

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 41908

District Name: Byron Center Charter

School Code: 08326

School Name: Byron Center Charter School

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

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 Career and College Readiness in Math and Reading.
 - b. State Assessment Data: Current status and trend performance data on available M-STEP, MI-ACCESS, and MME assessments with regard to Percent Proficient, SGPs and areas of strength and weaknesses in Math, ELA, Science and Social Studies.
 - c. Mi-SCHOOLS Data: MI School Index Scores and School Demographic Data (Enrollment, Attendance, GAD, Higher Ed, Staff Qualifications and Years of Service)
 - d. Process Data: District Systems Review
 - e. Perceptual Data: Parent Surveys School Environment and Teacher Surveys

2. Based on the data, what area(s) needs improvement?
 - a. Continued training for implementation of K-5 new Reading and updated Math series.
 - b. Continue Training and Development of Essentials Practices of Literacy including development and implementation of effective researched-based instructional strategies to increase content area literacy and student engagement.
 - c. Transition of Science curriculum, instruction and assessments to align with the new MI Science Standards.
 - d. Increase student awareness and opportunity in Career and Technical Education
 - e. Orientation and Awareness of new/proposed Social Studies Standards: C-3, Arc of Inquiry, Criterion-Referenced Assessments and MDE and MAISA Resources.
 - f. Providing and Improving processes and supplemental services for designated high need/at-risk students within a multi-tiered support setting.
 - g. Increase capacity to effectively and efficiently use data to monitor progress, evaluate effectiveness and drive decisions (instructional, programs and services, professional growth and school improvement).

h. Increase availability,access, understanding and application of technology for student management, data management, communications between stakeholders, instructional tools and resources, courseware opportunity, customization of programs, services and supplemental and assistive supports, and building capacity of web 2.0 tools.....

h. Grow awareness,understanding and capacity to effectively manage and support students impacted by trauma, mental illness, abuse, and/or considered to have behavioral or emotional issues in the school setting.

3. Write a measureable goal for each area of need.

80% of all students will demonstrate proficiency in overall achievement in ELA and Content Area Reading and Writing by 2022 as measured by state assessments

80% of all students will demonstrate proficiency in overall achievement in Mathematics by 2022 as measured by state assesments

80% of all students will demonstrate proficiency in overall achievement in Science by 2022 as measured by state asesments

80% of all students will demonstrate proficiency in overall achievement in Social Studies by 2022 as measured by state assessments

All staff will improve the school environment through implementation of positive behavioral and mental health support systems

All staff will strengthen the use of formative and summative data to increase data based decicion-making and improve student performance and achievement on state and national assessments

All staff will encorporate career development education into the core instruction.

4. Describe the strategies and activities that will be used for each of the goals.

ELA and Content Area Reading and Writing:

a. 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 trainers/consultants....

b.Increase use of Guided Reading, running records, and consistency of F and 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 F and P Assessments for K-5 Staff by regional trainer.....

c. Increase understanding and use of effective cross-content literacy strategies: attend K-12 literacy essentials and transparent transportable literacy strategy PD through GVSU and KISD literacy consultants.....

d.Increase effectiveness and provisions 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.....

e. Increase use of technology in educational setting: continue training and 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, and provide initial training for implementation of Google classroom. Continue to

- make provisions to build infrastructure and purchase technology devices and tools necessary for effective use in the classroom.....
- f. Grow awareness and capacity to use of Assistive and UDL Technologies: Continued Training on how to use assistive technologies for designated staff to increase likelihood of success for all students.....
- g. Remain current with State and federal SI, Assessment, Accreditation and Accountability, legislative updates and requirements: attend State and Regional, SI, Special Populations and Assessment Confeerences.....
- h. Hold K-12 articulation meeting regarding CCSS Learning Targets and Assessment Crieria.

Math

- a. Implement updated K-5 math series with fidelity: provide training and access to resources for effective teacher instructional delivery and student engagement.....
- b. Have awareness and understanding the M-STEP and MME Assessments with all stakeholders.
- c. Create awareness and operational understanding of on-line resources that support mathematic instruction and assessments.....
- d. Hold k-12 articulation meeting regarding CCSS of Learning Targets and Assessment Crieria.

Science

- a. Pilot new secondary Science series: provide allocations for necessary training and resources needed to select and pilot secondary science program aligned with NGSS.....
- b. Increase awareness and understanding the new M-STEP and MME science assessments with all stakeholders: include provisions for training and access to materials and resources
- c. Create awareness and operational understanding of on-line/digital resources that support science instruction and assessments.....
- d. Hold k-12 articulation meeting regarding NGSS Learning Targets and Assessment Crieria.

Social Studies

- a. Orient staff to the new Social Studies Standards and available resources through MAISA Units and PSST Assessment: make provisions to access PD through State and KISD Social Studies consultants as available.
- b. Hold k-12 articulation meeting regarding Learning Targets and Assessment Crieria of new standards.

School Environment and Culture

- a. Engage in traing to build awareness, understanding and capacity to manage students who are victems of trauma, abuse or mental illness.
- b. Apply de-escalation techniques: PD in CPI and Managing Aggression provided through GVSU and national consultants
- c. Improve Student Attendance: attend ISD trainings and use resources to revise attendance and truency procedures and protocols.

