



School Improvement Plan

Blanche Kelso Bruce Academy - St. Antoine

Blanche Kelso Bruce Academy

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BKBA - WCJDF Improvement

2016 - 2017

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Blanche Kelso Bruce Academy (BKBA) is housed within the Wayne County Juvenile Detention Facility (WCJDF), a high security placement facility. The BKBA - WCJDF program and mission are designed to foster integrated, effective, strong inter-agency collaboration to ensure students achieve academic success in a safe and secure environment.

BKBA at the WCJDF provides educational services for students who are detained while awaiting court proceedings, or, in some cases, placement in a treatment facility. While the WCJDF can house up to 194 residents at a time, BKBA is capable of servicing between 100 - 165 students at a time. The average length of stay is less than 45 school days; although a few students are detained in the facility a bit longer due to the nature and complexity of their court proceedings.

Size:

Students: 100 - 165 students, male and female, 9 years - 21 years of age with nearly 2,000 students enrolled annually. Our students are primarily African Americans living in Detroit.

Staff:

(1) Site Leader, (1) School Program Support Coordinator, (1) Academic Counselor, (3) Administrative Assistants, (3) Discovery Assessment/ Life Planning and Transitioning (LPT) Team members, (1) School Social Worker, (3) Special Education Consultants - 2 Full-time and 1 Part-time, (1) Life Skills Facilitator, (13) Full-Time Teachers and (3) Part-Time Building Substitute Teachers.

75% female / 25% male

85% African American / 14% Caucasian / 3% Hispanic

Community:

BKBA - WCJDF is located in Detroit, the seat for Wayne County, on St. Antoine Street which is just steps away from major city attractions such as Comerica Park, the Detroit River and RiverWalk, Ford Field and Greektown. Wayne County is one of the most populated counties in the United States. It has a culturally diverse population reporting African American, Hispanic/Latino, Caucasian and Arab American and various religious and political affiliations.

Changes over the last 3 years:

1. Continued decrease in student enrollment possibly due to Wayne County's budget cut to the Warrant Enforcement Bureau (WEB) Unit. The WEB Unit is responsible for serving arrest warrants issued to juveniles in our county.

2. Decreased staff turnover during 2015 - 2016 school year.

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3. Site administration remained stable since 2013.
4. Increased investment in professional staff development throughout the district.
5. Full-time Life Skills Facilitator continues to teach basic life skills to students.
6. Continued Implementation of our Sparks and Speakers Intervention program to expose our students to community leaders who represent a variety of careers and cover a wide-range of topics relevant to our students.
7. Continued Implementation of READ 180 / System 44 programs designed to allow our students to experience reading success quickly and build the confidence needed to become better readers.
8. BKBA was reauthorized for a one-year probationary period in 2016 and continues to meet recommendations set forth by WRESA, our authorizer.

Unique features:

1. Every student is enrolled in a 1 - 3 day Discovery assessment course where he or she completes a full and comprehensive battery of assessments that measure and reveal personality traits, preferred learning styles, interests and competences in mathematics, reading and writing. In addition to BKBA's assessment process, WCJDF provides extensive medical and mental health services to every resident.
2. BKBA and WCJDF works collaboratively to achieve academic and personal success. Classroom teachers have the support of a Juvenile Detention Specialists (JDS) in the classroom.
3. Staff participate in weekly QUAD Collaboration Articulation Meetings.

Challenges:

1. Implementing the best strategies and activities to engage short-term students in the learning process.
2. Juvenile recidivism.
3. Limited access to technology.
4. Limited access to parents and students once they leave the facility.

School's Purpose

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

Our Mission:

BKBA at the WCJDF is a public school, strict-discipline academy (SDA) in Detroit serving detained youth, grades 6 - 12 and their families. 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.

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-JDF believes that:

Most youth outside of the educational mainstream 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 - WCJDF, teaching and learning is a strategic balance of academic skill development, social-emotional skill development and workforce readiness. Student achievement and success is 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 - WCJDF to home life, school life and the community life.

Our decisions regarding teaching and learning and daily operations are driven by data and quality information.

Notable Achievements and Areas of Improvement

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

BKBA - WCJDF has shifted toward a more strategic approach to meeting the needs of our students and staff. We continue to look at data and quality information and make the best decisions to ensure student engagement, improvement and achievement.

As a school housed within a detention center, with all things considered, we believe providing interventions to promote each student's successful re-integration into the home, school, community and/or court designated placement should be our ultimate goal. We attempt to achieve this goal through a variety of instructional strategies and practices as well as applying a wide range of social-emotional supports and interventions.

Achievements:

1. Reading is a foundational requirement for academic achievement and future opportunities for our students' personal growth. There has been incremental growth in student reading levels after implementing reading across the curriculum and reading in the content areas approaches. This remains a continuous area of improvement for us.
2. BKBA - WCJDF continues to find ways to make strides in transitional programs that result in a coordinated, outcome-based set of aftercare services for youth affiliated with the juvenile justice system. Our academy is making concerted efforts to help our young people achieve social, employment and educational success once they leave the juvenile justice system.
3. Two students obtained the 12th grade level and made the graduation eligibility list for the June 2014 graduation. The first student was accepted into ten four-year universities. A second student is dually enrolled in a career vocationally program and a local community college.
4. Our full-time Life Skills Facilitator continues to provide skills training in the areas of career planning and readiness, self care, social and work relationships, workforce readiness and money management.

