

2016-2017 School Improvement Plan

Blanche Kelso Bruce Academy - DePaul

Blanche Kelso Bruce Academy

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Overview

Plan Name

2016-2017 School Improvement Plan

Plan Description

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 at the DePaul Center site of the Blanche Kelso Bruce Academy will show growth in reading and writing skills.	Objectives: 2 Strategies: 6 Activities: 12	Academic	\$6340
2	All students at the DePaul Center site of the Blanche Kelso Bruce Academy will show growth in basic math skills.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$300
3	BKB staff at the DePaul Center site will fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision- making.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0

Goal 1: All students at the DePaul Center site of the Blanche Kelso Bruce Academy will show growth in reading and writing skills.

Measurable Objective 1:

100% of All Students will increase student growth in reading during each month of enrollment in English Language Arts by 06/30/2017 as measured by weekly reviews of students performance in class and on assessments.

Strategy 1:

Reading Strategies - All students will complete units in which they interact with a variety of texts as part of the English language arts curriculum. Specifically, students at all grade levels will complete units of study on independent reading, informational text, and narrative text.

Category: English/Language Arts

Research Cited: Atwell, N. (2007). *The reading zone*. New York: Scholastic Books.

Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers 6—12*. Portsmouth: Heinemann Publishing.

Calkins, L. (2001). *The Art of teaching reading*. Boston: Allyn and Bacon.

Fredricksen, J., Wilhelm, J.D., and Smith, M. (2012). *So, what's the story? Teaching narrative to understand ourselves, others, and the world*. Portsmouth: Heinemann.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4—12*. Portland: Stenhouse Publishers. NH.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland: Stenhouse.

Goldberg, G. & Serravallo, J. (2007). *Conferring with Readers: Supporting Each Student's Growth & Independence*. Portsmouth, NH: Heinemann.

Harvey, S. (2007). *Strategies that work: Teaching Comprehension for Understanding and Engagement*. (2nd ed.). Portland: Stenhouse Publishing.

Keene, E.O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth: Heinemann.

Lesesne, Teri. *Reading ladders: Leading students from where they are to where we'd like them to be*. Retrieved online from

<http://lesesneseminar.pbworks.com/w/page/16450439/FrontPage>

Serravallo, J. (2010). *Teaching reading in small groups: Differentiated instruction for building strategic, independent readers*. Portsmouth, NH: Heinemann. Tovani, C.

(2000). *I Read It, But I Don't Get It*. Portland: Stenhouse.

Wilhelm, J., Baker, T., & Hackett, J.D. (2001). *Strategic reading: Getting students to lifelong literacy 6-12*. Portsmouth: Boynton/Cook.

Wilhelm, J.D. (1997). *You gotta be the book: Teaching engaged and reflective reading with adolescents*. New York:

Teachers College.

Tier: Tier 1

Activity - Reading Strategies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of reading strategies into the academic program of all English language arts students, including cloze reading, think alouds, and techniques to assist students in interacting with a variety of texts.	Walkthrough, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisors
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Activity - Reading Strategies Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site leaders will monitor the implementation of reading strategies in the English language arts curriculum by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Site leaders

Strategy 2:

READ 180 - All Tier 2 reading students will receive academic support through the use of the READ 180 program. READ 180 is a blended-learning solution that accelerates the skill development of struggling readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life.

Category: English/Language Arts

Research Cited: Scholastic, Inc. (2014). Compendium of Read 180® Research: 15 Years of Evidence-Based Results for America's Struggling Readers. New York, NY: Scholastic. doi: <http://files.eric.ed.gov/fulltext/ED562683.pdf>. This work is comprised of 40 correlational and descriptive studies from school districts throughout the United States. The studies cover the use of READ 180 with general student populations, as well as specific demographic groups. The included reports show reading gains from the use of the READ 180 program for even the most fragile student populations.

Sporer, N., & Brunstein, J. C. (2009). Fostering the reading comprehension of secondary school students through peer-assisted learning: Effects on strategy knowledge, strategy use, and task performance. *Contemporary Educational Psychology*, 34, 289-297. doi:0.1016/j.cedpsych.2009.06.004.

Vaughn, S., Roberts, G., Wexler, J., Vaughn, M. G., Fall, A., & Schnakenberg, J. B. (2014). High School Students With Reading Comprehension Difficulties: Results of a Randomized Control Trial of a Two-Year Reading Intervention. *Journal of Learning Disabilities*, 48(5), 546-558. doi:10.1177/0022219413515511.

