



Single Building District Improvement Plan

Branch Line School

Branch Line School

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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?

Branch Line School is located in Livonia, Michigan. This is the school's second year of operation and had a year-end population of 104 students in grades k-8, 6 teachers, a School Operations Manager, a part-time Instructional Lead and a Cultural Lead. 10% of our students are Special Education students and receive additional services. The school was able to focus on the creation of curricular and instructional frameworks this year that are outlined in the school's Educational Program and are aligned with the goals in the School Improvement Plan.

The school has experienced a challenge with rapid growth and has focused on aligning all educational and organizational programming to ensure implementation with fidelity. To ensure successful implementation of the educational program, teachers have outlined goals, objectives, strategies and activities in the school improvement plan that align with the Educational Program and core values of the school.

School's Purpose

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

Our Mission: Branch Line School will guide students in an individualized, small school atmosphere that cultivates intellectual freedom, respect for others and service to the community in order to produce critical thinkers and informed global citizens.

1. Leadership, staff, and students understand the Mission of the school.

- The students' first project was focused on Branch Line School. The children dissected the mission statement and showed what it meant to them and others in our school. They made large posters with the mission statement and broke apart the specific pieces and provided alternative meanings. They surveyed other classmates. They discussed the importance of intellectual freedom, respect for others, service to the community, meaning of thinking critically, and being a global citizen.

- Students are a part of multiage classrooms. The small size as well as incorporating different ages within the classroom allows students to collaborate and learn together.

- The staff has worked together to unpack the mission, identify the key pillars and understandings, and create common language that will be used in the school to support the mission. Language is memorialized on posters and in classrooms to support the integration and understanding of the mission in the culture throughout the building. This practice will continue each year with our back to school professional development to further explore and define our understanding of the mission as well to inform new teachers.

- The mission is integrated into the culture of the school. Our community of parents, students, families, teachers, teacher assistants, and leadership are responsible for promoting a high level of respect and a culture of community. Culture is such a vital part of our mission that the leadership team is facilitating the role of the cultural lead to focus on connecting students, staff, and parents to create a positive culture throughout the school.

- Parent volunteers are integral to the functioning of the school and students are actively involved in promoting the school culture. The parents have created a PTO and are hosting events to connect the families at Branch Line School.

- The staff engages in collaboration formally on a weekly basis but can be seen collaborating daily. For the 2015-2016 school year, the school is moving to a "balanced calendar" which will allow for collaborative planning time 1 Friday per month.

- The leadership team works collaboratively to facilitate and organize the implementation of the school's mission. The team continually cultivates intellectual freedom. The team welcomes all ideas, hears all thoughts, and works together to come to respectful and mutually agreeable decisions in all areas. On-going morning meetings and formal weekly touch point meetings between leadership and staff encourage dialogue around implementation of the mission, educational program, and ensure continuous improvement.

- Our Vision: Branch Line will create and sustain an environment of respect, integrity, and meaningful learning. These guiding principles provide a framework encompassing a holistic vision that will enable students, families, teachers, and leadership to maintain a common and relentless focus on educating each child as an individual learner.

i. Students will become critical thinkers through active participation in the learning process (Project Based Learning).

ii. Students will gain the knowledge to become informed global citizens through service learning projects and community involvement.

iii. BLS will provide students with experiences and tools that allow them to achieve academic success by constructing knowledge in a

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Branch Line School

meaningful way during thematic units and projects.

iv. Students will be encouraged to develop intellectual freedom.

v. We believe respect for others is important and should be reflected in all community relationships.

vi. BLS will provide students with multiple opportunities for authentic and meaningful service to the community.

vii. Students will use a variety of technological tools in an authentic manner to ensure technological literacy.

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.

This was the second year of operation for Branch Line School. The school was able to keep small class sizes and focus on implementing activity based, project based learning, and service projects. The school has worked to align strategies and activities to hit measurable achievement objectives in core content and culture. Enrollment continues to grow as more families learn about the school. In the next three years the school will improve in its project based pedagogy and will increase proficiency across content.

Additional Information

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

- Our Beliefs:

i. We believe students will become critical thinkers through the opportunity to actively participate in their learning process (Project Based Learning).

ii. We believe students will become informed global citizens through participation in service learning projects and community involvement.

iii. We believe students can achieve academic success by building knowledge in a meaningful way during thematic units and projects.