Improvements:

1. Implementing Read 180 and System 44 programs which are designed for below grade level, low functioning readers and non-readers. The programs offer targeted interventions for our struggling readers and help build the confidence needed for them to become better readers.
2. Enhancing and improving the Discovery assessment process, a comprehensive battery of personal and academic assessments that provide information for individualized planning for each student. The process also helps the student discover skills and talents he or she possesses and may not be aware of.

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3. Implementing a Life Planning and Transitioning (LPT) process to give each student an opportunity to discuss the following questions - Where I Am? Where I Want to Go? and How I Will Get There? After answering those questions, the student is encouraged to set goals and LPT members help identify his or her strengths, abilities and talents that will help him or her meet those goals.
4. Implementing bi-weekly Quad Collaboration and Articulation meetings to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student.
5. The staff administration implemented the systematic and continual monitoring of students enrolled in the educational program according to the 30/60/90 academic assessments program. The tracking and monitoring process assists in helping students achieve transition goals, outcomes and academic credit accrual.
6. Implementing the Sparks and Speakers Intervention Program to help spark interest in a variety of positive alternatives to being locked up and help students discover their passion and purpose.
7. Adopting the Oakland Schools Curriculum and implementing it using the Multi-Tiered Systems of Supports model.
8. Using a variety of tools to establish the classroom as a "growth mindset" environment.
9. Fully implementing and using MISTar DnA, a centralized student information system
10. Creating a data-driven culture throughout the district.
11. Using the ADVISORY model to strengthen student-adult relationships.
12. Implementing elements of the Big Picture Learning (BPL) educational design to increase each student's motivation to learn.
13. Started an After-School Tutoring program.

Additional Information

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

1. We continue to explore options for online educational programming to help students earn academic credit toward graduation or recover academic credit.
2. We continue to explore options for Extending Learning Opportunities to better prepare students for a more successful transition from detention to home, school and the community. The extended learning opportunities include after-school tutoring and other programming to meet the our students' and their families' social and behavioral needs.
3. We have hired a Transitional Counselor who will assist students in making a more successful transition from detention to home, school and the community. The Transitional Counselor will track and offer support to the student up to 6 months after his or her release.
4. We continue to work on establishing a BKBA - WCJDF data team to build data literacy and establish a system for collecting, analyzing and using data to drive decision making.
6. Select BKBA staff participated in Wayne RESA's Formative Assessment Project that began August, 2015 and ended April 2016. Those participants will follow-up with more training throughout the 2016 - 2017 school year.

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 partners). Our School 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 school's practices and operations.

All instructional staff and most support staff participate in the School Improvement Planning Process. External stakeholders are invited to serve on the School Improvement Planning Team by the BKBA - WCJDF Site Leader and 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.

Currently, stakeholders at BKBA - WCJDF include the following: instructional staff, non-instructional staff, an executive from the WCJDF, a supervisor from the WCJDF, the WCJDF grandparents volunteer group, a Wayne RESA consultant, an external professional and student, when possible. We continue to expand the School Improvement Plan (SIP) Team to include more external partners by researching who our stakeholders are and their stake in our students' achievement and personal success as well as the essential role we all play in ensuring student achievement and success.

We have little to no direct student and parent participation in the School Improvement Planning Process. We continue to explore ways to include students and parents in the process and ways to have them participate in reviewing and evaluating the School Improvement Plan. At this point, their participation is limited to student and parent survey input.

The SIP meetings begin in September and end in June of each school year. The meetings are monthly or as needed for assessment, inclusion and/or revision of the existing plan. The committee is organized in 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.

Currently, stakeholders at BKBA - WCJDF include the following: instructional staff, non-instructional staff, an executive from the WCJDF, a supervisor from the WCJDF, the WCJDF grandparents volunteer group, a Wayne RESA consultant, an external professional and student, when possible.

We continue to expand the School Improvement Plan (SIP) Team to include more external partners by researching who our stakeholders are and their stake in our students' achievement and personal success. These external partners may include, but are not limited to, court judges or referees, case management workers, law enforcement workers, business or community members.

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While the BKBA - WCJDF Site Leader oversees the SIP team members and participates in all aspects of the process, all members review the plan for effectiveness or ineffectiveness and are responsible for deciding on adjustments and necessary action steps to improve, execute or discard strategies and activities included in the current plan.

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

The final improvement plan was communicated to stakeholders by final review and proofing and a hardcopy distribution to external and internal stakeholders.

The method to receive information on its progress is physical distribution and e-mail.

Our School Improvement Plan is a living document that is used to guide instruction and day to day operations. The School Improvement Plan is always available for review and monitoring for effectiveness based on information we receive from stakeholders.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

In looking at the three year trend in BKBA - WCJDF student enrollment, data continue to show a steady decline. Whereas student enrollment was at capacity consistently before year 2013, enrollment has been declining steadily since that time. Currently, we have less than 110 students enrolled and at the same time in 2012, we had nearly 165 students enrolled. Such a sharp decline in enrollment not only impacts BKBA, but impacts WCJDF staffing. A shortage in residents leads to eventual WCJDF staff lay offs and that shortage in WCJDF staff directly impacts our service delivery.

