



Single Building District Improvement Plan

Byron Center Charter School

Byron Center Charter School

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Plan has been uploaded	BCCS_2019_20 Abbreviated_SIPPlan

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.

Byron Center Charter School seeks input in its improvement planning from parents, staff, and community members. Staff members are those who were requested and agreed to be a part of the School Improvement Team. Selection of members is based upon the groups they represent so that the team is representative of the school community. School environment surveys were conducted with parents and teachers, and the DSR was completed by cross represented teams of teachers, then presented and discussed by staff. The input is received, and meetings are scheduled outside of normal school hours to accommodate the individual schedules.

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

With the input received from each stakeholder group, the school administrator, title 1 coordinator, staff members, parent representative, and office manager write the proposed plan. A proposed plan is reviewed, discussed and agreed by staff. The formal plan is written and is communicated to each stakeholder group including the BOE at the start of the school year. There are mid-year and end of year reviews to monitor and evaluate progress toward attainment of goals and to make recommendations for future plans.

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 plan is shared in writing to each group, placed on the website and shared with the school board at a public meeting at the start of the school year. There are mid and end of year reviews by SI team and staff. The progress made toward plan attainment and recommendations for future plans are shared with internal stakeholders and with the public during a BOE meeting.

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?

The CNA was conducted by a team made up of general teaching staff, Title I teachers, General Education teachers, administration, and parent. Achievement on standardized tests as well as classroom work was analyzed, documented, and shared among the team. Data from a span of 3 years was scrutinized in regards to years spent at this school, whether or not a student had been previously home-schooled, and how long students had received supplemental services.

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?

At the beginning of each school year, NWEA and DIBELS tests are administered. Also, parents complete forms that give the school valuable information about family income and students' educational history which are potential qualifiers for assistance. In addition to the previously mentioned standardized tests, teachers (past school year and current) provide additional input to identify "at-risk" students. DIBELS tests are given again in the winter and spring. NWEA testing is also given in the spring of each school year. The Title I staff keeps reports from each testing period and an ongoing, ever-changing chart of which students receive assistance at the three tiers of Rtl. Students in the program are regularly progress monitored and can be exited from the program when they reach benchmark goals.

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.

Eligibility criteria is determined by students scoring one or more years behind grade level in math or content area reading and writing on the NWEA test's "measuring academic progress" and/or students identified as "at-risk" by the reading scores on the DIBELS test and/or students who were not proficient on state testing.

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.

Students in grades Kindergarten through grade 2 are given NWEA and DIBELS testing appropriate for primary grades. These scores provide a way to track progress. However, classroom teacher recommendations and parent requests are a large part of determining eligibility. Our school also piloted the Kindergarten Entrance Assessment this school year, which could become a model for assessing the readiness for school of these young learners.

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.

Students in grades K-4 receive reading and writing instruction across the content areas with the LLI and 5th grade receives push in services for designated students . Title I students receive one on one or small group instruction in this area. Students receiving Title I math support are taught in small groups using the resources from Odysseyware/ NWEA interventions.

Component 3: Incorporated Into Existing School Program Planning

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

All student scores are analyzed by a team of teachers, administration, and support staff. Title Students are identified based upon a performance criteria. The processes for entrance, exit and provisions for supplemental services are part of the SI plan.

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?

All strategies in the plan focus on helping eligible students reach the State's standards. The CNA generates areas of need and groupings of students that are struggling to stay at grade level and thus eligible for intervention and supplemental supports . All student scores are analyzed by a team of teachers, administration, and support staff. Growth goals are identified for both Title I assisted students and those in the general population and school improvement goals are set based upon areas of need. Data from Principal Walk-Throughs and observations are also used to assess which strategies are being used effectively and what student growth data is showing. The strategies include researched based interventions in reading and writing from the LLI kits and the Touch Math, Odyssey NWEA intervention for mathematics. Effectiveness is monitored and evaluated through the child study process.