Teachers facilitate this learning by guiding the learning, sharing responsibility for standards mastery, sparking thinking, and cultivating positive, collaborative relationships.

iv. We believe students should be encouraged to develop intellectual freedom. Students are able to follow interests relating to a project topic. Dialogue among students and teachers drive the inquiry process for projects.

v. We believe that respect is important.

vi. We believe that students should have multiple opportunities for authentic and meaningful service to the community, as a means to deeper learning and community awareness.

vii. We believe students should be able to use a variety of technological tools in an authentic manner to ensure technological literacy and a strong base for research.

These beliefs are supported by the Branch Line Ways of Thinking, The Educational Program, School Improvement Plan and the Continuous Improvement Process.

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.

Branch Line School has worked hard as a team this year to improve the communication with, and involvement of, stakeholders in the community. This year parents, Board and staff engaged in thoughtful conversation around the "Branch Line Ways of Thinking". This document was the catalyst for school improvement planning processes and Educational Plan alignment efforts. Parents were able to interact with the Branch Line Ways of Thinking along with staff as a precursor to the School Improvement Process. Through a series of Parent Connection Meetings and surveys, parents were able to provide the staff with useful perception data. Meetings were set up to accommodate parent schedules (i.e. meetings following drop off, after school, evenings, and monthly meetings for those who might have missed meetings earlier in the month).

School Improvement Meetings were conducted with a parent representative who ultimately reported out, along with teachers and leaders, to the parents present at the Connection Meetings. The parent representative participated in all meetings regarding the objective, strategy, activity development process. Staff, parents and Board have received information on, and had conversations about, the continuous improvement process.

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

Every teacher and leader in the school assisted in the development of the improvement plan. A parent representative was also present at the School Improvement Plan and Parent Connection Meeting events. All teachers, leaders and the parent representative participated in the needs analysis and goal, objective, strategy and activity formation process. Further, perception surveys were disseminated to all stakeholder groups.

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 School Improvement Plan is acknowledged by the Board at its June meeting. Parents are informed of all Board meetings and are encouraged to attend. The plan will also be posted on the school's website. Monthly meetings will take place in the coming year with parents represented. Progress as it relates to the objectives will be communicated tri-annually to parents at Parent Connection Meetings.

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?

School is only in second year of operation

Student Demographic Data

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

School is only in second year of operation

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?

This school has not been in operation for 3 years and therefore does not have 3-year trend data.

Student Demographic Data

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

This school has not been in operation and therefore does not find trends/challenges in 3-year data.

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?

Experience and expertise of the school leader is critical for the school. Because the teaching and leadership teams are young, ensuring there are some experienced personnel on both teams will be essential going forward.

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?

that the teachers possess. As teachers embrace the DSC model of teaching and learning in the Branch Line Ways of Thinking, student achievement will improve.

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?

Because there is a 3-leader model in place at the school leadership absence appears to not be an issue. However, it is recommended that the school explore a full-time instructional lead position to support and coach instructional staff.

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?

Teacher absences are not currently an issue at the school. Teacher days off have tended to be minimal.

Teacher/School Leader(s) Demographic Data

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

No actions appear to be necessary at this time.

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?

Because we are a new school, we have been spending time throughout the year identifying and strengthening strand 1- standards 1 and 2. The strength has come in the way that teachers have approached the work collaboratively throughout the year.

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?

As a new school, we still have work to do on identifying effective formative assessments, creating aligned project/presentation rubrics, and really using summative data to drive instruction.

12. How might these challenges impact student achievement?

Identifying effective assessments and utilizing data to drive instruction will improve and align instructional practice- thus improving student achievement.

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.

Collaborative planning around effective implementation of instructional practice has been incorporated into the plan. Teachers will be implementing strategies and looking at data to monitor effectiveness.

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?

Teachers work collaboratively to ensure support of students with disabilities. Further, teachers work closely with support services personnel to ensure the needs of all students are being met.

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

Because of the unique nature of the school and its educational program, extended learning opportunities are available in real time through project work and individualized instruction.

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

Teachers and parents are in constant communication in the school. The parents and teachers work as a team to ensure the needs of individual students are being met.

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?

Teachers begin all lesson planning with the standards. They are backbone of the curriculum. Standards have been a focus all year and are incorporated in the school improvement plan. Teachers have selected "communicating standards" as an activity for the year.

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.