Over the years, we have seen an increase in female students and at times an increase in male students ages 12- 14. We have also noticed a slight shift in resident cases - with more residents being admitted for domestic violence and more violent crimes.

Student Demographic Data

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

BKBA is housed within the Wayne County Juvenile Detention Facility - We do not have any attendance challenges. With the exception of court dates, medical appointments and behavioral lockdowns, our students are always in attendance every day, every hour.

Student Demographic Data

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

BKBA is housed within the Wayne County Juvenile Detention Facility. BKBA and WCJDF work collaboratively to reduce negative behavior and encourage positive behavior. Because we are housed in a high security placement facility which focuses on safety and security first, the WCJDF has proactive prevention methods for addressing behavior in the classroom and in the facility. BKBA benefits from their direct involvement and has few discipline issues. Suspensions or expulsions are not an option.

Student Demographic Data

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

Enrollment: We do not have any control over when, why and how students are admitted into the facility and we can not take any particular action to address the low enrollment. Our student enrollment is directly tied to WCJDF's admissions and Wayne County's process for arresting and detaining juveniles.

Behavior: Through the SIP process, we continue to explore ways to encourage more positive behavior in the classroom. Students are
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WCJDF RESIDENTS FIRST and BKBA students second. We will continue to work collaboratively with WCJDF to support their methods for increasing positive reinforcement and decreasing negative behavior.

Teacher/School Leader(s) Demographic Data

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

BKBA - WCJDF's Site Leader has over 30 years of classroom and administrative experience. The Site Leader's experience plays a key role in supporting teachers, supporting teaching and learning and ultimately improving student achievement.

The BKBA - WCJDF Site Leader has demonstrated passion, skill, ability and a clear understanding of what it takes to experience success in a fast-paced juvenile detention setting. The Site Leader's experience drives key decisions made relating to establishing a culture of excellence, professionalism, cooperation and support, exploring and implementing best practices, managing staff and day to day operations, providing useful professional development opportunities, cultivating teachers as leaders and keeping the school district's mission and vision front and center. When the Site Leader makes the right decision at the right time, it has a direct and positive impact on teacher retention, quality and engagement and ultimately student achievement.

Teacher/School Leader(s) Demographic Data

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

While all BKBA - WCJDF teachers are certified and meet the Highly Qualified Teacher criteria, our instructional staff has a unique mix of competencies and experiences. The average instructor is 45 - 65 years old - some with at least 3 - 5 years teaching experience and most with 10 years or more teaching experience. About 40% of our instructional staff are re-entering education after retirement or an absence from teaching or entering education as a second career. With the many changes and demands in education, we are finding some instructors are teaching while preparing to exit the field.

Impact on student achievement:

The changing dynamics of the BKBA - WCJDF classroom - mixed ability, mixed aged, mixed grade and length of stay - has led to increased reliance on technology, differentiation strategies and blended instruction practices to more effectively meet the needs of students. These adaptations and modifications can be difficult for instructors with extensive pedagogical content knowledge and skills but limited technology skills and limited understanding of and experience working with delinquent and emotionally troubled youth.

We are living in a digital age and everything happens NOW! Teaching happens anytime and anywhere. Direct Instruction or "the Sage on the Stage" is a thing of the past and Teacher as Facilitator is more fitting today. While the students we serve are significantly below grade level in math, reading, writing and most subjects, they are tech savvy. There seems to be a clash between what they (students) bring to the mix and the experiences and ideas "old school" teachers bring to the table.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or

due to illness, what impact might this have on student achievement?

The benefit of being housed within the WCJDF is it's a 24-hour operation and everything keeps moving, The structure of the school is directly tied to the structure of the facility. Therefore, when the site leader is absent due to professional learning and/or due to illness, there is little to no negative impact on student achievement. The operation kicks into a somewhat self-sustain mode where everyone does his or her part and is prepared to address any unexpected concerns or issues that may arise. Short of being completely incapacitated, the Site Leader remains available by phone, text or email.

Teacher/School Leader(s) Demographic Data

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

Excessive teacher absences due to professional learning and/or illness negatively impacts student achievement. If the teacher is not in the classroom, prepared to actively engage learners, students suffer.

Because we are in a detention setting, outside substitute teachers are not accessible to our school. Therefore, when a teacher is absent, other teachers have to cover the absent teacher's class. The teacher covering the class, most often, is forced to teach outside of his or her expertise and without prepared lessons. This causes inconsistency in learning for students and inconsistency in grading for students.

BKBA - WCJDF has had a long history of excessive teacher absences due to illness.

Teacher/School Leader(s) Demographic Data

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

Impact of Teacher Experience on student achievement:

Some "Old School" teachers struggle to teach "New Age" students. If traditional teaching methods and thinking are not reaching our students, we must find a way to teach them in the way they learn. Because technology has become such an integral part of the educational process, we want our teachers to have the skills to seamlessly integrate technology into their daily routines in the classroom and their preparation practices.

BKBA - WCJDF is always exploring best practices and new teaching methods to meet the needs of our students. We plan to expand our professional learning topics to include more training to help teachers meet the unique needs of our students as well as training on technology use and integration and blended instruction practices.

