

Abbreviated SI Goals Template 2018-19

District/PSA: Byron center Charter
School: Byron Center Charter School

District Code: 41908
School Code: 08326

Section I-Plan

1. What multiple data sources were used to determine need?
 - a. K-9 NWEA Data: Current status and trend data of individuals and groups of students in attaining Annual Growth Targets, Norms/Percentile Rankings as compared to national cohorts, and State Assessment and Career and College Readiness in Math and Reading.
 - b. State Assessment Data: Current status and trend performance data on M-STEP, MI-ACCESS, and MME regarding Percent Proficient, SGPs and areas of strength and improvement in Math, ELA, Science and Social Studies.
 - c. Mi-SCHOOLS Data: School Demographic Data (Enrollment, Attendance, GAD, Higher Ed, Teacher/Staff Qualifications and Years of Service)
 - d. Process Data: Teaching and Learning (Curriculum, Instruction and Assessments), Leadership For Learning (Instructional, School Environment and Organizational), Professional Learning (Culture of Learning/PLCs, Data Driven Decisions and System's Approach) and School, Family and Community Relations (Methods and Variety of Communications, Responsiveness, and Engagement of Families/Stakeholders in System of Education)
 - e. Perceptual Data: Prior year Parent Surveys

2. Based Upon Data, what areas need improvement?
 - a. Consistency in the student achievement data on state, national and local assessments in the core areas of instruction.
 - b. Updated curriculum and instructional materials and resources
 - c. Development and implementation of effective researched based cross curricular instructional strategies for increased student engagement and performance.
 - d. Provide systematic and explicit supplemental support services to assist students not attaining grade level expectations.
 - e. Improve school climate, culture and student attendance rates.
 - f. Increase capacity to effectively and efficiently use data to drive decisions (instructional, programs and services, progress monitoring, professional growth and school improvement).
 - g. Increase availability, access, capacity for understanding and application of technology as instructional resources, course opportunity,

customized services, supplemental and assistive supports and web 2.0 tools.

- h. a. Continued training for implementation of Reading Street (K-5 Reading Series)
 - c. Transition of Science Curriculum, Instruction and Assessments to the new MI Science Standards.
 - d. Orientation and Awareness of new/proposed Social Studies Standards: C-3, Arc of Inquiry, Criterion-Referenced Assessments and MDE and MAISA Resources.
3. Write Measurable Goals
- a. 80% of all students will demonstrate proficiency and/or above average mean growth in overall achievement in ELA and content area reading and writing by 2022 as measured by state and national assessments.
 - b. 80% of all students will demonstrate proficiency and/or above average mean growth in overall achievement in Mathematics by 2022 as measured by state and national assessments.
 - c. 80% of all students will demonstrate proficiency and/or above average mean growth in overall achievement in Science by 2022 as measured by state and national assessments.
 - d. 80% of all students will demonstrate proficiency and/or above average mean growth in overall achievement in Science by 2022 as measured by state and national assessments.
 - e. All staff will improve the school environment through implementation of positive behavioral and mental health support systems
 - f. All staff will strengthen the use of formative and summative data to increase data based decision-making and improve student performance and achievement on state and national assessments
4. Describe the Strategies and Activities that will be used for each of the goals.
- a. ELA and Content Area Reading and Writing
 - i. Implementation of Reading Series with Fidelity: Continue new reading series implementation training for k-5 staff including release time for observations, webinars and on-site training by ELA trainer/consultants.
 - ii. Increase use and consistency of Guided Reading, running records and F & P administration: K-5 PD in Guided Reading from GVSU Literacy Consultants, and Side By side Training of how to do running records and implement new F and P Assessments for K-5 Staff by regional trainer.
 - iii. Application of new Reading Law Legislation/ K-3 Staff will continue training and development of processes and procedures to implement the new reading law legislation including assessments, identification, IRP development, supplemental

supports, progress monitoring, analysis of data, communications, parent involvement/training and coordination of programs and services.

- iv. Increase provisions, opportunities and effectiveness of Supplemental Support Services for identified Title I and At-Risk learners including push-in, pull-out, extended day, extended year and credit recovery programs.
- v. Increase use of technology in educational setting: Purchase and Initial Training of Implementation of Odysseyware technology for individualized learning paths based upon NWEA MAP Data, teacher use of digital instructional resources /courses, customized courses for credit recovery.
- vi. Building capacity for learning walks and model classroom protocols with professional dialogue regarding observed effective engagement strategies through GVSU and KISD Learning Networks.
- vii. Growing use of effective adolescent literacy strategies: PD in transparent and transportable, cross content literacy strategies such as Close Reading for teachers of adolescents.

b. Mathematics

- i. Increase provisions, opportunities and effectiveness for Supplemental Support Services for identified Title I and At-Risk learners including push-in, pull-out, extended day, extended year and credit recovery programs
- ii. Grow awareness and understanding of M-STEP and MME Assessments
- iii. Increase operational awareness and application of online instructional tools and resources for mathematics curricula/text series

c. Science

- i. Increase provisions, opportunities and effectiveness for Supplemental Support Services for identified Title I and At-Risk learners including push-in, pull-out, extended day, extended year and credit recovery programs
- ii. Increase awareness and application of the NGSS, NGSSX strategies and State Assessment expectations: pilot Model Biology and MI-STAR Units of instruction, participation professional learning including attending summer and school year workshops and participation in on-line training with regional cohorts as facilitated through GVSU, KISD and regional Math and Science Center.