NA

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 a new school, we do not have 3-year trend data

19b. Reading- Challenges

As a new school, we do not have 3-year trend data

19c. Reading- Trends

As a new school, we do not have 3-year trend data

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.

As a new school, we do not have 3-year trend data

20a. Writing- Strengths

As a new school, we do not have 3-year trend data

20b. Writing- Challenges

As a new school, we do not have 3-year trend data

20c. Writing- Trends

As a new school, we do not have 3-year trend data

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.

As a new school, we do not have 3-year trend data

21a. Math- Strengths

As a new school, we do not have 3-year trend data

21b. Math- Challenges

As a new school, we do not have 3-year trend data

21c. Math- Trends

As a new school, we do not have 3-year trend data

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.

As a new school, we do not have 3-year trend data

22a. Science- Strengths

As a new school, we do not have 3-year trend data

22b. Science- Challenges

As a new school, we do not have 3-year trend data

22c. Science- Trends

As a new school, we do not have 3-year trend data

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.

As a new school, we do not have 3-year trend data

23a. Social Studies- Strengths

As a new school, we do not have 3-year trend data

23b. Social Studies- Challenges

As a new school, we do not have 3-year trend data

23c. Social Studies- Trends

As a new school, we do not have 3-year trend data

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.

As a new school, we do not have 3-year trend data

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?

Students view staff as a resource when there is conflict. Students feel that they are treated kindly and respectfully by adults at the school. Students express that they feel "adults" at BLS have high expectations for them.

24b. Student Perception Data

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

Students are looking for a broadening of experiences, potential changes in the flow of the school day and scheduling.

24c. Student Perception Data

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

Teacher collaborative meetings will target re-visioning the schedule and rethinking school-day activities to better support the needs of students.

25a. Parent/Guardian Perception Data

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

Parents align with and support the mission of the school. Parents report that are appreciative of the positive visible adults in the school. They report that they appreciate exploratory and collaborative learning, hands-on and project-based learning. Parents report that the sense of community is strong in the small, caring environment.

25b. Parent/Guardian Perception Data

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

Satisfaction with Leadership on the Board of Directors and school-level leadership scored in the 70-80% range.

25c. Parent/Guardian Perception Data

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

Board will be participating in training and development around effective governance. Leadership team will be adding a full-time Instructional Lead with the aim of strengthening accessibility, collaboration, communication, and clarity on roles and responsibility.

26a. Teacher/Staff Perception Data

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

True sense of community among stakeholders (100%). Teachers/staff report that BLS gives the right amount of time to standardized tests (80% range). High expectations of self and others (100%). Rituals present to staff and community (90%). Teachers and leaders meet to solve instructional, organizational or curricular issues (typically and always combined 90%).

26b. Teacher/Staff Perception Data

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

Communication and information flow to teachers (63%). Leadership roles and responsibilities need clarification. Teachers split on "right amount" or "too little" with regard to positive parental support. Right amount of leadership support (70%).

26c. Teacher/Staff Perception Data

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

Teachers and staff participate in daily stand up meetings, parent connection meetings, action planning communicated with stakeholders, follow up protocol, increased clarification and communication regarding volunteering guidelines. Increased presence in Instructional Lead position. Roles and responsibilities clarification. Instructional feedback more frequent and specific regarding instructional and cultural practices.

27a. Stakeholder/Community Perception Data

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

Same as parent community data

27b. Stakeholder/Community Perception Data

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

Same as parent community data

27c. Stakeholder/Community Perception Data

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

Same as parent community data

Summary

28a. Summary

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

Strengths exist in sense of community, adherence to mission, positive and safe climate. There is a collaborative, attentive culture in the building where students, parents and staff are valued.

28b. Summary

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

Left unresolved, lack of satisfaction, communication, clarity and expectations will lead to ineffective classroom practice. Minimally, practice and mission/vision will become misaligned. This will inevitably impact student achievement.

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?

These issues are addressed in school improvement plan's culture goal. Teachers are working together to align practice with mission and vision and to begin the process of implementing research-based strategies to improve culture.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students take the MAP test in all grades at Branch Line School at least twice annually.	

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	http://branchlineschool.org/the-school/transparency-reporting/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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	Denise Ryba, Operations Manager, 16360 HUBBARD STREET, (734) 335-0663	

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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.	Yes	The additional information necessary to support the improvement plan includes aligned Educational Program, curriculum and professional development.	