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

The Response to Intervention (RtI) process is used to determine the level of intervention each eligible student will receive. Students in Tier 1 are not pulled from the regular classroom. Students in Tiers 2 and 3 are pulled for additional support yet the frequency varies by need as determined by the Title I staff in conjunction with the classroom teacher. Parents are contacted once eligibility is determined, and they do have a choice whether or not to accept services. All methods and strategies of the plan increase the quality and quantity of instruction. The LLI kits and Odysseyware NWEA Math interventions are used and measured for effectiveness. K-3 students also have IRIPS which track areas of concern, monitor progress and identify effective strategies for individual students multiple times per year.

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

The CNA generates areas of need and groupings of students that are struggling to stay at grade level and thus eligible for intervention and supplemental supports . All student scores are analyzed by a team of teachers, administration, and support staff. Growth goals are identified for both Title I assisted students and those in the general population and school improvement goals are set based upon areas of need. The Response to Intervention (RtI) process is used to determine the level of intervention each eligible student will receive. Students in Tier 1 are not pulled from the regular classroom. Students in Tiers 2 and 3 are pulled for additional support yet the frequency varies by need as determined by the Title I staff in conjunction with the classroom teacher. Supplemental supports include small group instruction during a designated SWARM time and the remaining student receive enrichments and extensions to the curriculum. Extended year and summer school options are also recommended to designated students, yet are available to all students. Parents are contacted once eligibility is determined, and they do have a choice whether or not to accept services. Scores of Title I students from NWEA, Fountas/Pinnell and state assessments are used to monitor student growth and program effectiveness.

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

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The Response to Intervention (RtI) process is used to determine the level of intervention each eligible student will receive. Students in Tier 1 are not pulled from the regular classroom. Students in Tiers 2 and 3 are pulled only as often as needed as determined by the Title I staff in conjunction with the classroom teacher. They are pulled during a dedicated SWARM time where by remaining students receive enrichment and extensions to the curriculum while Title I students receive compensatory educational services. Additional supports are also provided during the summer and to families after the school day. Parents are contacted once eligibility is determined, and they do have a choice whether or not to accept services.

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?

Ongoing, regular communication (emails, face to face conversations, and scheduled meetings) take place in order to create a smooth transition between the general classroom and intervention service providers. Strategies that can be utilized in the general classroom to boost achievement are explored and shared through Title I meetings and reviews. Students can be pulled out to work with a Title Ia teacher during scheduled swarm time. Materials used in the Title Ia pull out times are different than in the regular classroom but are aligned with State standards and student's needs. Any decision to enter or exit a student at any point during the school year is a collaborative decision between classroom teachers and Title Ia staff and is well documented and communicated. We have few (4) EL students in our building who also receive supplemental vocabulary/language instruction from service providers.

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.

Byron Center Charter School does not have a preschool program at this time. Once the open enrollment period ends in April, all incoming Kindergarten students are schedule for a screening session. This sessions allows the Kindergarten teacher to assess the readiness of each Preschool age child entering her classroom, as well as time to get to know the parent. The Kindergarten screening results are shared with the parent once it is complete. Each parent is given information about the program a list of resources they can use to help increase their child's readiness for the upcoming school year. the school also contacts prior EC centers and requests and readiness scale/student performance documentation.

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	Yes, all instructional paraprofessionals meet NCLB requirements.	

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	Yes, all BCCS teachers are certified and meet NCLB HQ requirements.	

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?

The focus of the 2018-2019 school year was a continuation of implementation of the reading program K-5; response to the new Literacy Requirements and third grade reading laws set fourth by the state of Michigan with assistance from GVSU Literacy trainers; Oddyseyware software and instructional technologies; LLI and corresponding F and P assessments training; use of data to monitor progress, analyze effectiveness and make decisions (instructional and improvement); transition to the new Science standards, and orientation to the new Social Studies Standards; coordination and organization of supplemental supports. Full staff training were scheduled for the Summer of 2018 from Odysseyware, MAP Data Analysis, Grade 3 reading Law and Essential Literacy components. 2019 training includes Trauma Informed Schools, CPI, PowerSchool and Google resources and managing students with aggression. will provide professional learning opportunities to our charter. The staff will meet as a whole to discuss strategies for improving school attendance support improvement in the school environment. The PD was a result from our SI plan based upon the school's comprehensive needs assessment. Additionally, most of the topics are ongoing and support compensatory and general education.

