



School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

Blanche Kelso Bruce Academy

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TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	22
-----------------------	----

Summary	25
---------------	----

School Additional Requirements Diagnostic

Introduction.....	27
School Additional Requirements Diagnostic.....	28

Title I Targeted Assistance Diagnostic

Introduction.....	31
Component 1: Needs Assessment.....	32
Component 2: Services to Eligible Students.....	33
Component 3: Incorporated Into Existing School Program Planning.....	34
Component 4: Instructional Strategies.....	35
Component 5: Title I and Regular Education Coordination.....	36
Component 6: Instruction by Highly Qualified Staff.....	37
Component 7: High Quality and Ongoing Professional Development/Learning.....	38
Component 8: Strategies to Increase Parental Involvement.....	39
Component 9: Coordination of Title I and Other Resources.....	41
Component 10: Ongoing Review of Student Progress.....	42
Evaluation.....	43

2016-2017 Plan for School Improvement Plan

Overview.....	45
Goals Summary.....	46
Goal 1: All students at BKBA Middle will improve in Mathematics.....	47
Goal 2: All Students at BKBA Middle will attend school regularly.....	47
Goal 3: BKBA Middle School will increase parental involvement.....	48
Goal 4: All Students at BKBA Community School will show an increase in English Language Arts by 6/30/2017.....	48

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?

A Strict Discipline Academy, located in Southwest Detroit, grades 5th - 9th this year, years past a 5th - 8th. Students come by way of expulsion or adjudication, approximately 60 students, 92% males, 100% free and reduced lunch. We are a Big Picture Inspired Learning School. we have a 2.5 acre farm located on the property

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.

The mission of the school is to educate youth outside the educational mainstream. We take the students others don't want. We pride ourselves on being a relational student centered environment. We offer opportunities for students to move through courses at a nontraditional pace, through the use of blended learning.

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.

We have increased our average daily attendance rate, reduce the number of referrals and increased parental involvement. Working on increasing student achievement

Additional Information

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

We are starting a girls/boys basketball team this 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.

We followed the directive provided by district and authorizer, a parent, teacher, student, partner and community person. We will send out invites via email and/or mail. We create schedule based on availability of the majority and roles are assigned if no volunteers

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

School Partner, Parent, Judge, Student and 2 staff members. All members are active contributors of the process

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

Communicated via email and hard copy provided . We meet monthly to discuss progress

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

The three year trend in student enrollment data identifies a steady increase in student enrollment. This increase of student enrollment is a result of increased number of students being expelled or adjudicated and intentional marketing

Student Demographic Data

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

The three year trend in student attendance data identifies no significant changes or challenges. The average attendance rate for the three year trend is 75%.

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?

The three year trend in student behavior data identifies a steady decline of student suspensions and expulsions. The amount of discipline referrals remained the same but the teachers with the greatest number of referrals varied from year to year. The decrease in suspensions and expulsions is a result of increase social and emotional support services, programs and personnel embedded in the school culture

Student Demographic Data

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

In an effort to address the student demographic data, a strategic plan to recruit families and students in targeted areas around the school has been created. This area identified will help to increase our student numbers. Additionally a plan to retain currently enrolled students from year to year has been created. This plan includes engaging current families in areas they want to see improvement in and making a commitment to improve in areas.

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?

The average number of years of the teaching and administrative experience in our school is 15 years.

The more years of experience, in teaching and administrative, provides plethora of strategies and skills that can be leveraged in designing
SY 2016-2017

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

successful school systems, procedures and classroom lessons and activities.

Teacher/School Leader(s) Demographic Data

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

The average number of years of teaching experience in our building is 7 years. This has hindered our success slightly. The inexperience of educators is evidence in classroom management and delivery of instruction and planning. With the minimal experience, the rigor, consistency and depth of content delivered to the students by the teachers, student achievement is sporadic and inconsistent as well.

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 total number of absences of the school leader, due to illness or professional development, has little to no impact on the student achievement. This impact can be attributed to equitable instructional systems and procedures established in the school.

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?

The total number of days of teacher absences due to professional learning and/or illness, tremendously impacts student achievement. Teachers have direct impact and contact with students. The absence of the teacher hinders the consistency and depth of instruction delivered.

Teacher/School Leader(s) Demographic Data

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

Create a climate and culture that is pleasing to both staff and students

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?