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

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Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	No		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Hardware, software, wiring, drops, wireless access points, tech infrastructure updates- All have been updated/completed in year 2014-2015	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Branch Line School that implements Activity-based learning stations and Project Based Learning. Technology is extremely important at our school. Teachers use iPads for student research and hands on learning activities. For the 2015-2016 school year teachers will have projectors to help make learning more interactive and to assist with additional critical thinking skills. We will also be getting an additional classroom set of iPads and laptops. This items will not only be used for research but for Webquests and other teacher facilitated investigations.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

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Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	As teachers develop each project they not only include content standards but technology standards as well. Students are constantly working with technology through research, project development, and presentation elements.	

Label	Assurance	Response	Comment	Attachment
22.	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.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	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	Denise Ryba, Operations Manager, 16360 HUBBARD STREET PHONE: (734) 335-0663	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

School Improvement Goals 2015-2016

Overview

Plan Name

School Improvement Goals 2015-2016

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 will be proficient in writing.	Objectives: 1 Strategies: 7 Activities: 14	Academic	\$2000
2	All Students will be proficient in Math.	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$10000
3	All students will be proficient in reading.	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$2000
4	All community members at Branch Line School will feel respected, safe, experience a positive and friendly environment, and will productively resolve conflict	Objectives: 1 Strategies: 6 Activities: 6	Organizational	\$600

Goal 1: All Students will be proficient in writing.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/17/2016 as measured by state and school assessments.

Strategy 1:

Narrative Writing - Teachers will utilize a reach-supported writing program writers workshop, and the writing process to teach narrative writing

Research Cited: Common Core State Standards for Writing (Anchor Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.) MAISA (Michigan Administrator of Intermediate School Districts Association) units are based on the work of Lucy Calkins

Tier: Tier 1

Activity - Research-supported programing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review current research and utilize research-supported materials.	Direct Instruction	Tier 1	Implement	08/10/2015	06/17/2016	\$0	No Funding Required	All Classroom Teachers and Support Staff

Activity - Google Docs Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on Google apps and Docs	Direct Instruction		Implement	08/10/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

Activity - Rubrics and Portfolios	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher created rubrics for writing, Writing portfolios for every student	Direct Instruction	Tier 1	Implement	08/10/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

Activity - Teacher-created Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teacher-created schedule to facilitate flexible grouping	Other	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead
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Strategy 2:

opinion/argumentative/persuasive writing - Teachers will utilize a research-supported writing program writers workshop, and the writing process to teach opinion/argumentative/persuasive writing

Research Cited: <https://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Tier: Tier 1

Activity - Implementation of research-supported writing program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Researching and implementing current research-supported programming on writers workshop and programming	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 3:

Implement PBL that is aligned to CCSS for writing - Through in-depth training, teacher work groups teachers will implement rigorous PBL programming

Research Cited: http://bie.org/object/document/research_summary_on_the_benefits_of_pbl

Tier: Tier 1

Activity - Buck Institute National Faculty Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in targeted, focused training to ensure implementation with fidelity	Professional Learning	Tier 1	Implement	08/06/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

Activity - Teacher Collaborative Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meeting in Professional Learning Community teams to support rigorous project work	Professional Learning	Tier 1		08/06/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

Activity - Peer Observation School Visitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer modeling and observation of project launch. Visitation of successful project-based learning schools in the surrounding area	Professional Learning	Tier 1		08/06/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

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Strategy 4:

Alternative Groupings - Teachers will utilize alternative groupings of students to deliver content in meaningful and effective ways.

Research Cited: https://www.collaborativeclassroom.org/sites/default/files/media/private_node_uploads/core_principles_150226_0.pdf

Tier: Tier 1

Activity - Classroom scheduling, configuration and materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to create schedules and classroom configurations that align with educational program and allow for delivery in unique groupings of students	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively plan across content and grade level	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative learning instruction	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$2000	Title II Part A	Teachers, Instructional Lead

Strategy 5:

Developmental Studies Center Model - Teachers will work to elevate the Developmental Studies Center Model of teacher in all teacher/learner interactions to focus attention on engagement and content mastery.