Excessive teacher absences due to professional learning and / or due to illness:

Teacher absences directly and negatively impact student achievement. BKBA - WCJDF always keep the best interest of the students front and center. At the local level, the Site Leader will do everything in her power to address any attendance issues as they arise. If issues do not improve after corrective action at the local level, the Site Leader will work with our Central Office to discuss what is needed to encourage regular attendance and discourage excessive absences.

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Process Data

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

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

1. Learning Environment: The school culture is one of high academic expectations for all.
2. Reflection: Educators collaborate to review, reflect on, and refine their instructional practice.
3. A Vision for Learning: School leaders collaboratively create and communicate a shared vision for learning.
4. Guidance and Support for Teaching and Learning: School leaders monitor and provide feedback within the school, and the district, about the implementation of curriculum, assessment, and instructional practices.
5. Safe and Supportive Environment: School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
6. Shared Leadership for Learning: School leaders support the development of collegial relationships and high performing teams.
7. Collaborative Teams: Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support student achievement.

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

1. Curriculum Alignment: The district is in the process of writing and revising curriculum maps that contain specific information regarding what is taught and when and where it is taught. Also, there are some concerns about how curriculum maps and pacing guides are most effectively used in a fast-paced, ever changing detention setting.
2. Instructional Design: Lesson plans include modifications for students based on their needs and interests but may not always be aligned to the district's written curriculum.
3. Effective Instructional Practices: Instruction may not always engage students in higher levels of cognitive thinking, leading to greater depth of knowledge.
4. Assessment System: Assessments are not always administered or aligned to curriculum and instruction.
5. Shared Understanding: Not all instructional staff can communicate the appropriate purposes and uses of assessment. Student data are not always communicated to students and parents in a manner that they can understand.
6. Data Analysis and Decision-Making: There is not an intentional, structured process to use academic and non-academic data to inform instructional decisions or to place students, monitor progress and drive timely interventions.
7. Student Involvement in the Assessment Process: Students do not always receive descriptive feedback based on their performance or are not always taught how to self-assess and plan for improvement.

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8. Results-Focused: Data and research are not always used to drive decisions and measure progress toward school improvement goals.
9. Communication Systems: A variety of communication tools and approaches are not always used to inform, engage, and gather input from students, family and the community.
10. Resource Allocation: School leaders are not always privy to district level discussions about budget and resource allocation decisions.
11. School, Family, and Community Relations: The school does not always provide information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
12. Learning Opportunities: No programs for families and their students that are appropriate for their social, academic and developmental needs. Families, students and community members do not actively participate as integral members of the school improvement process.
13. Partnerships: The school does not always partner with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs..

12. How might these challenges impact student achievement?

Curriculum and Instruction Design and Practices:

Teachers do not have a guide that contains specific information regarding what is taught and when and where it is taught. Not having a set destination for teachers and students leads to inconsistency in teaching and learning and from class to class and site to site.

Assessment and Effective Data Use:

Teachers are not actively and continuously measuring a student's progress and not making the needed adjustments to instructional practices based on assessment and data. Decisions are based more on opinion, assumptions and/or intuition rather than quality information.

Students do not receive the feedback needed to adjust their thinking in learning and practices and are unable to set appropriate learning goals based on quality information.

Communication, Extended Learning Opportunities and Partnerships:

Parents, Community Partners and other stakeholders do not have immediate access to up-to-date information regarding student progress and achievement.

Students need support beyond the school day to put them on a path of academic, social and behavioral success.

Students and families are not able to receive all of the supports they need when we are not connected to community agencies and programs.

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

Action steps to be taken and incorporated to address challenges:

1. Establish a District-wide Curriculum Committee that focus on Curriculum Development and Alignment
2. Increase Stakeholder involvement and community partnerships
3. Increase parent outreach and create programming for parents
4. Continue after-school programming
5. Establishing a Data Team
6. Increase opportunities for communicating with parents and stakeholders using technology
7. Transitional Counselor tracking and supporting families for six months after resident's release
8. Professional development focused on specific challenges
9. Continuing Life Skills, Speakers Bureau and Life Planning work
10. Developing Wayne County Formative Assessment Project facilitator and team members

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

We follow all special education mandates designed to meet the needs of students with disabilities and to ensure that those students have access to the full array of intervention programs available in a learning environment housed within a detention facility. Because students with disabilities are most often mainstreamed in the regular classrooms, Special Education Teacher Consultants are available for pull-out sessions, support in designing tailored learning activities based on assessment results and to offer the right tools and strategies to meet the needs of students with disabilities.

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

Our Extended Learning program for all students includes after-school tutoring and other activities to engage, enrich and prepare students for a more successful transition from detention back to the home, school and community.

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

Because we are in a detention setting and juvenile specialist to resident staffing ratios come into play, all extended learning opportunities will be made available to all detained students. Any deviation from that ratio will place an increased financial burden on an already cash strapped Wayne County. While we may make an effort to notify parents of their student's participation in various programming, the Wayne County Juvenile Detention Facility acts as the "parent".