The strengths of the school are the establishing/developing of systems for discipline, family engagement and safety protocols

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?

The challenges for our school are maintaining the consistency of implementation and accountability for the systems created around data analysis, and instructional practices.

12. How might these challenges impact student achievement?

The inconsistencies of implementation and monitoring of these systems negatively impacts student achievement. Student achievement should be grounded in ongoing data analysis, progress monitoring, planning and assessment. When parts of the cycle are not fully implemented consistently, integrity and the full potential of the cycle will not yield positive results.

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.

The goals of the School Improvement Plan will focus on all advisors/administrative implementing the strategies and the actions outlined in the SIP in addition to monitoring progress of implementation and holding all parties accountable to meeting the goals.

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?

All students at BKBA Community are included in federally funded programs. The process to identify students for the intervention programs is based on academic criteria only. The programs allow for differentiation and scaffolding that supports ALL students.

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

BKBA Community Extended Learning Opportunities will be available to all student. These opportunities include extended learning time in the form of extended school year; afterschool programs that provides instruction and enrichment and extra curricular activities. Student learning is also extended beyond the regular instructional period in Math and Reading in the form of
SY 2016-2017

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

Read 180 Intervention programs for targeted students

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

Any student can participate in the Extended Learning Opportunities offered at the school. Invitations for students to participate in after school tutoring gives priority to students who are non proficient or minimally proficient on their test. Students who are enrolled in Students and their families will notified via newsletter, robo calls, building signage and flyers.

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 evidence to indicate the implementation of state content standards/common core, horizontal and vertical alignment, in all grades and contents will be; unit/ lesson plans, PLC minutes and agendas, vertical teams and professional development sessions and student evidence of content mastery.

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.

N/A

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 indicated by SRI inventory, 40% of our students showed on average a 200 point increase in their reading lexile

19b. Reading- Challenges

60% of our students showed no growth in their reading lexile

19c. Reading- Trends

Upward trend. Look like we are learning how to better engage our students in reading.

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.

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

The Reading score challenges can be narrowed to inconsistency with instructional strategies and delivery of content by teachers. In the 2016-17 school improvement plan, will address pretesting of students, analyzing data and extensive training of teachers that allows for the strategic scaffolding in planning and teaching for students.

20a. Writing- Strengths

There is currently no comprehensive data analysis of writing that can be reviewed

20b. Writing- Challenges

There is currently no comprehensive data analysis of writing that can be reviewed.

20c. Writing- Trends

There is currently no comprehensive data analysis of writing that can be reviewed.

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.

N/A

21a. Math- Strengths

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

No students achieved proficiency in math

21b. Math- Challenges

Teachers failed to instruct on a level that garnered results.

21c. Math- Trends

Currently no trend, we have remained constant

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.

The Math score challenges can be narrowed to inconsistency with instructional strategies and delivery of content by teachers. In the 2016-17 school improvement plan, there will be school wide implementation of specific instructional strategies aligned to district math curriculum. The implementation of this curriculum will be monitored monthly and extensive training of teachers will occur. The specific strategies allow for scaffolding for students, strategic intervention and specific assignments that allow for intensive practice of concepts for mastery. In addition, teachers will be required to provide targeted small group instruction for every student, identify specific learning targets and strategies for each small group that will assist with closing the achievement gap in that grade.

22a. Science- Strengths

There is currently no comprehensive data analysis of science that can be reviewed. All science scores obtained from state standardized tests and school assessments have yielded 0% proficiency for all grades tested

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

22b. Science- Challenges

All science scores obtained from state standardized tests and school assessments have yielded 0% proficiency for all grades tested.

22c. Science- Trends

There has been no growth in science for all grades tested with the state and school assessments.

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.

N/A

23a. Social Studies- Strengths

There is currently no comprehensive data analysis of social studies that can be reviewed. There are no district social studies assessments and social studies for the state assessment is only tested once in 5-8.

23b. Social Studies- Challenges

There is currently no comprehensive data analysis of social studies that can be reviewed. There are no district social studies assessments and social studies for the state assessment is only tested once in 5-8.

23c. Social Studies- Trends

There is currently no comprehensive data analysis of social studies that can be reviewed.

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.

N/A

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

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?

According to student survey results from 5 Essentials, safety and security of the building provided the highest level of satisfaction among students.

24b. Student Perception Data

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

Teachers expectations.