Research Cited: <https://www.collaborativeclassroom.org>

Tier: Tier 1

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice.	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 6:

Communicating Standards - Teachers will communicate standards to students and families

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Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/School_Improvement_Framework_2_-_07-28-14_465125_7.pdf

Tier: Tier 1

Activity - Communicating Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate standards through Student Learning Plans, Weekly School news, Posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 7:

Standards-Mastery Focus - Teachers will maintain focus on standards-mastery to ensure rigor and to support students at all levels.

Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/School_Improvement_Framework_2_-_07-28-14_465125_7.pdf (Strand 1 Teaching and Learning)

Tier: Tier 1

Activity - Standards-Mastery Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBL Training aligned with standards; Implement Activity-Based learning stations aligned to standards; Implement individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers and Instructional Lead

Goal 2: All Students will be proficient in Math.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in math as measured by state and school assessments in Mathematics by 05/29/2015 as measured by state and school assessments..

Strategy 1:

Use of Manipulatives - Teachers will utilize manipulatives while instructing math Common Core State Standards

Research Cited: <http://www.hand2mind.com/resources/whyteachmathwithmanipulatives#references>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will administer math mad minutes to class every two weeks based on grade level expectations. (K- addition, 1st-Addition /Subtraction 2- Addition /Subtraction 3- Multiplication 8 Division) School wide data is compiled in a Google doc.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Teachers, Instructional Lead
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Activity - Materials Research and Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research and purchase of math manipulatives	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Manipulative Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of math manipulative library with a checkout system for the use of manipulatives.	Direct Instruction	Tier 3	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 2:

Project Based Learning - Teachers will implement Project-Based learning experiences that are aligned with Common Core State Standards for math.

Research Cited: http://bie.org/about/why_pbl

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in project based learning training with Buck Institute National Faculty member	Professional Learning	Tier 1	Implement	08/06/2015	06/17/2016	\$10000	General Fund	Teachers, Instructional Lead

Activity - Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders will ensure time for Planning/Collaboration with colleagues	Teacher Collaboration	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Curriculum Consultation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in on-going meetings with GPS consultant for curriculum and data analysis	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Staff
Activity - PBL Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Leader will research and purchase materials to support PBL	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead
Activity - School Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Instructional Lead will visit schools that have successfully implemented PBL.	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers and Instructional Lead

Strategy 3:

Alternative Groupings - Teachers will utilize alternative groupings of students to deliver content in meaningful and effective ways.

Research Cited: https://www.collaborativeclassroom.org/sites/default/files/media/private_node_uploads/core_principles_150226_0.pdf

Tier: Tier 1

Activity - Classroom scheduling and configuration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together on classroom scheduling, configuration and researching materials to ensure successful implementation	Policy and Process	Tier 1		06/10/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively plan across content and grade level	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Staff
Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative learning instruction	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers, Instructional Lead

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Strategy 4:

Developmental Studies Center Model - Teachers will work to elevate the Developmental Studies Model in all teacher/learner interactions to focus attention on engagement and content mastery.

Research Cited: <https://www.collaborativeclassroom.org>

Tier: Tier 1

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice	Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 5:

Communicating Standards - Teachers will communicate standards to students and families

Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/SIF_Overview_10-13-14_473385_7.pdf

Tier: Tier 1

Activity - Communicating Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate standards through Student Learning Plans, Weekly School News, Posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 6:

Standards-Mastery Focus - Teachers will maintain focus on standards-mastery to ensure rigor and to support students at all levels.

Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/SIF_Overview_10-13-14_473385_7.pdf (Strand 1 Teaching and Learning)

Tier: Tier 1

Activity - Standards-Mastery Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBL training aligned with standards; Implement Activity-Based Learning stations aligned to standards; Implement Individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Goal 3: All students will be proficient in reading.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency reading in Reading by 06/17/2016 as measured by state and school assessments..

Strategy 1:

Research-Based Literacy Intervention - Teachers will utilize a research-based literacy intervention system such as Fountas and Pinnell Guided Reading

Research Cited: Fountas, I and Pinell, G.S. (2010). The Continuum of Literacy Learning, Grades PreK-8, Second Edition: A Guide to Teaching. Heinemann. SBN-10: 032502880X

Pinnell, Gay Su. (1998). Word Matters: Teaching Phonics and Spelling in the reading/writing Classroom. Heinemann. ISBN: 9780325000510