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?

All staff receive training in relationship to their required responsibilities. Title I staff received training in LLI, F and P, data analysis and and Early literacy development, and Grade three reading legislation from GVSU literacy consultants. Parents and students receive training in effective reading and early literacy strategies as part of the Title IA program.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2019_20BCCS_PD_PLAN

Component 8: Strategies to Increase Parental Involvement

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

Parents are involved as a part of the school improvements team. We coordinate activities, communicate information, and collaborate with our parents in the creation of our school improvement plan. This information is brought to the SI team through the principal and parent SI members. Also, we host open house nights, and family educational and literacy nights where we inform and "teach" the parents (IE Internet Safety, Early Literacy Strategies etc...) . Before and after school meetings are held as needed and/or requested by parents.

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

The Title I plan is designed to involve our parents in varied capacities. We coordinate activities, communicate information, and collaborate with our parents in the creation of our support services through the building school improvement plan. This information is brought to the SI team through the principal, Title I Service providers and parent SI members.

Our stakeholders are involved in IRIP meetings where student data, setting goals, selecting research-based strategies, and choosing activities to support those strategies are explained. Support services available to our students are highly sought and effectively used by both teachers and parents, and our Response to Intervention (RTI) processes ensures that students receive timely supplemental support services based upon individual needs. Our protocol also include designated review dates to monitor progress and adjust services based upon effectiveness.

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?	Yes	The design of the TA program involves parent participation and feedback in planning and implementation of programs and services through communications, parent teacher conferences, parent meetings, notifications of opportunities for support services, and perceptual survey feedback. We also provide school climate surveys to all families, and parents attending our Title Ia reading nights complete surveys regarding their experience and program effectiveness.	

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

All parents are notified of the School Improvement Plan activities and that their input is desired. Results of the activities are shared with the parents both verbally and in writing. This is carried out with all parents without bias or restrictions of any kind. As a collaborative team, parents, staff, and board members participate in leadership teams that allow for analysis of the efficacy of our parent involvement program.

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The school will provide assistance to parents to understand the progress of their children through regular and consistent communication. Parents are shown NWEA and other assessment data at Parent/Teacher conferences, and IRIP meetings to help demonstrate how their children are progressing. Parents students in the Title 1 RtI program are also updated with the progress of their students in the program to include materials and training to help parents with strategies to improve their children's achievement and foster parental involvement.

Examples of these actions at Byron Center Charter School include:

- New Parents Night
- Title I Reading Night
- 3rd Grade Reading Law Update
- Internet Safety Night

Parents are routinely invited to contact staff and the principal by phone or email to discuss any related concerns.

5. Describe how the parent involvement activities are evaluated.

The developed plan is evaluated at least twice per school year. Some plans are evaluated more often if staff and/or parents request such. Teachers and staff have regular communication with parents through conferences, phone calls, email communication etc. Feedback from staff regarding parental involvement activities is collected at staff meetings and through the DSR. This component will be evaluated by using end-of-the year parent surveys as well as parent feedback from members of School Improvement Team.

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

With parent-teacher conferences as the forum, the school uses all staff, the PTO, the board of education, and parent surveys to develop its compact. Most Recently, the school-parent compact was updated from our previous model to account for new ESSA requirements. This update was done using feedback from parents and staff from designated SI meetings.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Compact

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

At this time, all of our parents/guardians speak English. All information and communications are provided to parents in parent-friendly language. Results of student academic assessments are provided in writing and in person during parent-teacher conferences and IRIP Meetings. Title I staff, the classroom teacher, and administration are available to further discuss any point of a students' score that may be needed to elaborate upon.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Policy

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

Staff use the plan to guide their conference time and communicate to parents in a manner that is understandable and cooperative.

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.

All students, those identified as Title Ia and those who are not, have access to all federal, state, and local programs/services. Violence prevention seminars, nutritional information, and technical/vocational education programs are designed to be incorporated into the entire student body. Coordination of Title I, II and IV , At Risk and REAP funding to serve eligible students are evident in the building SI plan within the rules and guidelines for compensatory education and supplement/supplant legislation. .