Zhu, J., Moore, R., Lomax, R. G., & Loadman, W. E. (2010). Evaluating Intervention Effects of Scholastic Read 180 Society for Research on Educational Effectiveness.

Tier: Tier 2

Activity - READ 180 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom advisor will incorporate 60-90 minutes of READ 180 instruction daily into the academic program of Tier 2 reading students, including whole-group instruction, small-group instruction, independent reading, and instructional software.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$4140	General Fund	Classroom advisors

Activity - READ 180 Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Site leaders will monitor the implementation of the READ 180 program by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data. Coaching visits from HMH consultants are also a means of monitoring the implementation of the program.	Professional Learning, Walkthrough	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	General Fund	Site leader; READ 180 district coordinator
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Strategy 3:

System 44 - The most fragile readers will participate in System 44 as an intervention to increase decoding skills. System 44 is a foundational reading program for the most challenged readers in grades 3–12. System 44 has been proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

Category: English/Language Arts

Research Cited: P.R. Newswire (2013). Scholastic announces largest educational technology product launch in the company's history with MATH 180™, iRead™, System 44® Next Generation and READ 180® on the iPad.

Scholastic, Inc. (2014). Compendium of System 44 Research. New York, NY: Scholastic.

Tier: Tier 3

Activity - System 44 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom advisor will incorporate 45-60 minutes of System 44 instruction daily into the academic program of Tier 3 reading students, including small-group instruction, individualized directed or independent reading, and instructional software. As available, the district's speech and language pathologist will work one-on-one with System 44 students who require remediation in phonics and phonemic awareness.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$2200	General Fund	Classroom advisors

Activity - System 44 Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site leaders will monitor the implementation of the System 44 program by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data. Coaching visits from HMH consultants are also a means of monitoring the implementation of the program.	Walkthrough, Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$0	General Fund	Site leader; READ 180 district coordinator

Measurable Objective 2:

100% of All Students will increase student growth in writing during each month of enrollment in English Language Arts by 06/30/2017 as measured by weekly reviews of student performance in class and on assessments.

Strategy 1:

Writing Strategies - All students will complete units in which they compose a variety of texts as part of the English language arts curriculum. Specifically, students at all grade levels will complete units of study on maintaining a writer's notebook, drafting poetry, paragraph writing, developing informational and literary essays, and

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argument or persuasive writing.

Category: English/Language Arts

Research Cited: twell, N. (1998). In the middle: Writing, reading, and learning with adolescents. Portsmouth, NH: Boynton/Cook.

Fletcher, R. (1996). A Writer's Notebook. New York: HarperCollins.

Fletcher, R., & Portalupi, J. (2001). Writing Workshop. New York: Heinemann.

Murray, D. (1996). Crafting a Life in Essay, Story, Poem. Portsmouth, NH: Boynton/Cook.

Tier: Tier 1

Activity - Writing Strategies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of writing strategies into the academic program of all English language arts students, including arguments, information and literary essays, and persuasion.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisors
Activity - Writing Strategies Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site leaders will monitor the implementation of writing strategies in the English language arts curriculum by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Site leader

Strategy 2:

Integrated Writing - The classroom advisor will utilize the integrated writing strategy to improve the composition skills of Tier 2 students. Integrated writing instruction is a four-step process to remediate difficulties of students who find writing difficult and unrewarding. Each day, the classroom advisor will check the status of students' independent writing projects, present a lesson on a given writing topic, mentor and/or conference with students as they write or provide feedback to peers, and arrange for student work to be shared with the larger community. The integrated writing approach utilizes computer technology and word processing software as tools for planning, organizing, and sharing writing.

Category: English/Language Arts

Research Cited: Allal, L. (2004). Integrated writing instruction and the development of revision skills. In Revision cognitive and instructional processes (pp. 139-155). Springer Netherlands.

De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. Journal of Educational Psychology, 94(4), 687.

MacArthur, C., Graham, S., & Schwarz, S. (1993). Integrating strategy instruction and word processing into a process approach to writing instruction. School Psychology Review, 22, 671-681).

MacArthur, C. A., Philippakos, Z., Graham, S., & Harris, K. (2012). Writing instruction. In Learning about learning disabilities, 243-270.

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Vue, G., Hall, T. E., Robinson, K., Ganley, P., Elizalde, E., & Graham, S. (2016). Informing understanding of young students' writing challenges and opportunities: Insights from the development of a digital writing tool that supports students with learning disabilities. *Learning Disability Quarterly*, 39(2), 83-94.

