

Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. Educational Horizons, 93(2), 10-15.

Dweck, C., & Rule, M. (2013). Mindsets: Helping Student to Fulfill Their Potential. Smith College Lecture Series, North Hampton, MA. September, 19.

Kohn, A. (2015). The perils of "growth mindset" education: Why we're trying to fix our kids when we should be fixing the system. Salon Magazine.

O'Rourke, E., Haimovitz, K., Ballweber, C., Dweck, C., & Popovi, Z. (2014, April). Brain points: a growth mindset incentive structure boosts persistence in an educational game. In Proceedings of the 32nd annual ACM conference on Human factors in computing systems (pp. 3339-3348). ACM.

Tier:

Activity - Growth Mindset Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
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Activity - Growth Mindset Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

(shared) Strategy 5:

Student Learning Orientation - Learning orientation is a specialized approach to teaching students how to learn independently at the same time that students are accelerated in key learning areas of mathematics, reading, and writing. The main aim of Learning Orientation is to ensure that students develop in meta-cognition as an aid to learning, as well as, develop needed skills to ensure academic and personal success.

Category: English/Language Arts

Research Cited: Midgley, C. (Ed.). (2014). Goals, goal structures, and patterns of adaptive learning. Routledge.

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Crown Business.

Watkins, C. (2015). Developing learning-centred classrooms and schools. International Handbook on Life in Schools and Classrooms: Past, present and future visions: Springer.

Tier:

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Activity - Learning Orientation Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.</p> <p>Schools: All Schools</p>	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Activity - Learning Orientation Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.</p> <p>Schools: All Schools</p>	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Learning Orientation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.</p> <p>Schools: All Schools</p>	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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(shared) Strategy 6:

MiStar DnA - Fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision-making, and to develop district wide, and site-specific improvement goals/objectives.

Category: English/Language Arts

Research Cited: Illuminate Education. (2016). Transform your understanding of student data. Retrieved online at <https://www.illuminateed.com/>

Tier:

Activity - MiStar DnA Professional Staff Development for Life Planning and Transitioning Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee

Activity - MiStar DnA Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

(shared) Strategy 7:

Data Walls and Data Dialogues - Use data walls to provide a feedback system to facilitate a platform for analysis, interpretation, collaboration and the exchange of ideas for interventions and instructional strategies.

Category: English/Language Arts

Research Cited: Pfannkuch, M., Regan, M., Wild, C., & Horton, N. J. (2010). Telling data stories: Essential dialogues for comparative reasoning. *Journal of Statistics Education, 18(1), 1-38.*

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Walby, K. (2013). Institutional ethnography and data analysis: making sense of data dialogues. *International Journal of Social Research Methodology*,16(2), 141-154.

Wellman, B. (2004). *Data-Driven Dialogue A Facilitator's Guide to Collaborative Inquiry*. Miravia.

Tier:

Activity - Data Walls and Data Dialogues Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee

Activity - Data Walls and Data Dialogues Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

(shared) Strategy 8:

Create a Data-Driven Culture - Provide opportunities for all staff within the district to make sense of and understand the value of the variety of data collected throughout the district. BKBA will shift away from the single district data person thinking to everyone in the district is focused on data and applying the appropriate data at the appropriate time.

Category: English/Language Arts

Research Cited: Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: using case-study data to develop multi-mediator models of

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educational reform. School Effectiveness and School Improvement, 23(2), 179-201.

Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. Educational Psychologist, 47(2), 71-85.

Mandinach, E., Friedman, J. M., & Gummer, E. (2015). How Can Schools of Education Help to Build Educators' Capacity to Use Data? A Systemic View of the Issue. Teachers College Record, 117(4), n4.

Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making A framework for understanding capacity building. Educational Management Administration & Leadership, 43(2), 269-289.

Tier:

Activity - Creating a Data-Drive Culture Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee

Activity - Data Usage Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will give comprehensive surveys to students, parents, staff, external partners and community members throughout the year to gauge stakeholder perceptions about school programs and initiatives. Schools: All Schools	Behavioral Support Program, Academic Support Program, Community Engagement		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Academic Support Coordinators, and Site Leaders and designated school and district staff.

Measurable Objective 2:

100% of All Students will increase student growth in writing in English Language Arts by 06/30/2017 as measured by NWEA, STAR 360, ACCUCESS, writing rubrics based on CCSS and/or formative assessments.

(shared) Strategy 1:

Multi-Tiered System of Supports (MTSS) - All staff will implement the district curriculum using the MTSS model - a framework using student data to ensure all students receive appropriate levels of support in order to have equal access to the district's curriculum.

Category: English/Language Arts

Research Cited: Barnes, S. A. (2015). An Evaluation of the Prevent-Teach-Reinforce Model within a Multi-Tiered Intervention System.

Gamm, S., Elliott, J., Halbert, J. W., Price-Baugh, R., Hall, R., Walston, D., ... & Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Council of the Great City Schools.

Hoover, J. J. (2012). Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics interventions. Pearson Higher Ed.

Stoiber, K. C., & Gettinger, M. (2016). Multi-tiered systems of support and evidence-based practices. In Handbook of Response to Intervention (pp. 121-141). Springer US.

Tier:

Activity - Multi-Tiered System of Supports (MTSS) Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, District PSD Committee and designated district administrators.
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Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Observation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.
Schools: All Schools								

(shared) Strategy 2:

Professional Learning Community (PLCs) - All staff will work in PLC teams to reach common standards and evaluations to improve student success. All schools will focus on curriculum implementation, creating common assessments and analyzing data to inform practice.

Category: English/Language Arts

Research Cited: DuFour, R., & DuFour, R. (2013). Learning by doing: A handbook for Professional Learning Communities at Work TM. Solution Tree Press.

DuFour, R., & DuFour, R. (2010). The role of professional learning communities in advancing 21st century skills. 21st century skills: Rethinking how students learn, 77-95.

Eaker, R., & DuFour, R. (2015). Getting started: Reculturing schools to become professional learning communities. Solution Tree Press.

Haar, J., & Foord, K. (2013). Professional Learning Communities. Routledge.