Data Analysis

- a. Increase awareness and understanding of NWEA resources for parent/guardians
- b. Digging Deeper w/ Assessment Data for SI: training to analyze state assessment and

nwea data to assist with SI/IGP plan development, progress monitoring and evaluation
c. Grow capacity to use resources in Data Warehouses to to assist in IGP and SI planning, progress monitoring and evaluation: Providing staff training and guidance for use of resources/data in EDIX, KISD Data Warehouse, and Mi Schools Data.

Career Development

- a. Build capacity to provide stuents opportunity to engage in age-appropriate career development and exploration activities at each each level.
- b. Provide staff training and resources for grade level development of career expolation
- c. Revise EDP process and protocol to increase value to student career development
- d. Provide students experiences that increase exploration of careers

5. What future multiple data points will be used to determine if the goals are met?
Workshop Reistration, DPPD Logs, Staff Certifications, Meeting Agendas and Minutes, Stakeholder Surveys, SI Reviews and Recommendations, Demographic Data, Student Growth and Performancve Data, Supplemental Service Logs, IRIPS, Application/Use of Technology, On-line Corses, Written Process and Procedures, EDPs, District Systems Reviews, Student EDPs and Career Tech logs, Classroom Observations, Teacher Student Growth and Individual Growth Plans

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

See the School PD Plan for identified professional learning for teachers and staff. The PD plan represents the training needed to carry out the strategies and activities in the building SI plan to the best of our knowledge at this time. Meaning, there will likely be changes as we do not know all the resources that may become available later in the year to date. For that reason, the PD plan is a dynamic document: while the SI Goals and targets remain fairly static the activities/resources used to get there may change. Part of the leadership's role is to stay tuned-in to possible resources/materials that increase the likelihood of successful implementation of the SI plan. The feedback from staff often influences what is needed to accomplish the plan; therefore, it is important the leadership frequently survey staff needs, especially during the preparation and readiness phase of implementation of strategies. In integral part of our School Improvement Plan is Parent Engagement. One key area of parent training in the early grades includes knowledge/understanding of 3rd grade reading law, understanding of their student's IRIPs, literacy needs, and knowledge of strategies designed to help increase literacy development. Parents need to be aware of technologies that help students achieve academic success, and the dangers associated with the internet and social media environment. Parents are to provided information so to access their student's grades /progress and where to go for help. Parents should have an understanding state and national tests, including how to access, read and understand scores and where/how to access additional information. Parents need to have the information about the school performance indicators/index and the building School Improvement Plan. They should be aware of the activities and the roles they have in plan development, implementation, monitoring progress and evaluation of SI. Parents need to have ongoing and regular

communication about the school and how to and ways to be involved/engaged in the school community. As changes in the school programming and services are implemented, the school is to routinely communicates adequate information and offers opportunity to address questions misunderstandings.

7. Describe how the plan and process will be monitored and evaluated.

The SI Team holds scheduled meetings throughout the year to monitor the progress of the SI plan. Feedback loops for stakeholder input are included. SI updates and reviews will be shared with staff on a regular basis and the BOE and public 3 xs per year. At the end of the year the SI team will reflect, review, revise and evaluate the status of the improvement plan: address disposition of strategies and activities, review available data, and make recommendations for revisions/upgrades for the following year. The 2019-20 PET will be completed based upon the implementation of processes and procedures consistent with the expectations in the Reading by Grade Three legislation.

8. Provide the budget showing alignment to the plan.

Title Ia : \$33,770

- 1. 125 Staffing Supplemental Supports Services:PS \$33,620
 - a. .6 Teacher: \$27,365
 - b. Partial .21 TA \$6,255
- 2. Homeless Set Aside: \$150
 - a.125 Supplies \$100
 - b. 171 Transportation \$50

Title IIa: \$6,654 + \$396 CO/ \$7050

- 1. 221 Aggression Cycle: Strategies to Manage Students; Intervention Central PS \$2500
 - a. Non-Contract \$200 x 2/\$400 x .15% F&R 15%/\$40/ \$460
- 2. 221 Trauma Informed Schools; Amber Fox, KSSN Consultant \$625
- 3. 221 CPI Refresher non-contract pay: \$50 ea x 4/\$200 x .15% F& R/\$30/ \$230
- 4. 221 GVSU Learning Network: Sub Costs \$140 x 3 staff x 4 days /\$1680.....
- 5. 241 Special Populations Conference Registration \$150
- 6. 221 School Improvement Conference Registration \$175x2/\$350 and sub costs \$280 /\$630
 - a. 241 Registration for Principal\$175
- 7. 221 Google Classroom NC pay 200 x 2/\$400 x.12% F&R \$60/ \$460
- 8. 221 Assistive Technologies Sub Costs \$140

Title IV: \$10,000

- 1. 125 Partial .15 TA for Title IA Supplemental Support Services: PS \$4604
- 2. 125 Supplies and Materials: Title Ia LLI Gold Kit : \$4,950 + \$446 S and H/\$ 5396

At-Risk \$77,970 + C)/23,000/\$100,970

- 1. 125 2.64 FTE Title IA TA : \$ 86,501
- 2. Extended Day Tutoring: \$7400
- 3. Summer School/Credit Recovery Salaries and Licenses : \$6,000
 - a. Licenses \$420 x 10/\$420
 - b. Salaries \$1500
 - c. Student GRASP/Summer School \$300

Section Two – Assurances

1. The school has evidence of a mission statement.
Yes
2. The school has evidence of completing a comprehensive needs assessment.
Yes
3. The school has evidence of inviting and allowing school 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 our 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 and internships, combined with classroom instruction that the building will implement.
Yes
7. The school has evidence of developing and utilizing 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