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

The district is in the process of writing and revising curriculum, curriculum maps and pacing guides that are aligned to state content standards and contain specific information regarding what is taught and when and where it is taught. In the interim, BKBA - WCJDF teachers implement instructional learning targets and learning activities that are partially and/or fully aligned with state content standards with low to medium fidelity. Evidence indicating the extent to which the standards are being implemented with fidelity include teacher grade books, student work, progress reports and report cards, and classroom/teacher observations.

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

BKBA - WCJDF has not used the MIPHY, but plans on exploring how the online survey can help us make more data-driven decisions to ensure we provide students with the most valuable and appropriate programming to meet their needs.

Achievement/Outcome Data

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

19a. Reading- Strengths

As evidenced by Burns and Roe Informal Reading Inventory (IRI) results:

1. Nearly 20% of our students read above expected grade level.
2. Nearly 15% of our students read at expected grade level.

As evidenced by student performance and achievement gains, nearly 30% of our students are proficient at word recognition skills and comprehending what they read.

19b. Reading- Challenges

As evidenced by Burns and Roe Informal Reading Inventory (IRI) results:

1. About 30% of our students read 1 - 3 grades below expected grade level.
2. About 40 % of our students read 4+ grades below expected grade level.

As evidenced by student performance, nearly 70% of our students experience some difficulty that either delay or impede reading development. Difficulties may include vocabulary usage, independent reading, lack of word attack skills, lack of pre-reading, during reading and/or after reading skills and an inability to comprehend what has been read.

19c. Reading- Trends

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As evidenced by Academic Attitude Survey results:

When asked if students "love, like, tolerate or hate" reading:

1. About 20% reported they "love" reading
2. About 35% reported they "like" reading
3. About 30% reported they "tolerate" reading
4. About 15% reported they "hate" reading
5. 90% of the respondents said they read for pleasure and 10% read school books. Our students define "reading for pleasure" as reading magazines and websites.
6. Our students enjoy group reading and opportunities to read aloud.
7. Our students are most interested in reading about music, money, weapons and topics that are a part of their quality world.
8. There seems to be a trend moving toward students reading more material from the internet, texting or social media than reading a book.
9. Some detained youth tend to pick up a book for entertainment or a way to pass the time during their out of school hours. These books may include the Bible, chapter books or self-improvement and/or other life transforming books.

19d. Reading- Summary

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

Action steps to address reading challenges:

1. Continue the READ 180 and System 44 programming
2. Implement the Formative Assessment process across content areas
3. Data team research specific strategies to target student reading issues
4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
5. Professional Development focused on reading interventions
6. After-school tutoring
7. Differentiated Instruction practices

20a. Writing- Strengths

As evidenced by Informal Writing Assessment results:

1. Less than 5% of our students earned an Exemplary score
2. About 20% of our students earned a Proficient score

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As evidenced by student performance and achievement gains, nearly 25% of our students are proficient at writing a well organized, understandable, attention grabbing, detailed paragraph or essay.

3. Students are able to draw on their prior knowledge and personal experiences and produce well organized, interesting and readable written documents on a variety of topics.

20b. Writing- Challenges

As evidenced by Informal Writing Assessment results:

1. About 44% of our students earned a Novice score
2. About 35% of our students earned a Not Yet Novice score

As evidenced by student performance, nearly 80% of our students experience some difficulty that either delay or impede writing development. Difficulties may include an inability to construct a 3 - 7 word sentence that is legible and understandable, producing unorganized and hard to follow paragraphs, weak and often missing punctuation and grammar and misspelled words.

3. The 44% of our students who earned a Novice score may be best characterized as basic writers who can not spell, punctuate or express their ideas clearly on paper.
4. The 35% of our students who earned a Not Yet Novice score may be best characterized as below basic writers who are unable to express their ideas on paper without support from the teacher or student dictation.

20c. Writing- Trends

As evidenced by Academic Attitude Survey results:

When asked if students "love, like, tolerate or hate" writing:

1. About 40% reported they "love" writing
2. About 30% reported they "like" writing
3. About 20% reported they "tolerate" writing
4. About 10% reported they "hate" writing
5. 65% of the respondents who either "love, like or tolerate" writing said they like writing letters, stories and poetry.
6. 35% of the respondents who either "love, like, tolerate or hate" writing said they like writing "about me" or "things that happened to me".
7. Over 70% of the respondents who said they like writing "about me" or "things that happened to me" reported that they either tolerated or hated reading.
8. Students often use the word "in" in place of "and".
9. Some students use text-speak in their formal writing - IDK, LOL, U, Gr8, L8r, plz, etc.

20d. Writing- Summary

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

Action steps to address writing challenges:

1. Continue the READ 180 and System 44 programming
2. Implement the Formative Assessment process across content areas
3. Data team research specific strategies to target student grammar and composition issues
4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
5. Professional Development focused on writing interventions
6. After-school tutoring
7. Differentiated Instruction practices

21a. Math- Strengths

As evidenced by Brigance Math Assessment results:

1. 13% of our high school students enter our program able to solve basic operations involving adding, subtracting, multiplying and dividing fractions, decimals and percentages.
2. The 13% of our students who are able to solve basic operations involving adding, subtracting, multiplying and dividing fractions, decimals and percentages have the building blocks necessary to experience some success in Algebra and more advanced Math courses.
3. Because most of our students bring real-life encounters that imitate basic math concepts, they are better prepared and ready to quickly connect those experiences to classroom learning.