Tier:

Activity - PLC Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Schools: All Schools								

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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Activity - Formative Assessment Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Common Assessments and Formative Assessment Process Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

(shared) Strategy 3:

Growth Mindset - All teachers will use a variety of tools to establish the classroom as a growth mindset (belief intelligence can be developed) environment. Students will

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learn that they can grow their basic abilities and have greater motivation and higher achievement than students who have a fixed mindset (belief that a person is either smart or not smart).

Category: English/Language Arts

Research Cited: Dweck, C. (2014). Teachers' Mindsets: "Every Student has Something to Teach Me" Feeling overwhelmed? Where did your natural teaching talent go? Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. Educational Horizons, 93(2), 10-15.

Dweck, C., & Rule, M. (2013). Mindsets: Helping Student to Fulfill Their Potential. Smith College Lecture Series, North Hampton, MA. September, 19.

Kohn, A. (2015). The perils of "growth mindset" education: Why we're trying to fix our kids when we should be fixing the system. Salon Magazine.

O'Rourke, E., Haimovitz, K., Ballweber, C., Dweck, C., & Popovi, Z. (2014, April). Brain points: a growth mindset incentive structure boosts persistence in an educational game. In Proceedings of the 32nd annual ACM conference on Human factors in computing systems (pp. 3339-3348). ACM.

Tier:

Activity - Growth Mindset Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Activity - Growth Mindset Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Schools: All Schools								

(shared) Strategy 4:

Student Learning Orientation - Learning orientation is a specialized approach to teaching students how to learn independently at the same time that students are accelerated in key learning areas of mathematics, reading, and writing. The main aim of Learning Orientation is to ensure that students develop in meta-cognition as an aid to learning, as well as, develop needed skills to ensure academic and personal success.

Category: English/Language Arts

Research Cited: Midgley, C. (Ed.). (2014). Goals, goal structures, and patterns of adaptive learning. Routledge.

Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Crown Business.

Watkins, C. (2015). Developing learning-centred classrooms and schools. International Handbook on Life in Schools and Classrooms: Past, present and future visions: Springer.

Tier:

Activity - Learning Orientation Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Schools: All Schools								

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Activity - Learning Orientation Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.</p> <p>Schools: All Schools</p>	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Learning Orientation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.</p> <p>Schools: All Schools</p>	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

(shared) Strategy 5:

MiStar DnA - Fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision-making, and to develop district wide, and site-specific improvement goals/objectives.

Category: English/Language Arts

Research Cited: Illuminate Education. (2016). Transform your understanding of student data. Retrieved online at <https://www.illuminateed.com/>

Tier:

Activity - MiStar DnA Professional Staff Development for Life Planning and Transitioning Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee
Schools: All Schools								

Activity - MiStar DnA Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Schools: All Schools								

(shared) Strategy 6:

Data Walls and Data Dialogues - Use data walls to provide a feedback system to facilitate a platform for analysis, interpretation, collaboration and the exchange of ideas for interventions and instructional strategies.

Category: English/Language Arts

Research Cited: Pfannkuch, M., Regan, M., Wild, C., & Horton, N. J. (2010). Telling data stories: Essential dialogues for comparative reasoning. Journal of Statistics Education, 18(1), 1-38.

Walby, K. (2013). Institutional ethnography and data analysis: making sense of data dialogues. International Journal of Social Research Methodology, 16(2), 141-154.

Wellman, B. (2004). Data-Driven Dialogue A Facilitator's Guide to Collaborative Inquiry. Miravia.

Tier:

Activity - Data Walls and Data Dialogues Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
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Activity - Data Walls and Data Dialogues Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

(shared) Strategy 7:

Create a Data-Driven Culture - Provide opportunities for all staff within the district to make sense of and understand the value of the variety of data collected throughout the district. BKBA will shift away from the single district data person thinking to everyone in the district is focused on data and applying the appropriate data at the appropriate time.

Category: English/Language Arts

Research Cited: Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: using case-study data to develop multi-mediator models of educational reform. *School Effectiveness and School Improvement*, 23(2), 179-201.

Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71-85.

Mandinach, E., Friedman, J. M., & Gummer, E. (2015). How Can Schools of Education Help to Build Educators' Capacity to Use Data? A Systemic View of the Issue. *Teachers College Record*, 117(4), n4.

Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making A framework for understanding capacity building. *Educational Management Administration & Leadership*, 43(2), 269-289.

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Tier:

Activity - Creating a Data-Drive Culture Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance.</p> <p>Schools: All Schools</p>	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Activity - Data Usage Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.</p> <p>Schools: All Schools</p>	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All schools will give comprehensive surveys to students, parents, staff, external partners and community members throughout the year to gauge stakeholder perceptions about school programs and initiatives. Schools: All Schools	Behavioral Support Program, Academic Support Program, Community Engagement		Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Director of School Operations, Academic Support Coordinators, and Site Leaders and designated school and district staff.
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Strategy 8:

Writing Across the Content Areas (WACA) - Teachers will provide effective vocabulary instruction in their subject areas; learn how to provide instruction in reading comprehension strategies that can help students make sense of content-area texts; learn how to design reading and writing assignments that are likely to motivate students who lack engagement in school activities; and teach students to read and write in the ways that are distinct to their own content areas.

Category: English/Language Arts

Research Cited: Peary, A. (2015). The Pedagogy of Creative Writing across the Curriculum. Creative Writing Pedagogies for the Twenty-First Century, 194.

Saulnier, B. (2016). The Application of Writing Across the Curriculum (WAC) Techniques in a Systems Analysis & Design Flipped Classroom. Information Systems Education Journal, 14, 4.

Saulnier, B. (2015). Using writing across the curriculum (WAC) techniques to promote increased student engagement and learning in the computer information systems curriculum. Issues in Information Systems, 16(2).

Tier:

Activity - Writing Across the Content Areas (WACA) Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Writing Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to use writing to increase depth of knowledge across the content areas, to boost critical thinking skills through writing and increase student engagement and performance through guiding and directing students in writing in different content areas. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$7500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

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Activity - Writing Across the Content Areas (WACA) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the WACA strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

Strategy 9:

Tooling (Graphic Organizing Tools) - Students will use graphic organizers across the content areas to build critical thinking/analytical skills needed to make sense of text, organize their thoughts and problem solve.

Category: English/Language Arts

Research Cited: Alvermann, D. E., & Boothby, P. R. (1986). Children's transfer of graphic organizer instruction. *Reading Psychology: An International Quarterly*, 7(2), 87-100.