Tier: Tier 2

Activity - Integrated Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Tier 2 writing students will participate in integrated writing instruction to produce lengthier compositions, with greater description and detail, using a four-step instructional model.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisors
Activity - Integrated Writing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site leaders will monitor the implementation of the integrated writing strategy for Tier 2 students by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	General Fund	Site leader

Strategy 3:

Scaffolded Writing - The most fragile writers will practice scaffolded writing as an intervention to increase composition skills. Scaffolding is a systematic process through which a teacher creates a writing activity that includes embedded supports for emergent writers. The classroom advisor will prepare scaffolds for each writing assignment, reducing the scaffolded supports as students become more proficient writers

Category: English/Language Arts

Research Cited: Bliss, J. & Askew, M. (1996). Effective teaching and learning: Scaffolding revisited. *Oxford Review of education*, 22(1), 37-61.

Bodrova, E., & Leong, D. J. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy, Teaching and Learning*, 3(2), 1.

Elicker, J. (1995). A knitting tale: Reflections on scaffolding. *Childhood Education*, 72, 29- 32.

Ellis, E. S. (2000). Project-based learning strategies for differentiation instruction. The 'Makes Sense' Accommodation Series. Tuscaloosa, AL: Masterminds, LLC.

Liao, C.C., Chang, W.C., & Chan, T.W. (2014). The Model of "Reading for Creating" and "Talking for Revising" to Improve Students' Writing Quality in Scaffolded Writing and Rewriting Environment. *ICCE 2014*, 67.

Palincsar, A. S. (1998). Keeping the metaphor of scaffolding fresh: A response to C. Addison Stone's 'The metaphor of scaffolding.' *Journal of Learning Disabilities*, 31(4), 370-373.

Tier: Tier 3

Activity - Scaffolded Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The classroom advisor will incorporate scaffolded writing into the composition assignments of all Tier 3 English language arts students, gradually minimizing the scaffolds as students become more proficient writers.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisors
Activity - Scaffolded Writing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site leaders will monitor the implementation of scaffolded writing strategies in the English language arts curriculum for Tier 3 students by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$0	General Fund	Site leader

Goal 2: All students at the DePaul Center site of the Blanche Kelso Bruce Academy will show growth in basic math skills.

Measurable Objective 1:

100% of All Students will increase student growth in basic math skills during each month of enrollment in Mathematics by 06/30/2017 as measured by weekly reviews of student performance in class and on assessments.

Strategy 1:

Building Executive Function - Students will develop their executive function skills - including focus, organization, planning, self-awareness, and working memory - thereby building competencies in basic math concepts.

Category: Mathematics

Research Cited: Bull, R., & Lee, K. (2014). Executive functioning and mathematics achievement. *Child Development Perspectives*, 8(1), 36-41.

Bull, R., & Scerif, G. (2001). Executive functioning as a predictor of children's mathematics ability: Inhibition, switching, and working memory. *Developmental neuropsychology*, 19(3), 273-293.

Cragg, L., & Gilmore, C. (2014). Skills underlying mathematics: The role of executive function in the development of mathematics proficiency. *Trends in Neuroscience and Education*, 3(2), 63-68. doi:10.1016/j.tine.2013.12.001

Kulman, R. (2013). Strategies to improve math skills & executive functions. *Learning Works for Kids*. Retrieved online from <http://learningworksforkids.com/2013/10/strategies-to-improve-math-skills-executive-functions/>

Mazzocco, M. M., & Kover, S. T. (2007). A longitudinal assessment of executive function skills and their association with math performance. *Child neuropsychology*, 13(1), 18-45.

Tier: Tier 1

Activity - Flexible Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will improve the flexibility of their thinking through direct instruction in trial-and-error problem-solving strategies. Site advisor will investigate and identify trial-and-error problem-solving strategies. The advisor will repeatedly use these strategies in whole-group instruction to demonstrate and teach flexible thinking.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisor
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Activity - Visuo-spatial Working Memory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will improve their visuo-spatial working memories through games, including Tetris. The site advisor will plan for students to play games to develop their visuo-spatial working memories for at least one hour each week during Independent Work Time (IWT) or Learning Through Interests (LTI) opportunities.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisors

Strategy 2:

Recreational Math - Recreational Math - All Tier 2 math students will develop their motivation to engage in quantitative reasoning through recreational math activities - such as games, paradoxes, and puzzles - that are brief, simple, and require little effort for success. The classroom advisor will plan for Tier 2 students to spend at least one hour each week performing recreational math activities in small groups during Independent Work Time (IWT) or Learning Through Interest (LTI) opportunities.