Tier: Tier 1

Activity - Training on Leveled Literacy Intervention/Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of reading response journal and / or strategy sheets for students to "hold their thinking", when given a specific focus.	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	All instructional staff
Activity - Peer modeling and observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in peer modeling and observation of Guided Reading groups	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams to support guided reading instruction- Both grade and content level teams	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
Activity - Reading Response Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize "Read Alouds" to model inferential thinking other comprehension strategies.	Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
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Strategy 2:

Project Based Learning - Teachers will implement PBL that is aligned to CCSS for reading

Research Cited: http://bie.org/object/document/research_summary_on_the_benefits_of_pbl

<http://www.teachthought.com/learning/project-based-learning/difference-between-projects-and-project-based-learning/>

Tier: Tier 1

Activity - Training on Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PBL training from Buck Institute National Faculty	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Community teams to support rigorous project work	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - peer modeling and observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in peer modeling and observation of project launch	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teacher, Instructional Leader

Activity - Successful School Visitation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will conduct a visit of successful project-based learning schools in the surrounding area	Professional Learning, Teacher Collaboration	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
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Strategy 3:

Alternative Groupings - Teachers will utilize alternative groupings of students to deliver content in meaningful and effective ways.

Research Cited: http://www.collaborativeclassroom.org/sites/default/files/media/private_node_uploads/core_principles_150226_0.pdf

Tier: Tier 1

Activity - Classroom scheduling, configuration and materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to create schedules and classroom configurations that align with educational program and allow for delivery in unique groupings of students	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Collaborative Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively plan across content and grade level	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative instruction.	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$2000	Title II Part A	Teachers, Instructional Lead

Strategy 4:

Developmental Studies Center Model - Teachers will work to elevate the Developmental Studies Center Model of teacher in all teacher/learner interactions to focus attention on engagement and content mastery.

Research Cited: www.collaborativeclassroom.org

Tier: Tier 1

Activity - Teacher Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead
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Strategy 5:

Communicating Standards - Teachers will communicate standards to students and families

Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/School_Improvement_Framework_2_-_07-28-14_465125_7.pdf

Tier: Tier 1

Activity - Communicating Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate standards through Student Learning Plans, Weekly school news, posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Strategy 6:

Standards-mastery Focus - Teachers will maintain focus on standards-mastery to ensure rigor and to support students at all levels.

Research Cited: www.corestandards.org; http://www.mi.gov/documents/mde/School_Improvement_Framework_2_-_07-28-14_465125_7.pdf (Strand 1 Teaching and Learning)

Tier: Tier 1

Activity - Standards-Mastery Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBL training aligned with standards; Implement Activity Based Learning stations aligned to standards; Implement individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Instructional Lead

Goal 4: All community members at Branch Line School will feel respected, safe, experience a positive and friendly environment, and will productively resolve conflict

Measurable Objective 1:

collaborate to implement school-wide strategies and activities that create a healthy culture by 06/17/2016 as measured by the BLS Stakeholder Survey.

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Strategy 1:

Classroom Management Strategy Portfolio - Teachers will work with the Cultural Lead to create a collection of classroom management strategies and appropriate rewards and consequences.

Research Cited: The First Days of School, Harry Wong, Teach Like a Champion

Tier:

Activity - Classroom Management Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collectively come together and research appropriate classroom management strategies. The entire BLS staff will create a binder of appropriate resources, rewards, and consequences. Teachers may leverage materials available in the school such as the book First Days of School and Teach Like a Champion	Professional Learning		Getting Ready	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Culture Lead, Instructional Lead

Strategy 2:

Good Choices Form - Teachers will work together to revise the current Good Choices Form to ensure it meets the needs of all grade levels

Tier: Tier 1

Activity - Collaboration- Good Choices Form	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade level teams and across grades to ensure the Good Choices Form is reflective of all grades/ages and is effective	Behavioral Support Program	Tier 1	Getting Ready	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Culture Lead, Instructional Lead

Strategy 3:

Story Options Solutions - Teachers will explore and implement the Story Options Solutions (SOS) conflict resolution methodology

Research Cited: http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/122/Elementary%20Curriculum/conflict_resolution_thru_SOS_skills.pdf

Tier: Tier 1

Activity - Teacher Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level, content or committee teams to research SOS and make recommendations for implementation.	Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Culture Lead, Instructional Lead

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Strategy 4:

Classroom Management Training - Teachers will engage in thoughtful, meaningful, effective classroom management training.