Merkley, D. M., & Jefferies, D. (2000). Guidelines for implementing a graphic organizer. *The reading teacher*, 54(4), 350-357.

Moore, D. W., & Readence, J. F. (1984). A quantitative and qualitative review of graphic organizer research. *The Journal of Educational Research*, 78(1), 11-17.

Tier:

Activity - Tooling (Using Graphic Organizers) Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Tooling is. Staff will attend conferences/workshops to learn how to implement the Tooling program to support metacognitive processes, give students access to curriculum visually and increase student engagement and achievement. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

District Improvement Plan

Blanche Kelso Bruce Academy

Activity - Tooling (Using Graphic Organizers) Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Tooling strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Tooling program effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Tooling effectiveness and usage will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning			09/06/2016	06/01/2017	\$0	No Funding Required	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

Goal 2: All students enrolled in the BKBA program for 90+ school days will improve student achievement in Mathematics.

Measurable Objective 1:

100% of All Students will increase student growth in mathematical knowledge, skills and understanding in Mathematics by 06/30/2017 as measured by NWEA, STAR 360, ACCUCESS, classroom assignments, and/or formative assessments..

Strategy 1:

Multi-Tiered System of Supports (MTSS) - All staff will implement the district curriculum using the MTSS model - a framework using student data to ensure all students receive appropriate levels of support in order to have equal access to the district's curriculum.

Category: Mathematics

Research Cited: Barnes, S. A. (2015). An Evaluation of the Prevent-Teach-Reinforce Model within a Multi-Tiered Intervention System.

Gamm, S., Elliott, J., Halbert, J. W., Price-Baugh, R., Hall, R., Walston, D., ... & Casserly, M. (2012). Common Core State Standards and Diverse Urban Students: Using Multi-Tiered Systems of Support. Council of the Great City Schools.

Hoover, J. J. (2012). Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting, reading, writing, and mathematics interventions. Pearson Higher Ed.

Stoiber, K. C., & Gettinger, M. (2016). Multi-tiered systems of support and evidence-based practices. In Handbook of Response to Intervention (pp. 121-141). Springer US.

Tier:

SY 2015-2016

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Activity - Multi-Tiered System of Supports (MTSS) Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance.</p> <p>Schools: All Schools</p>	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Coordinators
Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Tier III Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Activity - Observation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.

Strategy 2:

Math Error Analysis - Students will conduct error analysis in math to determine any patterns of errors and whether the error is a miscalculation or a persistent error indicating a misunderstanding of a concept or operation. Teachers and students will collaborate and use data to correct any flawed thinking or understanding.

Category: Mathematics

Research Cited: Gass, S. M. (1995). Learning and teaching: The necessary intersection. Second language acquisition theory and pedagogy, 3-20.

Hartman, H. J. (2001). Developing students' metacognitive knowledge and skills. In Metacognition in learning and instruction (pp. 33-68). Springer Netherlands.

Tier:

Activity - Math Error Analysis Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Math Error Analysis is. Staff and students will receive training on how to conduct error analysis for mathematics, to use error analysis to aid in conceptual understanding, to support higher order thinking skills, to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, District PSD Committee, Academic Support Coordinators

Activity - Math Error Analysis Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will incorporate Math Error Analysis practices in the classroom to support students in digging deeper into math concepts or skills by analyzing, identifying and explaining errors made in problem solving. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
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Activity - Math Error Analysis Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Math Error Analysis practices. Feedback will be collected to provide additional support to teachers and students, if needed. Practice effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Practice effectiveness will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Strategy 3:

Professional Learning Community (PLCs) - All staff will work in PLC teams to reach common standards and evaluations to improve student success. All schools will focus on curriculum implementation, creating common assessments and analyzing data to inform practice.

Category: Mathematics

Research Cited: DuFour, R., & DuFour, R. (2013). Learning by doing: A handbook for Professional Learning Communities at Work TM. Solution Tree Press. DuFour, R., & DuFour, R. (2010). The role of professional learning communities in advancing 21st century skills. 21st century skills: Rethinking how students learn, 77-95.

Eaker, R., & DuFour, R. (2015). Getting started: Reculturing schools to become professional learning communities. Solution Tree Press. Haar, J., & Foord, K. (2013). Professional Learning Communities. Routledge.

Tier:

Activity - PLC Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Activity - Formative Assessment Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Activity - Common Assessments and Formative Assessment Process Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
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Strategy 4:

Growth Mindset - All teachers will use a variety of tools to establish the classroom as a growth mindset (belief intelligence can be developed) environment. Students will learn that they can grow their basic abilities and have greater motivation and higher achievement than students who have a fixed mindset (belief that a person is either smart or not smart).

Category: Mathematics

Research Cited: Dweck, C. (2014). Teachers' Mindsets: "Every Student has Something to Teach Me" Feeling overwhelmed? Where did your natural teaching talent go? Try pairing a growth mindset with reasonable goals, patience, and reflection instead. It's time to get gritty and be a better teacher. *Educational Horizons*, 93(2), 10-15.
Dweck, C., & Rule, M. (2013). Mindsets: Helping Student to Fulfill Their Potential. *Smith College Lecture Series*, North Hampton, MA. September, 19.
Kohn, A. (2015). The perils of "growth mindset" education: Why we're trying to fix our kids when we should be fixing the system. *Salon Magazine*.
O'Rourke, E., Haimovitz, K., Ballweber, C., Dweck, C., & Popovi, Z. (2014, April). Brain points: a growth mindset incentive structure boosts persistence in an educational game. In *Proceedings of the 32nd annual ACM conference on Human factors in computing systems* (pp. 3339-3348). ACM.

Tier:

Activity - Growth Mindset Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee

Activity - Growth Mindset Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
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Strategy 5:

Student Learning Orientation - Learning orientation is a specialized approach to teaching students how to learn independently at the same time that students are accelerated in key learning areas of mathematics, reading, and writing. The main aim of Learning Orientation is to ensure that students develop in meta-cognition as an aid to learning, as well as, develop needed skills to ensure academic and personal success.

Category: Mathematics

Research Cited: Midgley, C. (Ed.). (2014). Goals, goal structures, and patterns of adaptive learning. Routledge. Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). Schools that learn (updated and revised): A fifth discipline fieldbook for educators, parents, and everyone who cares about education. Crown Business. Watkins, C. (2015). Developing learning-centred classrooms and schools. International Handbook on Life in Schools and Classrooms: Past, present and future visions: Springer.