Online and board game activities include The 24 Game, Big Farm (www.onlinemathlearning.com), Equate, Mancala Oware Seed Game, Math War card game, and Tuf. Category: Mathematics

Research Cited: Castellar, E. N., Van Looy, J., Szmalec, A., & De Marez, L. (2014). Improving arithmetic skills through gameplay: Assessment of the effectiveness of an educational game in terms of cognitive and affective learning outcomes. *Information sciences*, 264, 19-31.

Lorenzi, N. (2012). Math Games. *Instructor*, 121(6), 39-42.

Shaftel, J., Pass, L., & Schnabel, S. (2005). Math games for adolescents. *Teaching Exceptional Children*, 37(3), 25-30.

Tier: Tier 2

Activity - Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom advisor will plan for Tier 2 students to spend at least one hour each week performing recreational math activities in small groups during Independent Work Time (IWT) or Learning Through Interest (LTI) opportunities. Online, board, and card games and activities might include The 24 Game, Big Farm (www.onlinemathlearning.com), Equate, Mancala Oware Seed Game, Math War card game, and Tuf.	Materials, Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$100	General Fund	Classroom advisors

Strategy 3:

Reading Across the Math Curriculum - The classroom advisor will incorporate material from children's literature to assist Tier 3 students in understanding math-related

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concepts. For example, Chasing Vermeer (patterns, symmetry, shapes, Roman numerals), Counting On Frank (real-life math), Gulliver’s Travels (ratios, proportion, measurement), Holes (percentages, ratios, proportions), Math Curse (problem solving, averages, percentages, volume, sequencing, permutations), A Million Fish...More or Less (bar graphs, statistics, tables, averages, scatterplots), One Grain of Rice (doubling), The Phantom Tollbooth (ratios, proportion, averages, measurement, estimation, geometry), Sadako and the Thousand Paper Cranes (geometry), Sir Cumference and the Sword in the Cone (cones, circles).

Category: Mathematics

Research Cited: Gambrell, L.B. (2009). Creating opportunities to read more so that students read better. In E.H. Hiebert (Ed.), Reading More, Reading Better (pp. 257–258). New York, NY: Guilford Press.

Hellwig, S.J., Monroe, E.E., & Jacobs, J.S. (2000). Making informed choices: Selecting children’s trade books for mathematics instruction. Teaching Children Mathematics, 7(3), 138–143.

Radebaugh, M. (1981). Using Children’s Literature to Teach Mathematics. The Reading Teacher, 34(8), 902-906. Retrieved from <http://www.jstor.org/stable/20195366>

Reys, R. E., Lindquist, M., Lindquist, M. M., Lambdin, D. V., & Smith, N. L. (2014). Helping children learn mathematics. John Wiley & Sons.

Smith, A. T., Angotti, R. L., & Fink, L. (2012). " Why Are There So Many Words in Math?": Planning for Content-Area Vocabulary Instruction. Voices from the Middle, 20(1), 43.

Welchman-Tischler, R. (1992). How to use children's literature to teach mathematics (NCTM How to-- Series). Reston, VA: National Council of Teachers of Mathematics.

Whitin, D.J. & Whitin, P. (2004). New visions for linking literature and mathematics. Urbana, IL: National Council of Teachers of English.

Worley, J. (2002). Using literature to teach math and science. Retrieved online from <http://www.rgs.uky.edu/odyssey/fall02/usingliterature.html>.

Tier: Tier 3

Activity - Adolescent and Teen Literature Selections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom advisor will incorporate material from children's literature to assist Tier 3 students in understanding math-related concepts. For example, Chasing Vermeer (patterns, symmetry, shapes, Roman numerals), Counting On Frank (real-life math), Gulliver’s Travels (ratios, proportion, measurement), Holes (percentages, ratios, proportions), Math Curse (problem solving, averages, percentages, volume, sequencing, permutations), A Million Fish...More or Less (bar graphs, statistics, tables, averages, scatterplots), One Grain of Rice (doubling), The Phantom Tollbooth (ratios, proportion, averages, measurement, estimation, geometry), Sadako and the Thousand Paper Cranes (geometry), Sir Cumference and the Sword in the Cone (cones, circles).	Direct Instruction, Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$200	General Fund	Classroom advisors

Goal 3: BKB staff at the DePaul Center site will fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision-

making.