21b. Math- Challenges

1. 34% of our high school students enter our program with less than 3rd grade math skills - with skills limited to adding and subtracting whole numbers.
2. 13% of our high school students enter our program with skills limited to adding, subtracting, multiplying and dividing whole numbers.

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3. 40% of our high school students enter our program with skills limited to adding, subtracting, multiplying and dividing whole numbers and adding simple fractions.
4. When asked if you "love, like, tolerate or hate" math, 50% reported tolerating or hating math.

As evidenced by student performance, nearly 90% of our students experience some difficulty that either delay or impede the development of higher-order math skills. Difficulties may include not knowing the appropriate mathematical process needed to solve a specific math problem, difficulty recalling basic math facts and concepts and how to apply them in mathematical problem solving, becoming easily frustrated when solving math problems, being reluctant to do math and lack motivation and confidence to successfully solve math problems.

21c. Math- Trends

1. Students do not have a strong foundation in mathematical processes and struggle to apply the correct process to solve a specific math problem.
2. Most students have not learned their multiplication facts.
3. There seems to be an over reliance on calculators and technology to solve math problems.
4. There seems to be a clash between the "old school" way of teaching math and the "new math" methods our students bring to the classroom.

21d. Math- Summary

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

Action steps to address math challenges:

1. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student math issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on math interventions
5. After-school tutoring
6. Differentiated Instruction practices

22a. Science- Strengths

As evidenced by Academic Attitude Survey results:

When asked if you "love, like, tolerate, hate" science, 40% of students reported "loving or liking" science.

Most students reported they most enjoy science experiments.

Collecting data on student performance in science is an area of improvement for us. We plan to explore ways to get quality information in this content area.

22b. Science- Challenges

Collecting data on student performance in science is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

22c. Science- Trends

Collecting data on student performance in science is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

22d. Science- Summary

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

Collecting data on student performance in science is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

Action steps to address science challenges:

1. Explore ways to get quality information about student performance in science
2. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student science issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on science interventions
5. After-school tutoring
6. Differentiated Instruction practices

23a. Social Studies- Strengths

Collecting data on student performance in social studies is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

23b. Social Studies- Challenges

Collecting data on student performance in social studies is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

23c. Social Studies- Trends

Collecting data on student performance in social studies is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

23d. Social Studies- Summary

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

Collecting data on student performance in social studies is an area of improvement for us. We continue to plan to explore ways to get quality information in this content area.

Action steps to address social studies challenges:

1. Explore ways to get quality information about student performance in social studies
2. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student social studies issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on social studies interventions
5. After-school tutoring
6. Differentiated Instruction practices

Perception Data

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

24a. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we will continue to consistently survey students throughout the school year to assess their overall highest level of satisfaction with our program. We will analyze the data and using it to drive decisions about what our students need, like and least like.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, the resident's/student's length of stay plays a role in students having enough interaction or information to make a quality determination about the school's practices and processes.

24b. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we will continue to consistently survey students throughout the school year to assess their overall lowest level of satisfaction with our program. We will analyze the data and using it to drive decisions about what our students need, like and least like.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, the resident's/student's length of stay plays a role in students having enough interaction or information to make a quality determination about the school's practices and processes.

24c. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey students throughout the school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our students need, like and least like in an effort to respond, improve and provide the best services.

25a. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey parents throughout the school year to assess their overall highest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

25b. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey parents throughout the school year to assess their overall lowest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

25c. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey parents throughout the school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our parents need, like and least like in an effort to respond, improve and provide the best services.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

26a. Teacher/Staff Perception Data

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

Our teachers report the highest level of satisfaction in the following areas:

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1. Opportunities for collaborative work among teachers and staff.
2. Teacher-student ratio (10-1)
3. Wayne County Juvenile Detention Specialist (JDS) support in the classroom.

26b. Teacher/Staff Perception Data

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

Our teachers report the lowest level of satisfaction in the following areas:

1. Salaries - no raises.
2. Lack of technology.
3. More Resources and less restrictions
4. Communication disconnect between some Juvenile Detention Specialist (JDS) and classroom teachers.
5. Frequent teacher absences causing other teachers to cover classes and teach outside of their content areas.

26c. Teacher/Staff Perception Data

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

Action steps to be taken to improve teacher/staff satisfaction in the lowest areas:

1. At the local level, Site Leader will continue and expand non-monetary extrinsic rewards
2. Ongoing teacher/staff surveys to gauge satisfaction and dissatisfaction and attempt to address concerns immediately
3. Site Leader meet with District Administrators to discuss incentives and pay increases
4. Explore possibilities of expanding access to technology
5. Explore ways to increase media resources
6. Site Leader meet with Wayne County Juvenile Detention Facility Administrators to discuss and addressing any communication concerns and issues between school and county staff
7. Work with Central Office Administration to discuss what is needed to encourage regular attendance and discourage excessive absences

27a. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall highest level of satisfaction with our program.

27b. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall lowest level of satisfaction with our program.

27c. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2016, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our stakeholders need, like and least like in an effort to respond, improve and provide the best services.