- d. Social Studies
 - i. Increase provisions, opportunities and effectiveness for Supplemental Support Services for identified Title I and At-Risk learners including push-in, pull-out, extended day, extended year and credit recovery programs
 - ii. Grow orientation to the new Social Studies Standards, State Assessment expectations, MAISA Units and Open Source Resources: Meetings with, and PD through KISD Social Studies Studies consultants.

 - e. School Environment:
 - i. Engage in positive behavioral health activities: engage in the Be Nice program
 - ii. Apply de-escalation and safe seclusion and restraint techniques and : PD in CPI provided through GVSU consultant
 - iii. Improve student attendance: Revise attendance procedures and protocols, attend professional learning workshops, and establish an attendance leadership team

 - f. Data Analysis
 - i. Grow capacity to communicate student achievement/performance on state and national assessments to parents/guardians: staff training on NWEA, and state assessment tools and resources for parent communications, and provide resource training to parent/guardians
 - ii. Increase capacity to use student achievement trend data to assist SI/IGP development , monitoring and evaluation: SI team training in EDIX, Data Warehouse tools and resources; and staff PD for digging deeper into MAP reports and data analysis.
5. What future Data Points will be used to determine if the Goals were successful?
- a. Workshop Registration
 - b. Annual DPPD Logs and Workshop Sign -in/-out sheets and Teacher Substitute Logs
 - c. Meeting Agendas and Minutes
 - d. Monitor Implementation of SI Plan Strategies and Activities
 - e. Process Data :Written Processes/Procedures, Classroom Observations

- f. Perceptual Data: Surveys Parents, Students and Teachers
 - g. Student Achievement Data: State Assessments and NWEA Assessments
 - h. BCCS Demographic Data
 - i. Identification of Students for Supplemental Services and Service Logs
 - j. Curriculum, Assessment and Instruction Development and implementation
 - k. Student Class Offerings
 - l. Use of Technology for Online Courses and Instructional resources
 - m. Instruction Materials and Resources Purchased
6. What are the professional Learning needs for staff and parents necessary to implement the strategies and activities?
See Attached BCCS PD Plan
7. Describe how the plan and process will be monitored and evaluated
The SI Team will hold scheduled meetings throughout the year to monitor the progress of the SI plan. Feedback loops for stakeholder input will be included and meeting minutes will be shared with all staff on a regular basis. At the end of the year the SI team will evaluate the status of the improvement plan, look at available data, and make recommendations for revisions for the following year. The PET will also be completed on the implementation of processes and procedures consistent with the expectations in the new Reading Law legislation. The SI plan will be updated and shared with BOE for their approval then and Stakeholders.
8. Provide the budget showing alignment to the plan.

Budgets for Title and At Risk

Title Ia : \$39,729

125 Staffing Supplemental Supports Services: PS \$39,579

* .6 Teacher: \$36,350

* Partial TA \$3,229

Required Homeless Set Aside: \$150

* 125 Supplies \$100

* 171 Transportation \$50

Title IIa: \$6,321 221

221 Odysseyware Onsite Training/ \$2500

221 Transition to New Science Standards: non-contract pay and subs costs/\$1212

221 Assistive Technology: Registration and Sub Costs/ \$450
221 CPI Refresher non-contract pay: \$162
221 GVSU Learning Network: non contract Pay and Sub/ \$1991
*non contract
* subs 5.5 of 12 days \$657
241 Special Populations Conference Registration/ \$200
221 School Improvement Conference Registration and sub costs/\$560
241 Registration for Principal \$150

Title IV: \$10,000

125 Partial TA for Title IA Supplemental Support Services: PS \$5,755
125 Supplies and Materials: Additional Teacher Guides Resources for Title Ia LLI implementation K-3: \$4,245

At-Risk 31-a: TBD

125 Title IA TA : \$70,599
After School Tutoring: \$6459
Summer School Credit Recovery Salaries and Licenses : \$3500

Section II- Assurances Yes/No

1. The school has evidence of a mission statement
YES
2. The school has evidence of a comprehensive needs assessment
YES
3. The school has evidence of allowing board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.
YES
4. The school has evidence of a process to evaluate or school improvement plan.
YES
5. The school has evidence that technology is being integrated into the curriculum to improve learning.
YES
6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships, internships, combined with classroom instruction that the building will implement.
YES
7. The school has evidence of developing and using community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.
YES

8. The school has evidence of building-level decision making.
YES