Measurable Objective 1:

collaborate to collect, analyze, and use a variety of data to inform decision making by 06/30/2017 as measured by data wall charts and graphs displayed at the site, as well as by the number and outcomes of data dialogues held during the school year.

Strategy 1:

Mi-Star DnA - BKB staff at the DePaul Center will fully implement and utilize the adopted centralized student information system to collect, analyze, and interpret data to inform decision-making and to develop site-specific goals and objectives.

Category: Other - Data

Research Cited: Dunn, K. E., Airola, D. T., Lo, W. J., & Garrison, M. (2013). Becoming data driven: The influence of teachers' sense of efficacy on concerns related to data-driven decision making. *The Journal of Experimental Education*, 81(2), 222-241.

Kaufman, T. E., Graham, C. R., Picciano, A. G., Popham, J. A., & Wiley, D. (2014). Data-driven decision making in the K-12 classroom. In *Handbook of research on educational communications and technology* (pp. 337-346). Springer New York.

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

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: Tier 1

Activity - Mi-Star DnA Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BKB staff at the DePaul Center will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes. After training, staff will use MI-STAR DnA to collect, analyze and interpret data to inform decision making. Site and district administrators will conduct observations and classroom walkthroughs to monitor implementation and collect feedback regarding support needs.	Professional Learning, Walkthrough	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	District staff development coordinator; classroom advisors; site leader

Activity - Mi-Star DnA Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and district administrators will conduct observations and classroom walkthroughs to monitor the implementation of Mi-Star DnA and to collect feedback regarding support needs.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	General Fund	District administrators, site administrator

Strategy 2:

Data Dialogues and Data Walls - BKB staff at the DePaul Center will collaborate to use data walls and data dialogues to analyze, interpret, and share data to inform decision making.

Category: Other - Data

Research Cited: Hargreaves, A., Morton, B., Braun, H., & Gurn, A. M. (2015). The world. Decision making in educational leadership: Principles, policies and practices, 3-20.

Marsh, J. A., Bertrand, M., & Huguet, A. (2015). Using data to alter instructional practice. Teachers College Record, 117(4), 1-40.

Rankin, J. G. (2016). How to Make Data Work: A Guide for Educational Leaders. Routledge.

Wellman, B., & Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. Mira Via, LLC.

Tier: Tier 1

Activity - Data Dialogue and Data Wall Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BKB staff at the DePaul Center will attend training on effectively using data dialogues and data walls to inform decision making. Specifically, they will learn how to analyze multiple sources of data to inform instruction and for school management purposes, as well as document and analyze data through data walls and data dialogues. After training, staff will integrate regularly updated data walls and regularly scheduled data dialogue sessions into professional practice.	Other - Data	Tier 1	Implement	08/15/2016	06/30/2017	\$0	General Fund	District professional development coordinator; site leader

Activity - Data Dialogue and Data Wall Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site and district administrators will conduct observations and classroom walkthroughs to monitor the implementation of data walls and data dialogues and to collect feedback regarding support needs.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	General Fund	District administrator; site leader

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrated Writing Monitoring	Site leaders will monitor the implementation of the integrated writing strategy for Tier 2 students by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Site leader
Mi-Star DnA Implementation	The BKB staff at the DePaul Center will attend conferences/workshops to learn how to use MI-STAR DnA to inform instruction/decision making and for school management purposes. After training, staff will use MI-STAR DnA to collect, analyze and interpret data to inform decision making. Site and district administrators will conduct observations and classroom walkthroughs to monitor implementation and collect feedback regarding support needs.	Professional Learning, Walkthrough	Tier 1	Implement	09/06/2016	06/30/2017	\$0	District staff development coordinator; classroom advisors; site leader
Data Dialogue and Data Wall Implementation	BKB staff at the DePaul Center will attend training on effectively using data dialogues and data walls to inform decision making. Specifically, they will learn how to analyze multiple sources of data to inform instruction and for school management purposes, as well as document and analyze data through data walls and data dialogues. After training, staff will integrate regularly updated data walls and regularly scheduled data dialogue sessions into professional practice.	Other - Data	Tier 1	Implement	08/15/2016	06/30/2017	\$0	District professional development coordinator; site leader
Writing Strategies Instruction	The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of writing strategies into the academic program of all English language arts students, including arguments, information and literary essays, and persuasion.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom advisors