Summary

28a. Summary

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

Demographic:

Strengths:

1. We have no student attendance concerns
2. We work collaboratively with WCJDF to reduce negative behavior and increase positive behavior
3. All teachers are certified and meet the Highly Qualified Teacher criteria and most have extensive pedagogical content knowledge
4. We have a Site Leader with over 30 years of classroom and administrative experience
5. WCJDF is a structured facility and the school's structure is directly tied to the structure of the facility

Challenges:

1. Steady decline in enrollment - the school has no control of when, why and how students are admitted
2. Lack strategies to motivate and engage some students in the learning process
3. Excessive teacher absences due to illness

Process:

Strengths:

1. Most staff have high expectations for students and it's exemplified in classroom practices
2. We have a safe and supportive learning community
3. Strong collaboration

Challenges:

1. Curriculum Development, Alignment and Implementation
2. Ineffective Assessment processes and Data Use in the learning community
3. Limited communication with parents, community and stakeholders
4. No extended learning opportunities for students or parents

Achievement/Outcomes:

Strengths:

1. We have a captive audience for learning
2. Small Class sizes
3. Read 180 and System 44 programming

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4. Implementing Differentiated Instruction practices
5. Most students are amenable to teaching and activities

Challenges:

1. No set direction or curriculum to follow.
2. No formal way to collect data on student performance in science and social studies

Perception:

Collecting data to measure opinions and views of all stakeholders is an area of improvement for us. Our teachers report satisfaction with opportunities for collaborative work, teacher-student ratio and classroom support from WCJDF.

Our teachers are most dissatisfied with lack of salary increases, technology, some resources and excessive teacher absences

28b. Summary

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

Challenges identified in any of the areas negatively impact student achievement in the following ways:

1. Low morale - low motivation to teach
2. Teacher quality - teachers with substandard qualities
3. High teacher turn over
4. Low student motivation and engagement
5. Inconsistency in teaching and learning
6. Limited access to community resources and programming
7. Recidivism

28c. Summary

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

Action steps to address challenges:

1. Research and implement specific strategies and activities to address each of the challenges
2. Implement the Formative Assessment process across content areas
3. Data team research specific strategies to target student issues
4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on strategies and interventions
5. After-school tutoring
6. Differentiated Instruction practices
7. Researching specific strategies and activities to address each of the challenges

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8. Meet with Central Office to address teacher absences and salary increases

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	BKBA - WCJDF does not service grades 1 - 5.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.bkbacademy.org	AER Letter

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility. Because of facility processes and restrictions and the student's length of stay, we sometimes have limited to no contact with parents. If the student is a district transfer and an 8th grade EDP was completed at the previous BKBA site, the student would have a parent approved EDP on file.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our Discovery Assessment Program assesses each student's academic, social and personal strengths and challenges. The Life Planning and Transitioning (LPT) is an ongoing process where Discovery Assessment data is used to identify academic, social, court-related, career and personal goals. Each student, working with the LPT facilitator under the supervision of the Site Leader, is given the opportunity to map out a plan of action to achieve specified goals. The Life Plan, our version of the EDP, is reviewed and revised as often as necessary.	

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Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The BKBA District office has all required documentation to support this response.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Walter Bernard, Attorney, Evans Solutions 8045 Second Detroit, MI 48202 313.656.2600 Sharion Brown, CEO, Evans Solutions, 8045 Second, Detroit, MI 48202 313. 656.2600	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement

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

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

BKBA - WCJDF **2016 -**
2017 **Goals for School**
Improvement

Overview

Plan Name

BKBA - WCJDF

2016 - 2017

Goals for School Improvement

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 enrolled in the BKBA-WCJDF program for 30+ school days will complete the Discovery assessment process and an Individualized Learning Plan. All students enrolled for 90+ school days will improve student achievement in English Language Arts.	Objectives: 2 Strategies: 10 Activities: 26	Academic	\$0
2	All students enrolled in the BKBA-WCJDF program for 30+ school days will complete the Discovery assessment process and an Individualized Learning Plan. All students enrolled for 90+ school days will improve student achievement in Mathematics.	Objectives: 1 Strategies: 7 Activities: 18	Academic	\$0
3	All students enrolled in the BKBA-WCJDF 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: 11	Academic	\$0

Goal 1: All students enrolled in the BKBA-WCJDF program for 30+ school days will complete the Discovery assessment process and an Individualized Learning Plan. All students enrolled 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 Discovery assessment results, Individualized Learning Plans, Read 180, NWEA, ACCUCESS, classroom assignments and/or formative/summative 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: Learning Support Systems

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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; 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.	Academic Support Program	Tier 2	Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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.	Academic Support Program	Tier 3	Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators, Teacher Consultants 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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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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: Learning Support Systems

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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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Activity - Reciprocal Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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			08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; Academic Support Coordinators 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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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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.	Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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.	Curriculum Development, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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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School Improvement Plan

Blanche Kelso Bruce Academy - St. Antoine

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.	Professional Learning, Walkthrough, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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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: Learning Support Systems

Research Cited: 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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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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 reassessments.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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(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: Learning Support Systems

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
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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

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appropriate time.