24c. Student Perception Data

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

Equitable instructional strategies and curriculum standards are being implemented throughout the entire building. Each grade will have embedded within their core content the same strategies, standards and skills to be taught and learned by the students. This process will allow for a transparent system of accountability to occur, benefiting the overall development and success of the students.

25a. Parent/Guardian Perception Data

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

The overall highest level of satisfaction among families is the desire that they feel welcomed in the building and equally reported, their students are safe in the building.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction among parents/guardians is the feeling of belonging and wanting to continue to have things for families to
SY 2016-2017

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

engage in educational wise.

25c. Parent/Guardian Perception Data

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

For the 16-17 year, based on surveys, the school will plan to have specific workshops for the parents to attend to support the needs specified in surveys. Additionally, there will be an effort to provide a working space for parents to occupy

26a. Teacher/Staff Perception Data

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

According to Insight teacher survey, the highest level of satisfaction among teachers is peer culture that has been created in the building. This culture allows for teachers to work collaboratively with colleagues on planning, disaggregation of data and overall instructional, social and mental peer support.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among teachers/staff is the lack of competitive compensation

26c. Teacher/Staff Perception Data

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

Create opportunities for teachers/staff to earn additional compensation; establish teaching salary comparable to surrounding districts

27a. Stakeholder/Community Perception Data

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

The overall highest level of satisfaction among stakeholders/community is the ability to communicate.

27b. Stakeholder/Community Perception Data

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

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

The areas of overall lowest level of satisfaction among stakeholders/community is the academic growth of their students

27c. Stakeholder/Community Perception Data

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

They will be included in data meetings, provided the opportunity to provide feedback

Summary

28a. Summary

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

For BKBA Community, our strength would be the positive culture created for students, parents and community. This culture has allowed for students to feel safe in and out of classrooms; allowed parents to feel comfortable enough to seek support socially and academically from the school; and positive relationships with community partners have created opportunities for students to have real world/out of class experience that develop the whole child.

Being under staffed presented challenges academically for the students. This was reflected in the fluctuation of reading achievement and Math scores as measured by the state and district assessments. Additionally, the Science, Social Studies and Writing has shown no growth as result of insufficient teacher training, vacancies and content strengths in these areas.

It is the goal of the school to continue to develop the positive relationships with all stakeholders that will allow for students to thrive and to continue to include community and families in decisions that impact the vision of the school

28b. Summary

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

Teacher attendance, inconsistent communication and "unsafe" spaces, physically and emotionally, all hinder student achievement. Staff, students, parents and community need to feel vested and involved in the operations and decision making of the school. Without true collaboration and a partnership between the stakeholders, there will be minimum success for students academically

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?

The School Improvement Plan Goals and Objectives will provide clear framework on how the school will address the 4 content areas academically. Additionally, goals for communication and family engagement will be specified to ensure buy in from all stakeholders.

School Additional Requirements Diagnostic

Introduction

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

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	NA We do not have these grade levels.	

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	AER is available on our website.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

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		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The school has agendas and meeting notes to support planning.	

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

N/A

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

N/A

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

N/A

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Not applicable.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

N/A

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

N/A

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

N/A

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

N/A

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

N/A

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

N/A

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

N/A

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	No paraprofessionals on staff	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

N/A

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	N/A	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

N/A

2. How are parents involved in the implementation of the Targeted Assistance program plan?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	No	N/A	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

N/A

5. Describe how the parent involvement activities are evaluated.

Surveys

6. Describe how the school-parent compact is developed.

In collaboration with school leadership team, parents and partners

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	No	N/A	

8. How does the school provide individual student academic assessment results in a language parents can understand?

N/A

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	N/A	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

N/A

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

N/A

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

N/A

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

N/A

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

N/A

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

N/A

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

N/A

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

N/A

2016-2017 Plan for School Improvement Plan

Overview

Plan Name

2016-2017 Plan for School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at BKBA Middle will improve in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All Students at BKBA Middle will attend school regularly	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	BKBA Middle School will increase parental involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All Students at BKBA Community School will show an increase in English Language Arts by 6/30/2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at BKBA Middle will improve in Mathematics.

Measurable Objective 1:

A 10% increase of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in mathematics by utilizing problem solving skills in Mathematics by 06/24/2016 as measured by Think Through Math, M-Step, and Scantron results for school year 2015- 2016.