Tier:

Activity - Learning Orientation Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee

Activity - Learning Orientation Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement. Schools: All Schools	Academic Support Program		Implement	08/15/2016	06/30/2017	\$500	Other, Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
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Activity - Learning Orientation Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Strategy 6:

MiStar DnA Walkthroughs - Fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision-making, and to develop district wide, and site-specific improvement goals/objectives.

Category: Mathematics

Research Cited: Illuminate Education. (2016). Transform your understanding of student data. Retrieved online at <https://www.illuminateed.com/>

Tier:

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

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All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee
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Activity - MiStar DnA Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Strategy 7:

Data Walls and Data Dialogues - Use data walls to provide a feedback system to facilitate a platform for analysis, interpretation, collaboration and the exchange of ideas for interventions and instructional strategies.

Category: Mathematics

Research Cited: Pfannkuch, M., Regan, M., Wild, C., & Horton, N. J. (2010). Telling data stories: Essential dialogues for comparative reasoning. *Journal of Statistics Education*, 18(1), 1-38. Walby, K. (2013). Institutional ethnography and data analysis: making sense of data dialogues. *International Journal of Social Research Methodology*, 16(2), 141-154. Wellman, B. (2004). *Data-Driven Dialogue A Facilitator's Guide to Collaborative Inquiry*. Miravia.

Tier:

Activity - Data Walls and Data Dialogues Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
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Activity - Data Walls and Data Dialogues Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Strategy 8:

Create a Data-Driven Culture - Provide opportunities for all staff within the district to make sense of and understand the value of the variety of data collected throughout the district. BKBA will shift away from the single district data person thinking to everyone in the district is focused on data and applying the appropriate data at the appropriate time.

Category: Mathematics

Research Cited: Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: using case-study data to develop multi-mediator models of educational reform. *School Effectiveness and School Improvement*, 23(2), 179-201. Mandinach, E. B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. *Educational Psychologist*, 47(2), 71-85. Mandinach, E., Friedman, J. M., & Gummer, E. (2015). How Can Schools of Education Help to Build Educators' Capacity to Use Data? A Systemic View of the Issue. *Teachers College Record*, 117(4), n4. Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making A framework for understanding capacity building. *Educational Management Administration & Leadership*, 43(2), 269-289.

Tier:

Activity - Creating a Data-Driven Culture Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
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Activity - Data Usage Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Goal 3: All students enrolled in the BKBA program for 60+ school days will increase engagement in school through positive relationships, school-home-community partnerships and academic/social-emotional interventions and support.

Measurable Objective 1:

collaborate to have 100% of all students, enrolled in the BKBA program for 60+ school days, demonstrate progress toward college and career readiness by 06/30/2017 as measured by pre and post affective and academic assessments, student surveys, student portfolios, decrease in number of incident reports and teacher referrals and increase in completed assignments, credit accrual and attendance..

(shared) Strategy 1:

Advisory - Schools will utilize the Advisory program to strengthen adult/student and student/student relationships and provide students with the academic and social-emotional support they need to achieve sustainable success. Advisory will include a district-developed curriculum including but not limited to developing pro-social skills such as conflict resolution, anger management, sympathy, and empathy, student skills, character building, self-esteem and career exploration.

Category: School Culture

Research Cited: Ayres, L. R. (1994). Middle school advisory programs: Findings from the field. Middle School Journal, 25(3), 8-14.

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Putbrese, L. (1989). Advisory programs at the middle level—The students' response. *NASSP Bulletin*, 73(514), 111-115.

Totten, S., & Nielson, W. (1994). Middle level students' perceptions of their advisor/advisee program: A preliminary study. *Current Issues in Middle Level Education*, 3(2), 8-33.

Ziegler, S., & Mulhall, L. (1994). Establishing and evaluating a successful advisory program in a middle school. *Middle School Journal*, 25(4), 42-46.

Tier:

Activity - Advisory Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Advisory is. Staff will attend conferences/workshops to learn the purpose of Advisory, to learn various strategies that affect school climate and cultures, and how to become advocates and mentors for all students. Schools: All Schools	Career Preparation /Orientation		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and the District PSD Committee

Activity - Advisory Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be responsible for building one-to-one relationships to support each student's academic and personal growth, facilitating discussions and activities about issues relevant in students' lives today and help each student access the academic and social options the school and community has to offer. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Advisory Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Advisory program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning			09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Schools: All Schools								

Activity - Character Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to provide meaningful character building experiences for students to build skills necessary for college and career readiness.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
Schools: All Schools								

Activity - Student Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in book studies focused on self-improvement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Academic Support Program			09/06/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Instructional Staff
Schools: All Schools								

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

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Teachers will gain an understanding of the five basic needs and concepts of Choice Theory and practice Choice Theory in the classroom to help students understand the power of choice and build and maintain better relationships and lead happier, more satisfying lives. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
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Activity - Restorative Justice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools use the Restorative Justice model to build a justice-oriented framework for students taking responsibility for their actions, handling behavioral issues in school and actively thinking through realistic disciplinary situations. Schools: All Schools	Behavioral Support Program			09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

(shared) Strategy 2:

Life Planning and Transition Process - Use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there.

Category: Learning Support Systems

Research Cited: Borgen, W., & Hiebert, B. (2014). Orienting educators to contemporary ideas for career counseling: An illustrative example. In Handbook of Career Development (pp. 709-726). Springer New York.

Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. Career Development and Transition for Exceptional Individuals, 2165143413476545.

Miner, C. (2013). Person centered transition planning. The Road Ahead: Transition to Adult Life for Persons with Disabilities, 34, 9.

Tier:

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Activity - Life Planning and Transitioning Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there. Schools: All Schools	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee

Activity - Life Planning and Transition Process Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments. Schools: All Schools	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

(shared) Strategy 3:

Big Picture Learning - Implement elements of the Big Picture Learning educational design to foster student interests and active participation through an interest-driven, real world personalized learning model.

Category: Learning Support Systems

Research Cited: Littky, D., & Grabelle, S. (2004). The big picture: Education is everyone's business. ASCD.