Category: Learning Support Systems

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
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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.	Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinator and designated District and Site 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 Discovery assessment results, Individualized Learning Plans, NWEA, ACCUCESS, writing rubrics based on CCSS, classroom assignments, and/or formative/summative 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: Learning Support Systems

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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; 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.	Academic Support Program	Tier 2	Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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.	Academic Support Program	Tier 3	Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators, Teacher Consultants 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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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(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: Learning Support Systems

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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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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.	Curriculum Development, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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.	Professional Learning, Walkthrough, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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 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: Learning Support Systems

Research Cited: 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.

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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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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,

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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 reassessments.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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

Tier:

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Activity - MiStar DnA 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 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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

(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: Learning Support Systems

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:

School Improvement Plan

Blanche Kelso Bruce Academy - St. Antoine

Activity - Creating a Data-Driven 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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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.	Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader; District Academic Support Coordinator and designated District and Site staff

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.

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Category: Learning Support Systems

Research Cited: 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
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.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leaders and District Academic Support Coordinators

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: Learning Support Systems

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

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

Moorf, 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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

Goal 2: All students enrolled in the BKBA-WCJDF program for 30+ school days will complete the Discovery assessment process and an Individualized Learning Plan. All students enrolled for 90+ school days will improve student achievement in Mathematics.

Measurable Objective 1:

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Blanche Kelso Bruce Academy - St. Antoine

100% of All Students will increase student growth in mathematical knowledge, skills and understanding in Mathematics by 06/30/2017 as measured by Discovery assessment results, Individualized Learning Plans, NWEA, ACCUCESS, classroom assignments, and/or formative/summative 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: Learning Support Systems

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 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.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
Activity - Tier II Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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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. 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	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; Teacher Consultants, District Academic Support Coordinators and Instructional Staff

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	No Funding Required	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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: Learning Support Systems

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

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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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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: Learning Support Systems

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.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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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.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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.	Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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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: Learning Support Systems

Research Cited: 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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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Strategy 5:

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

Category: Learning Support Systems

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
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	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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

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ideas for interventions and instructional strategies.

Category: Learning Support Systems

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
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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: Learning Support Systems

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*

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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
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

Goal 3: All students enrolled in the BKBA-WCJDF 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:

100% of All Students will increase student growth in developing college and career readiness skills in Practical Living 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.

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(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 socialemotional

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: Learning Support Systems

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
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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
Activity - Study 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 selfimprovement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and 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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader, District 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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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, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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(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.	Professional Learning, Community Engagement, Behavioral Support Program, Career Preparation /Orientation, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff, District Academic Support Coordinators and Instructional Staff

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(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
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, Behavioral Support Program, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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-schoolcommunity connections.	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff and District Academic Support Coordinators
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.	Behavioral Support Program, Direct Instruction, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and Instructional Staff

Measurable Objective 2:

100% of All Students will demonstrate a behavior in reducing risk factors and increasing protective in Practical Living 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 socialemotional

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: Learning Support Systems

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:

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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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
Activity - Study Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will participate in book studies focused on selfimprovement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader, District Academic Support Coordinators and Instructional Staff

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 justiceoriented framework for students taking responsibility for their actions, handling behavioral issues in school and actively thinking through realistic disciplinary situations.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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.

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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.	Professional Learning, Community Engagement, Behavioral Support Program, Career Preparation /Orientation, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff, District Academic Support Coordinators and Instructional Staff

(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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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, Behavioral Support Program, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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-schoolcommunity connections.	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff and District Academic Support Coordinators
Activity - Extended Day Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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, Direct Instruction, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Other	Nadolyn Hoskins, Site Leader and Instructional Staff
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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
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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 reassessments.	Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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.	Professional Learning, Walkthrough, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators, Teacher Consultants and Instructional Staff
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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.	Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinator and designated District and Site staff
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			08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; Academic Support Coordinators and Instructional Staff

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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.	Professional Learning, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support 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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leaders and District Academic Support Coordinators

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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.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader, District Academic Support Coordinators and Instructional Staff
Student Portfolios	Students will use portfolios to chart their growth, think about their thinking processes and represent their best work.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
Character Building	Teachers will be trained to provide meaningful character building experiences for students to build skills necessary for college and career readiness.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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.	Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
Study Book Study	Students will participate in book studies focused on selfimprovement followed by discussion to help them gain confidence in their personal and intellectual abilities.	Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff

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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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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, Walkthrough		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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.	Curriculum Development, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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-schoolcommunity connections.	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff and District Academic Support Coordinators
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.	Professional Learning, Community Engagement, Behavioral Support Program, Career Preparation /Orientation, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; Therapeutic Support Staff, District Academic Support Coordinators and Instructional Staff

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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.	Professional Learning, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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, Behavioral Support Program, Teacher Collaboration, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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, Direct Instruction, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader 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, Academic Support Program		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff

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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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators
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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators 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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators

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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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; Teacher Consultants, District 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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; 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. 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	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District Academic Support Coordinators and Instructional Staff
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		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader and District Academic Support Coordinators

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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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
Writing Across the Content Areas (WACA) Professional Staff Development	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.	Professional Learning		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators
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, Teacher Collaboration		Implement	08/15/2016	06/30/2017	\$0	Nadolyn Hoskins, Site Leader; District PSD Committee and District Academic Support Coordinators