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Math Club	The classroom advisor will plan for Tier 2 students to spend at least one hour each week performing recreational math activities in small groups during Independent Work Time (IWT) or Learning Through Interest (LTI) opportunities. Online, board, and card games and activities might include The 24 Game, Big Farm (www.onlinemathlearning.com), Equate, Mancala Oware Seed Game, Math War card game, and Tuf.	Materials, Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$100	Classroom advisors
READ 180 Monitoring	Site leaders will monitor the implementation of the READ 180 program by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data. Coaching visits from HMH consultants are also a means of monitoring the implementation of the program.	Professional Learning, Walkthrough	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Site leader; READ 180 district coordinator
Flexible Thinking	Students will improve the flexibility of their thinking through direct instruction in trial-and-error problem-solving strategies. Site advisor will investigate and identify trial-and-error problem-solving strategies. The advisor will repeatedly use these strategies in whole-group instruction to demonstrate and teach flexible thinking.	Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom advisor
Integrated Writing Instruction	All Tier 2 writing students will participate in integrated writing instruction to produce lengthier compositions, with greater description and detail, using a four-step instructional model.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Classroom advisors
Data Dialogue and Data Wall Monitoring	Site and district administrators will conduct observations and classroom walkthroughs to monitor the implementation of data walls and data dialogues and to collect feedback regarding support needs.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	District administrator; site leader
Reading Strategies Instruction	The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of reading strategies into the academic program of all English language arts students, including cloze reading, think alouds, and techniques to assist students in interacting with a variety of texts.	Walkthrough, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom advisors
System 44 Instruction	The classroom advisor will incorporate 45-60 minutes of System 44 instruction daily into the academic program of Tier 3 reading students, including small-group instruction, individualized directed or independent reading, and instructional software. As available, the district's speech and language pathologist will work one-on-one with System 44 students who require remediation in phonics and phonemic awareness.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$2200	Classroom advisors

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System 44 Monitoring	Site leaders will monitor the implementation of the System 44 program by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data. Coaching visits from HMH consultants are also a means of monitoring the implementation of the program.	Walkthrough, Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$0	Site leader; READ 180 district coordinator
Mi-Star DnA Monitoring	Site and district administrators will conduct observations and classroom walkthroughs to monitor the implementation of Mi-Star DnA and to collect feedback regarding support needs.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	District administrators, site administrator
Adolescent and Teen Literature Selections	The classroom advisor will incorporate material from children's literature to assist Tier 3 students in understanding math-related concepts. For example, Chasing Vermeer (patterns, symmetry, shapes, Roman numerals), Counting On Frank (real-life math), Gulliver's Travels (ratios, proportion, measurement), Holes (percentages, ratios, proportions), Math Curse (problem solving, averages, percentages, volume, sequencing, permutations), A Million Fish...More or Less (bar graphs, statistics, tables, averages, scatterplots), One Grain of Rice (doubling), The Phantom Tollbooth (ratios, proportion, averages, measurement, estimation, geometry), Sadako and the Thousand Paper Cranes (geometry), Sir Cumference and the Sword in the Cone (cones, circles).	Direct Instruction, Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$200	Classroom advisors
Visuo-spatial Working Memory	Students will improve their visuo-spatial working memories through games, including Tetris. The site advisor will plan for students to play games to develop their visuo-spatial working memories for at least one hour each week during Independent Work Time (IWT) or Learning Through Interests (LTI) opportunities.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom advisors
Writing Strategies Monitoring	Site leaders will monitor the implementation of writing strategies in the English language arts curriculum by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Site leader
READ 180 Instruction	Classroom advisor will incorporate 60-90 minutes of READ 180 instruction daily into the academic program of Tier 2 reading students, including whole-group instruction, small-group instruction, independent reading, and instructional software.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$4140	Classroom advisors

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Scaffolded Writing Instruction	The classroom advisor will incorporate scaffolded writing into the composition assignments of all Tier 3 English language arts students, gradually minimizing the scaffolds as students become more proficient writers.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$0	Classroom advisors
Scaffolded Writing Monitoring	Site leaders will monitor the implementation of scaffolded writing strategies in the English language arts curriculum for Tier 3 students by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough, Academic Support Program	Tier 3	Monitor	09/06/2016	06/30/2017	\$0	Site leader
Reading Strategies Monitoring	Site leaders will monitor the implementation of reading strategies in the English language arts curriculum by regular classroom visits and walkthroughs, by review of lesson plans, and by ongoing analysis of student achievement data.	Walkthrough	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Site leaders