McDonald, J. P., Klein, E. J., & Riordan, M. (2009). Going to Scale with New School Designs: Reinventing High School. The Series on School Reform. Teachers College Press. 1234 Amsterdam Avenue, New York, NY 10027.

McDonald, J. P., Klein, E., Riordan, M., & Broun, S. (2003). Scaling up the big picture.

Pearlman, B. (2010). Designing new learning environments to support 21st century skills. 21st century skills: Rethinking how students learn, 116-147.

District Improvement Plan

Blanche Kelso Bruce Academy

Washor, E., & Mojkowski, C. (2013). Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates. Urban Fox Studios.

Tier:

Activity - Big Picture Learning Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will have a clear understanding of what Big Picture Learning is. Staff will attend conferences/workshops to learn the principles of Big Picture Learning, how to become advocates and mentors for students and how to implement elements of Big Picture Learning in the learning environment. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$20000	Title II Part A	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

Activity - Big Picture Learning Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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

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Students will use portfolios to chart their growth, think about their thinking processes and represent their best work. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
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Activity - Student Exhibitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to use exhibitions to provide students with an opportunity to describe the learning process experienced during a set period of time, present a learning portfolio developed through research and completing assignments, as well as set goals for future growth. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Parent/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for families and the community to get involved in the BKBA learning environment to improve student achievement, provide academic and social-emotional resources and supports, and build stronger home-school-community connections. Schools: All Schools	Academic Support Program, Community Engagement			09/06/2016	06/30/2017	\$10000	Other	Director of School Operations, Academic Support Coordinators, and designated school and district staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Blanche Kelso Bruce Academy

<p>After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors.</p> <p>Schools: Blanche Kelso Bruce Academy - West (Selden Site), Blanche Kelso Bruce Academy - St. Antoine, Blanche Kelso Bruce Academy - Bowman Site</p>	<p>Behavioral Support Program, Academic Support Program</p>		<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$60000</p>	<p>Other</p>	<p>Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff</p>
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Measurable Objective 2:

collaborate to have 100% of all students, enrolled in the BKBA program for 60+ school days, demonstrate a behavior in reducing risk factors and increasing protective factors by 06/30/2017 as measured by pre and post affective and academic assessments, student surveys, student portfolios, decrease in number of incident reports and teacher referrals, increase in completed assignments, credit accrual and attendance..

(shared) Strategy 1:

Advisory - Schools will utilize the Advisory program to strengthen adult/student and student/student relationships and provide students with the academic and social-emotional support they need to achieve sustainable success. Advisory will include a district-developed curriculum including but not limited to developing pro-social skills such as conflict resolution, anger management, sympathy, and empathy, student skills, character building, self-esteem and career exploration.

Category: School Culture

Research Cited: Ayres, L. R. (1994). Middle school advisory programs: Findings from the field. Middle School Journal, 25(3), 8-14.

Putbrese, L. (1989). Advisory programs at the middle level—The students' response. NASSP Bulletin, 73(514), 111-115.

Totten, S., & Nielson, W. (1994). Middle level students' perceptions of their advisor/advisee program: A preliminary study. Current Issues in Middle Level Education, 3(2), 8-33.

Ziegler, S., & Mulhall, L. (1994). Establishing and evaluating a successful advisory program in a middle school. Middle School Journal, 25(4), 42-46.

Tier:

Activity - Advisory Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Blanche Kelso Bruce Academy

All schools will have a clear understanding of what Advisory is. Staff will attend conferences/workshops to learn the purpose of Advisory, to learn various strategies that affect school climate and cultures, and how to become advocates and mentors for all students. Schools: All Schools	Career Preparation /Orientation		Implement	08/15/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and the District PSD Committee
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Activity - Advisory Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be responsible for building one-to-one relationships to support each student's academic and personal growth, facilitating discussions and activities about issues relevant in students' lives today and help each student access the academic and social options the school and community has to offer. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Advisory Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Advisory program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data. Schools: All Schools	Walkthrough, Professional Learning			09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Activity - Character Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Blanche Kelso Bruce Academy

Teachers will be trained to provide meaningful character building experiences for students to build skills necessary for college and career readiness. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
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Activity - Student Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in book studies focused on self-improvement followed by discussion to help them gain confidence in their personal and intellectual abilities. Schools: All Schools	Academic Support Program			09/06/2016	06/30/2017	\$2500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Instructional Staff

Activity - Choice Theory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will gain an understanding of the five basic needs and concepts of Choice Theory and practice Choice Theory in the classroom to help students understand the power of choice and build and maintain better relationships and lead happier, more satisfying lives. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff

Activity - Restorative Justice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Blanche Kelso Bruce Academy

All schools use the Restorative Justice model to build a justice-oriented framework for students taking responsibility for their actions, handling behavioral issues in school and actively thinking through realistic disciplinary situations.	Behavioral Support Program			09/06/2016	06/30/2017	\$5000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Schools: All Schools								

(shared) Strategy 2:

Life Planning and Transition Process - Use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there.

Category: Learning Support Systems

Research Cited: Borgen, W., & Hiebert, B. (2014). Orienting educators to contemporary ideas for career counseling: An illustrative example. In Handbook of Career Development (pp. 709-726). Springer New York.

Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. Career Development and Transition for Exceptional Individuals, 2165143413476545.

Miner, C. (2013). Person centered transition planning. The Road Ahead: Transition to Adult Life for Persons with Disabilities, 34, 9.

Tier:

Activity - Life Planning and Transitioning Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$1000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Schools: All Schools								

District Improvement Plan

Blanche Kelso Bruce Academy

Activity - Life Planning and Transition Process Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Schools: All Schools								

(shared) Strategy 3:

Big Picture Learning - Implement elements of the Big Picture Learning educational design to foster student interests and active participation through an interest-driven, real world personalized learning model.

Category: Learning Support Systems

Research Cited: Littky, D., & Grabelle, S. (2004). The big picture: Education is everyone's business. ASCD.

McDonald, J. P., Klein, E. J., & Riordan, M. (2009). Going to Scale with New School Designs: Reinventing High School. The Series on School Reform. Teachers College Press. 1234 Amsterdam Avenue, New York, NY 10027.

McDonald, J. P., Klein, E., Riordan, M., & Broun, S. (2003). Scaling up the big picture.

Pearlman, B. (2010). Designing new learning environments to support 21st century skills. 21st century skills: Rethinking how students learn, 116-147.