Strategy 1:

Data Driven Instruction - Teachers will regularly assess student performance using formative and informative; they will interpret the data, share best practices, and use findings to adjust teaching and learning for improved results.

Category: Mathematics

Research Cited: The Learning Leader by Douglas Reeves (2006).

Collaborative Assessments of Student work by Langer and Colton (2003).

Tier: Tier 2

Activity - Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on how to use Scantron (Ed Performance Series) to garner the needed data that will drive instruction.	Professional Learning	Tier 2	Implement	09/08/2015	06/24/2016	\$0	No Funding Required	Math Advisory
Activity - Common Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data and determine which standards need to be reviewed or revisited on an ongoing basis to ensure instruction provided is meeting the needs of the students	Other, Academic Support Program	Tier 2	Implement	09/08/2014	06/24/2016	\$0	No Funding Required	Math Teachers

Goal 2: All Students at BKBA Middle will attend school regularly

Measurable Objective 1:

collaborate to increase student attendance rate to 75% by 06/24/2016 as measured by the average daily attendance and students progress reports.

Strategy 1:

Dean of Climate and Culture - Dean of Climate and Culture will notify parent/guardian when student is absent; he will require written documentation when student is absent; he will host parent meetings for excessive tardies and absences; do home visits and utilize Wayne County's Erase Truancy Program

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

Category: Other - Behavioral Support Program

Research Cited: The Myth of Laziness. New York, Simon & Schuster, 2004

Tier: Tier 2

Activity - Incentive Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who attend school who attend daily will have opportunity to dress down on Fridays; Students who come to school for a month with no absences will be rewarded (field trip , pizza party, gym time, homework pass)	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	No Funding Required	Attendance Coordinator /Counselor

Goal 3: BKBA Middle School will increase parental involvement

Measurable Objective 1:

collaborate to increase parental involvement by 20% by 06/24/2016 as measured by PTC's, school wide events, and monthly parent meetings attendance.

Strategy 1:

Parental Engagement Academy - We will increase opportunities for parents to visit the building by removing transportation and time constraint barriers

Category: Other - Parental Involvement

Research Cited: Gonzalez, A. R. (2002). Parental Involvement. The Clearing House, 75(3), 132-134

Tier: Tier 2

Activity - Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide engaging workshops that will meet the needs of our parents and students	Behavioral Support Program, Parent Involvement	Tier 2	Implement	10/08/2015	06/17/2016	\$0	No Funding Required	Climate and Culture Specialist and Counselor, Social Worker

Goal 4: All Students at BKBA Community School will show an increase in English Language Arts by 6/30/2017

School Improvement Plan

Blanche Kelso Bruce Academy - West (Selden Site)

Measurable Objective 1:

100% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in reading and writing in English Language Arts by 06/30/2017 as measured by weekly assessments.

Strategy 1:

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

Category: English/Language Arts

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Reading Strategies Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of reading strategies into the academic program of all English language arts students, including cloze reading, think alouds, and techniques to assist students in interacting with a variety of text	Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	General Fund	Classroom advisor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Strategies Instruction	The classroom advisor will incorporate 45-60 minutes of daily instruction using a variety of reading strategies into the academic program of all English language arts students, including cloze reading, think alouds, and techniques to assist students in interacting with a variety of text	Direct Instruction, Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Classroom advisor

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Meetings	We will provide engaging workshops that will meet the needs of our parents and students	Behavioral Support Program, Parent Involvement	Tier 2	Implement	10/08/2015	06/17/2016	\$0	Climate and Culture Specialist and Counselor, Social Worker
Common Planning	Teachers will analyze data and determine which standards need to be reviewed or revisited on an ongoing basis to ensure instruction provided is meeting the needs of the students	Other, Academic Support Program	Tier 2	Implement	09/08/2014	06/24/2016	\$0	Math Teachers
Scantron Training	Staff will be trained on how to use Scantron (Ed Performance Series) to garner the needed data that will drive instruction.	Professional Learning	Tier 2	Implement	09/08/2015	06/24/2016	\$0	Math Advisory
Incentive Program	Students who attend school who attend daily will have opportunity to dress down on Fridays; Students who come to school for a month with no absences will be rewarded (field trip , pizza party, gym time, homework pass)	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/17/2016	\$0	Attendance Coordinator /Counselor