Tier: Tier 1

Activity - Classroom Management- PBL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with Buck Institute National Faculty on effective management strategies through PBL	Professional Learning, Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$0	General Fund	Teachers, Culture Lead, Instructional Lead

Strategy 5:

Positive Behavior Support Programming - Teachers will explore Positive Behavior Support methodologies and training.

Research Cited: <https://www.pbis.org>

Tier: Tier 1

Activity - Classroom Dojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will explore, vet and implement some sort of positive behavior support program such as Classroom Dojo, to inspire and reinforce positive behavior	Behavioral Support Program	Tier 1	Getting Ready	08/07/2015	06/17/2016	\$0	No Funding Required	Teachers, Culture Lead, Instructional Lead

Strategy 6:

Peer Mediation Training - Teachers and staff will participate in training on peer mediation.

Research Cited: http://www.slstoday.org/images/Peer_Mediation-Conflict_Resolution_Training_Outline_4-12.pdf

Tier: Tier 1

Activity - Peer mediation training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 staff members and 4 students will participate in a day-long seminar training through Wayne RESA. Strategies and activities will promote pro social outcomes. Participants will work with Culture Lead on Restorative discipline practices between peers.	Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$600	General Fund	Teachers, Culture Lead, Instructional Lead

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaborative Learning	Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative learning instruction	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$2000	Teachers, Instructional Lead
Collaborative Learning	Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative instruction.	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$2000	Teachers, Instructional Lead

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Consultation	Teachers will participate in on-going meetings with GPS consultant for curriculum and data analysis	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Staff
Teacher-created Scheduling	Teacher-created schedule to facilitate flexible grouping	Other	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Buck Institute National Faculty Training	Teachers will work in targeted, focused training to ensure implementation with fidelity	Professional Learning	Tier 1	Implement	08/06/2015	06/17/2016	\$0	Teachers, Instructional Lead
School Visits	Teachers and Instructional Lead will visit schools that have successfully implemented PBL.	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	Teachers and Instructional Lead
Classroom Management- PBL	Teachers will work with Buck Institute National Faculty on effective management strategies through PBL	Professional Learning, Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Culture Lead, Instructional Lead

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Peer mediation training	2 staff members and 4 students will participate in a day-long seminar training through Wayne RESA. Strategies and activities will promote pro social outcomes. Participants will work with Culture Lead on Restorative discipline practices between peers.	Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$600	Teachers, Culture Lead, Instructional Lead
Google Docs Training	Training on Google apps and Docs	Direct Instruction		Implement	08/10/2015	06/17/2016	\$0	Teachers, Instructional Lead
Collaborative Learning	Teachers will seek and receive training in Kagan Cooperative Learning or similar training on collaborative learning instruction	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Peer Observation School Visitation	Peer modeling and observation of project launch. Visitation of successful project-based learning schools in the surrounding area	Professional Learning	Tier 1		08/06/2015	06/17/2016	\$0	Teachers, Instructional Lead
PBL Materials	Teachers and Leader will research and purchase materials to support PBL	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Professional Development	Teachers will participate in project based learning training with Buck Institute National Faculty member	Professional Learning	Tier 1	Implement	08/06/2015	06/17/2016	\$10000	Teachers, Instructional Lead
Rubrics and Portfolios	Teacher created rubrics for writing, Writing portfolios for every student	Direct Instruction	Tier 1	Implement	08/10/2015	06/17/2016	\$0	Teachers, Instructional Lead
Teacher Collaborative Teaming	Teachers meeting in Professional Learning Community teams to support rigorous project work	Professional Learning	Tier 1		08/06/2015	06/17/2016	\$0	Teachers, Instructional Lead

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training on Project Based Learning	Teachers will receive PBL training from Buck Institute National Faculty	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Standards-Mastery Instruction	PBL training aligned with standards; Implement Activity Based Learning stations aligned to standards; Implement individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead

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Teacher Research	Teachers will work in grade level, content or committee teams to research SOS and make recommendations for implementation.	Behavioral Support Program	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Culture Lead, Instructional Lead
Collaborative Planning	Teachers will collaboratively plan across content and grade level	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Classroom scheduling and configuration	Teachers will work together on classroom scheduling, configuration and researching materials to ensure successful implementation	Policy and Process	Tier 1		06/10/2015	06/17/2016	\$0	Teachers, Instructional Lead
Teacher Reflection	In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Communicating Standards	Teachers will communicate standards through Student Learning Plans, Weekly School News, Posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Communicating Standards	Teachers will communicate standards through Student Learning Plans, Weekly school news, posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Reading Response Journals	Teachers will utilize "Read Alouds" to model inferential thinking other comprehension strategies.	Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Teacher Reflection	In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice.	Professional Learning	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Communicating Standards	Teachers will communicate standards through Student Learning Plans, Weekly School news, Posted in classrooms, report cards, on-line grade book	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Teacher Reflection	In weekly meetings, PD sessions, and Grade Level Teams, teachers will reflect on, discuss and commit to aligning instructional practice with the DSC model; teachers will visit other classrooms and reflect on practice	Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Standards-Mastery Instruction	PBL training aligned with standards; Implement Activity-Based Learning stations aligned to standards; Implement Individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead

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Professional Learning Community Meetings	Teachers will meet in Professional Learning Community teams to support guided reading instruction- Both grade and content level teams	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Peer modeling and observation	Teachers will participate in peer modeling and observation of Guided Reading groups	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Classroom scheduling, configuration and materials	Teachers will work together to create schedules and classroom configurations that align with educational program and allow for delivery in unique groupings of students	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Planning Time	Teachers and leaders will ensure time for Planning/Collaboration with colleagues	Teacher Collaboration	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Collaboration- Good Choices Form	Teachers will meet in grade level teams and across grades to ensure the Good Choices Form is reflective of all grades/ages and is effective	Behavioral Support Program	Tier 1	Getting Ready	08/07/2015	06/17/2016	\$0	Teachers, Culture Lead, Instructional Lead
peer modeling and observation	Teachers will participate in peer modeling and observation of project launch	Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teacher, Instructional Leader
Professional Learning Community Meetings	Teachers will meet in Professional Learning Community teams to support rigorous project work	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Classroom Management Strategy	Teachers will collectively come together and research appropriate classroom management strategies. The entire BLS staff will create a binder of appropriate resources, rewards, and consequences. Teachers may leverage materials available in the school such as the book First Days of School and Teach Like a Champion	Professional Learning		Getting Ready	08/07/2015	06/17/2016	\$0	Teachers, Culture Lead, Instructional Lead
Classroom Dojo	Teachers will explore, vet and implement some sort of positive behavior support program such as Classroom Dojo, to inspire and reinforce positive behavior	Behavioral Support Program	Tier 1	Getting Ready	08/07/2015	06/17/2016	\$0	Teachers, Culture Lead, Instructional Lead
Standards-Mastery Instruction	PBL Training aligned with standards; Implement Activity-Based learning stations aligned to standards; Implement individualized, cooperative and whole group teaching/learning focused on standards.	Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers and Instructional Lead

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Implementation of research-supported writing program	Researching and implementing current research-supported programming on writers workshop and programming	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Materials Research and Purchase	Research and purchase of math manipulatives	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Classroom scheduling, configuration and materials	Teachers will work together to create schedules and classroom configurations that align with educational program and allow for delivery in unique groupings of students	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Research-supported programming	Review current research and utilize research-supported materials.	Direct Instruction	Tier 1	Implement	08/10/2015	06/17/2016	\$0	All Classroom Teachers and Support Staff
Manipulative Library	Creation of math manipulative library with a checkout system for the use of manipulatives.	Direct Instruction	Tier 3	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Training on Leveled Literacy Intervention/Guided Reading	Use of reading response journal and / or strategy sheets for students to "hold their thinking", when given a specific focus.	Professional Learning, Curriculum Development	Tier 1	Implement	08/07/2015	06/17/2016	\$0	All instructional staff
Successful School Visitation	Teachers will conduct a visit of successful project-based learning schools in the surrounding area	Professional Learning, Teacher Collaboration	Tier 1		08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Collaborative Planning	Teachers will collaboratively plan across content and grade level	Professional Learning	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Lead
Collaborative Planning	Teachers will collaboratively plan across content and grade level	Policy and Process	Tier 1	Implement	08/07/2015	06/17/2016	\$0	Teachers, Instructional Staff
Professional Development	Teachers will administer math mad minutes to class every two weeks based on grade level expectations. (K-addition, 1st-Addition /Subtraction 2- Addition /Subtraction 3-Multiplication 8 Division) School wide data is compiled in a Google doc.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	Teachers, Instructional Lead