Washor, E., & Mojkowski, C. (2013). Leaving to learn: How out-of-school learning increases student engagement and reduces dropout rates. Urban Fox Studios.

Tier:

Activity - Big Picture Learning Professional Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Blanche Kelso Bruce Academy

All schools will have a clear understanding of what Big Picture Learning is. Staff will attend conferences/workshops to learn the principles of Big Picture Learning, how to become advocates and mentors for students and how to implement elements of Big Picture Learning in the learning environment. Schools: All Schools	Professional Learning		Implement	08/15/2016	06/30/2017	\$20000	Title II Part A	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
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Activity - Big Picture Learning Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments. Schools: All Schools	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Activity - Student Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use portfolios to chart their growth, think about their thinking processes and represent their best work. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity - Student Exhibitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Blanche Kelso Bruce Academy

All teachers will be trained to use exhibitions to provide students with an opportunity to describe the learning process experienced during a set period of time, present a learning portfolio developed through research and completing assignments, as well as set goals for future growth. Schools: All Schools	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
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Activity - Parent/Community Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for families and the community to get involved in the BKBA learning environment to improve student achievement, provide academic and social-emotional resources and supports, and build stronger home-school-community connections. Schools: All Schools	Academic Support Program, Community Engagement			09/06/2016	06/30/2017	\$10000	Other	Director of School Operations, Academic Support Coordinators, and designated school and district staff

Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors. Schools: Blanche Kelso Bruce Academy - West (Selden Site), Blanche Kelso Bruce Academy - St. Antoine, Blanche Kelso Bruce Academy - Bowman Site	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$60000	Other	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Orientation Professional Staff Development	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Learning Orientation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Reciprocal Teaching and RACA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the RACA and Reciprocal Teaching strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

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Data Usage Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Tier III Interventions	Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Observation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.
Tier II Interventions	Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Common Assessments and Formative Assessment Process Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Learning Orientation Implementation	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Tooling (Using Graphic Organizers) Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Tooling strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Tooling program effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Tooling effectiveness and usage will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning			09/06/2016	06/01/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Common Assessments	Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Growth Mindset Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Surveys	All schools will give comprehensive surveys to students, parents, staff, external partners and community members throughout the year to gauge stakeholder perceptions about school programs and initiatives.	Behavioral Support Program, Academic Support Program, Community Engagement		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Academic Support Coordinators, and Site Leaders and designated school and district staff.
MiStar DnA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Error Analysis Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Math Error Analysis practices. Feedback will be collected to provide additional support to teachers and students, if needed. Practice effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Practice effectiveness will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Student Portfolios	Students will use portfolios to chart their growth, think about their thinking processes and represent their best work.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Student Exhibitions	All teachers will be trained to use exhibitions to provide students with an opportunity to describe the learning process experienced during a set period of time, present a learning portfolio developed through research and completing assignments, as well as set goals for future growth.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Math Error Analysis Implementation	All teachers will incorporate Math Error Analysis practices in the classroom to support students in digging deeper into math concepts or skills by analyzing, identifying and explaining errors made in problem solving.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Creating a Data-Driven Culture Professional Staff Development	All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee

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Data Walls and Data Dialogues Professional Staff Development	All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Learning Orientation Professional Staff Development	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Advisory Professional Staff Development	All schools will have a clear understanding of what Advisory is. Staff will attend conferences/workshops to learn the purpose of Advisory, to learn various strategies that affect school climate and cultures, and how to become advocates and mentors for all students.	Career Preparation /Orientation		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and the District PSD Committee
Restorative Justice	All schools use the Restorative Justice model to build a justice-oriented framework for students taking responsibility for their actions, handling behavioral issues in school and actively thinking through realistic disciplinary situations.	Behavioral Support Program			09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Reading Across the Content Areas (RACA) Professional Staff Development	All schools will have a clear understanding of what Reading Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to enhance instructional practices and increase student engagement and performance through guiding and directing students in reading in different content areas.	Professional Learning		Implement	09/06/2016	06/30/2017	\$7500	Director of School Operations, Director of Curriculum, District PSD Committee, and Academic Support Coordinators
Life Planning and Transition Process Walkthroughs	Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Growth Mindset Professional Staff Development	All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies.	Professional Learning		Implement	08/15/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Growth Mindset Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

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Common Assessments	Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Data Walls and Data Dialogues Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Learning Orientation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Advisory Implementation	All teachers will be responsible for building one-to-one relationships to support each student's academic and personal growth, facilitating discussions and activities about issues relevant in students' lives today and help each student access the academic and social options the school and community has to offer.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Life Planning and Transitioning Professional Staff Development	All schools will use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Learning Orientation Implementation	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Advisory Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Advisory program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning			09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Tooling (Using Graphic Organizers) Professional Staff Development	All schools will have a clear understanding of what Tooling is. Staff will attend conferences/workshops to learn how to implement the Tooling program to support metacognitive processes, give students access to curriculum visually and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

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Character Building	Teachers will be trained to provide meaningful character building experiences for students to build skills necessary for college and career readiness.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
Data Walls and Data Dialogues Professional Staff Development	All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Formative Assessment Process	Teachers will be trained to use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Formative Assessment Process	Teachers will use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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PLC Professional Staff Development	All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Common Assessments and Formative Assessment Process Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Tier II Interventions	Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
MiStar DnA Professional Staff Development for Life Planning and Transitioning Processes	All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee

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Extended Day Learning Opportunities	After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$60000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Growth Mindset Professional Staff Development	All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Writing Across the Content Areas (WACA) Professional Staff Development	All schools will have a clear understanding of what Writing Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to use writing to increase depth of knowledge across the content areas, to boost critical thinking skills through writing and increase student engagement and performance through guiding and directing students in writing in different content areas.	Professional Learning		Implement	08/15/2016	06/30/2017	\$7500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Student Book Study	Students will participate in book studies focused on self-improvement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Academic Support Program			09/06/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Instructional Staff