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.

All students have equal access to all programs. Byron Center Charter School has a child study program to support any student/family in need. There are several programs specifically designed to support anti-bullying initiative and spread awareness surrounding the issues of bullying and the importance of treating people with civility to include Be Nice, Internet Safety, Monthly Eagle Assemblies, Kids Hope Mentoring . Nutrition program is coordinated through our comprehensive health courses. Vocational and Technical Education programs are accessible to all secondary students through Kent ISD and supported by activities through the building counselor such as attending regional job and college fairs, visits to Career Tech Center, on-line and dual enrollment course offerings, and lunch and learn presentations by community members from various industries.

Component 10: Ongoing Review of Student Progress

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

Students at risk of failing or below grade level are routinely progressed monitored through running records and F and P assessments for reading in the content areas. Additionally, NWEA test data is used in the fall, winter, and spring, and annual M-STEP test scores are analyzed for all students. Teachers analysis of daily work, and provisions for progress reports and report cards provide ongoing methods to review progress of all students. IRIP meetings are held with parents of identified K-3 students and Child Study and Title I reviews are held to review/evaluate progress of each student receiving supplemental support services.

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.

All students in the Targeted Assisted program have performance reviews. Students who continue to fall below benchmark scores may have their intervention plans revised. Revisions may include increased time, additional diagnostics, a change in program and/or services. The evaluation of program effectiveness may call for changes, as well. These decisions are made by the Title IA Coordinator, building administration in coordination with the SI Team and specified instructional staff. Student growth data is routinely collected to assure BCCS students have adequate growth rate percentiles. This includes the SGPs for state assessments, the NWEA growth percentile rankings and the F and P annual growth levels. This data are also used for the Student Growth score for the teachers annual evaluation rating.

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.

Staff have been trained in the use of NWEA and F and P Data, and correspondence with the RtI model. The teachers track student assessments and plans of assistance are routinely monitored by Title Ia Staff and classroom teachers. The building holds Child Study Reviews where student plans and progress are monitored for any student receiving supplemental supports. Additional training in progress monitoring, literacy essentials and effective instructional strategies will continue.

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.

The summative data from multiple sources is collected and reviewed by the Title Ia staff, classroom teachers, school improvement team members, and building administration. The data is analyzed in terms of trends, strengths and weaknesses and program effectiveness. Each spring, our program leaders meet with administration and SI members to identify the efficacy of the programs. The leader brings the supporting data (student performance, survey etc) and identifies strengths areas of concerns and perceived needs for improvement (IE training needed, additional budget/staff requests, program suggestions etc...). The information taken from these meetings helps the SI team discern adjustments in Title IA and supplemental services programs as represented in the SI plan. The student performance data and the School Improvement Plan is brought before the BOE and public at least 2 x s per year and is posted on the schools website.

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.

All data received from multiple sources including state testing, norm referenced standardized tests, and other classroom performance criterion referenced assessments is reviewed by the Title Ia staff, classroom teachers, school improvement team members, administration, and school board. The Program Coordinator compiles the growth data of students receiving services which is reviewed by administration and SI Members. This includes the student performance on the state of Mi assessments, which is part of the IRIP and/or Title Ia student's data collection.

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.

At Byron Center Charter, our teachers and support staff collaborate in their PLCs/Grade spans to evaluate their grade level's achievement. The Title I staff, building administration and grade level teachers analyze at student achievement data to determine the effectiveness the Targeted Assisted Program has on student achievement, individually and as a group. Title Ia provides classroom teachers with additional resources that can be used in the classroom to ensure standards are continually met. Title Ia teachers and classroom teachers have ongoing communication about specific students and specific instructional/assessment practices. Students who meet achievement goals can be placed back in the general classroom full time. For those students who perform below expected level, a determination for services is made based upon the level of need. Students with the greatest level of need receive priority of services. The plans for students receiving Title Ia services are routinely reviewed/revised to meet individual needs. The data collected on each student is used to determine the effectiveness for that individual, and to make judgments/plans for improvement.

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.

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analysis of the impact on student achievement and perceptual data of parents and staff. Changes are developed, implemented and communicated through the SI process.