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Multi-Tiered System of Supports (MTSS) Professional Development	All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Coordinators
Writing Across the Content Areas (WACA) Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the WACA strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Creating a Data-Drive Culture Professional Staff Development	All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Reciprocal Teaching	All teachers will be trained to model and share the role of teaching by engaging students in an open dialogue that helps reveal the learner's thinking processes and build comprehension using four strategies: summarizing, question generating, clarifying, and predicting.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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MiStar DnA Professional Staff Development	All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee
Learning Orientation Implementation	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Data Walls and Data Dialogues Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Big Picture Learning Walkthroughs	Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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MiStar DnA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Math Error Analysis Professional Staff Development	All schools will have a clear understanding of what Math Error Analysis is. Staff and students will receive training on how to conduct error analysis for mathematics, to use error analysis to aid in conceptual understanding, to support higher order thinking skills, to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, District PSD Committee, Academic Support Coordinators
Data Usage Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Parent/Community Involvement	Provide opportunities for families and the community to get involved in the BKBA learning environment to improve student achievement, provide academic and social-emotional resources and supports, and build stronger home-school-community connections.	Academic Support Program, Community Engagement			09/06/2016	06/30/2017	\$10000	Director of School Operations, Academic Support Coordinators, and designated school and district staff

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Choice Theory	Teachers will gain an understanding of the five basic needs and concepts of Choice Theory and practice Choice Theory in the classroom to help students understand the power of choice and build and maintain better relationships and lead happier, more satisfying lives.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
Multi-Tiered System of Supports (MTSS) Professional Staff Development	All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, District PSD Committee and designated district administrators.
Tier III Interventions	Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Observation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.

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PLC Professional Staff Development	All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Big Picture Learning Professional Staff Development	All schools will have a clear understanding of what Big Picture Learning is. Staff will attend conferences/workshops to learn the principles of Big Picture Learning, how to become advocates and mentors for students and how to implement elements of Big Picture Learning in the learning environment.	Professional Learning		Implement	08/15/2016	06/30/2017	\$20000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

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
Multi-Tiered System of Supports (MTSS) Professional Staff Development	All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, District PSD Committee and designated district administrators.
Tier II Interventions	Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Tier III Interventions	Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. The goal is to provide programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Observation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.
Reading Across the Content Areas (RACA) Professional Staff Development	All schools will have a clear understanding of what Reading Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to enhance instructional practices and increase student engagement and performance through guiding and directing students in reading in different content areas.	Professional Learning		Implement	09/06/2016	06/30/2017	\$7500	Director of School Operations, Director of Curriculum, District PSD Committee, and Academic Support Coordinators
Reciprocal Teaching	All teachers will be trained to model and share the role of teaching by engaging students in an open dialogue that helps reveal the learner's thinking processes and build comprehension using four strategies: summarizing, question generating, clarifying, and predicting.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Reciprocal Teaching and RACA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the RACA and Reciprocal Teaching strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

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PLC Professional Staff Development	All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Common Assessments	Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Formative Assessment Process	Teachers will be trained to use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Common Assessments and Formative Assessment Process Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders

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Growth Mindset Professional Staff Development	All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies.	Professional Learning		Implement	08/15/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Growth Mindset Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Learning Orientation Professional Staff Development	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Learning Orientation Implementation	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Learning Orientation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
MiStar DnA Professional Staff Development for Life Planning and Transitioning Processes	All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee
MiStar DnA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Data Walls and Data Dialogues Professional Staff Development	All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee

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Data Walls and Data Dialogues Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Creating a Data-Drive Culture Professional Staff Development	All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Data Usage Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Writing Across the Content Areas (WACA) Professional Staff Development	All schools will have a clear understanding of what Writing Across the Content Areas is. Staff will attend conferences/workshops to learn literacy-related instructional strategies that assist in content-area learning, to use writing to increase depth of knowledge across the content areas, to boost critical thinking skills through writing and increase student engagement and performance through guiding and directing students in writing in different content areas.	Professional Learning		Implement	08/15/2016	06/30/2017	\$7500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee

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Writing Across the Content Areas (WACA) Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the WACA strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Tooling (Using Graphic Organizers) Professional Staff Development	All schools will have a clear understanding of what Tooling is. Staff will attend conferences/workshops to learn how to implement the Tooling program to support metacognitive processes, give students access to curriculum visually and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Tooling (Using Graphic Organizers) Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Tooling strategies. Feedback will be collected to provide additional support to teachers and students, if needed. Tooling program effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Tooling effectiveness and usage will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning			09/06/2016	06/01/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Multi-Tiered System of Supports (MTSS) Professional Development	All schools will have a clear understanding of what MTSS is. Staff will attend conferences/workshops to distinguish Tier I Differentiated Instruction, Tier II Individualized Instruction and Tier III Personalized Instruction teaching strategies to enhance instructional practices, give all students equal access to the curriculum and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Coordinators

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Tier II Interventions	Staff will provide small group support in addition to regular class time for those students identified as needing Tier II supports. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Tier III Interventions	Staff, with support of a Teacher Consultant, will implement and manage an intervention program that targets instructional deficits for a student who has been identified as in need of Tier III supports. The personalized intervention is in addition to regular class time. Intervention supports include programs, strategies and procedures to accelerate learning and help close the achievement gap as quickly as possible.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Observation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Tier I, II and III supports. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders.
Advisory Professional Staff Development	All schools will have a clear understanding of what Advisory is. Staff will attend conferences/workshops to learn the purpose of Advisory, to learn various strategies that affect school climate and cultures, and how to become advocates and mentors for all students.	Career Preparation /Orientation		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and the District PSD Committee

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Advisory Implementation	All teachers will be responsible for building one-to-one relationships to support each student's academic and personal growth, facilitating discussions and activities about issues relevant in students' lives today and help each student access the academic and social options the school and community has to offer.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Advisory Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Advisory program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning			09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Math Error Analysis Professional Staff Development	All schools will have a clear understanding of what Math Error Analysis is. Staff and students will receive training on how to conduct error analysis for mathematics, to use error analysis to aid in conceptual understanding, to support higher order thinking skills, to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, District PSD Committee, Academic Support Coordinators
Math Error Analysis Implementation	All teachers will incorporate Math Error Analysis practices in the classroom to support students in digging deeper into math concepts or skills by analyzing, identifying and explaining errors made in problem solving.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Math Error Analysis Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Math Error Analysis practices. Feedback will be collected to provide additional support to teachers and students, if needed. Practice effectiveness will be monitored by teachers, site leaders, DIP/SIP teams and data teams. Practice effectiveness will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
PLC Professional Staff Development	All schools will have a clear understanding of what PLC, Common Assessments and Formative Assessments are. Staff will attend conferences/workshops to learn the characteristics of effective PLCs, how to create common assessments and what the formative assessment process are.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, District PSD committee
Common Assessments	Teachers will collaborate to write common unit and end of course assessments to be used to ensure consistency and seamless transition from site to site as well as to inform instruction and assess student level mastery.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Formative Assessment Process	Teachers will use formative assessments to collaborate with and provide immediate feedback to students during instruction. Feedback will be used by students and teachers to adjust ongoing strategies and practices to help students reach intended learning targets.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Common Assessments and Formative Assessment Process Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Common Assessment and Formative Assessment practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Growth Mindset Professional Staff Development	All schools will have a clear understanding of what Mindset is. Staff will attend conferences/workshops to learn how to apply mindset principles in the learning environment to increase student engagement and achievement and to encourage students to take on learning challenges and try new strategies.	Professional Learning		Implement	08/15/2016	06/30/2017	\$2000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee
Growth Mindset Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of Mindset principles and practices. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Site Leaders
Learning Orientation Professional Staff Development	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Professional Learning		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators and District PSD Committee

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Learning Orientation Implementation	All schools will have a clear understanding of what Learning Orientation is. Staff will be trained on how to implement the Learning Orientation program to accelerate math, reading and writing skills, to introduce students to the concept of metacognition (thinking about their thinking) and increase student engagement and achievement.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Learning Orientation Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor implementation of the Learning Orientation program. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
MiStar DnA Professional Staff Development	All schools will have a clear understanding of what MI-STAR DnA is. Staff will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and District PSD committee
MiStar DnA Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Data Walls and Data Dialogues Professional Staff Development	All schools will have a clear understanding of what Data Walls and Data Dialogues are. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes and document and analyze data through data walls and data dialogues to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Data Walls and Data Dialogues Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Creating a Data-Driven Culture Professional Staff Development	All schools will have a clear understanding of what a Data-Driven Culture is. Staff will attend conferences/workshops to learn how to analyze multiple sources of data to inform instruction and for school management purposes to enhance instructional practices and increase student engagement and performance.	Professional Learning		Implement	08/15/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Data Usage Walkthroughs	Site and District Administrators will conduct classroom walkthroughs to monitor data usage to inform decision making. Feedback will be collected to provide additional support to teachers and students, if needed. Progress will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Progress will be recorded by data meeting agendas and minutes, lesson plans, completed observation forms and analysis of data.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Character Building	Teachers will be trained to provide meaningful character building experiences for students to build skills necessary for college and career readiness.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
Student Book Study	Students will participate in book studies focused on self-improvement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Academic Support Program			09/06/2016	06/30/2017	\$2500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Instructional Staff
Choice Theory	Teachers will gain an understanding of the five basic needs and concepts of Choice Theory and practice Choice Theory in the classroom to help students understand the power of choice and build and maintain better relationships and lead happier, more satisfying lives.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators and Instructional Staff
Restorative Justice	All schools use the Restorative Justice model to build a justice-oriented framework for students taking responsibility for their actions, handling behavioral issues in school and actively thinking through realistic disciplinary situations.	Behavioral Support Program			09/06/2016	06/30/2017	\$5000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

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Life Planning and Transitioning Professional Staff Development	All schools will use a variety of assessment tools to help students discover their unique interests, talents and passions and engage them in the step-by-step process to think about where they are and where they want to go and plan the action steps to get them there.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$1000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD committee
Life Planning and Transition Process Walkthroughs	Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough, Professional Learning		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders
Big Picture Learning Professional Staff Development	All schools will have a clear understanding of what Big Picture Learning is. Staff will attend conferences/workshops to learn the principles of Big Picture Learning, how to become advocates and mentors for students and how to implement elements of Big Picture Learning in the learning environment.	Professional Learning		Implement	08/15/2016	06/30/2017	\$20000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and District PSD Committee
Big Picture Learning Walkthroughs	Site and District Administrators will conduct observations/walkthroughs to monitor implementation of the Life Planning/Transition program. Feedback will be collected to provide additional support to teachers and students, if needed. Effectiveness will be analyzed and monitored by teachers, site leaders, DIP/SIP teams and data teams. Effectiveness and progress will be recorded by data meeting agendas and minutes, completed Life Plans, completed observation forms, analysis of data and 30-day re-assessments.	Walkthrough		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Director of Curriculum, Academic Support Coordinators, and Site Leaders

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Student Portfolios	Students will use portfolios to chart their growth, think about their thinking processes and represent their best work.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Student Exhibitions	All teachers will be trained to use exhibitions to provide students with an opportunity to describe the learning process experienced during a set period of time, present a learning portfolio developed through research and completing assignments, as well as set goals for future growth.	Academic Support Program		Implement	09/06/2016	06/30/2017	\$1500	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
Parent/Community Involvement	Provide opportunities for families and the community to get involved in the BKBA learning environment to improve student achievement, provide academic and social-emotional resources and supports, and build stronger home-school-community connections.	Academic Support Program, Community Engagement			09/06/2016	06/30/2017	\$10000	Director of School Operations, Academic Support Coordinators, and designated school and district staff
Surveys	All schools will give comprehensive surveys to students, parents, staff, external partners and community members throughout the year to gauge stakeholder perceptions about school programs and initiatives.	Behavioral Support Program, Academic Support Program, Community Engagement		Implement	09/06/2016	06/30/2017	\$0	Director of School Operations, Academic Support Coordinators, and Site Leaders and designated school and district staff.

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Blanche Kelso Bruce Academy - West (Selden Site)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Learning Opportunities	After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$60000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Blanche Kelso Bruce Academy - St. Antoine

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Learning Opportunities	After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$60000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff

Blanche Kelso Bruce Academy - Bowman Site

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Extended Day Learning Opportunities	After School Advisors/Tutors will deliver one-on-one and/or small group academic and behavior supports for the purpose of closing achievement gaps, improving attendance and behavior, and reducing risk-factors and promoting protective factors.	Behavioral Support Program, Academic Support Program		Implement	09/06/2016	06/30/2017	\$60000	Director of School Operations, Director of Curriculum, Academic Support Coordinators, Site Leaders and Instructional Staff
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