



School Improvement Plan

Berrien Springs Discovery Academy

Berrien Springs Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

We are an Alternative Education program that helps "at-risk" teens complete their high school diploma. We provide individualized education plans for each and every student in our program. There were 120 students in the fall and we grew to around 127. We are able to provide services to students with many types of challenges including medically fragile.

We serve at-risk students from not only our school district but from surrounding districts as well. We provide laptop computers and internet for any student in need.. We are located on the main campus of Berrien Springs Public Schools, but we are in a separate building from the high school students.

We offer 2 types of diplomas here. Traditional high school diploma which is 29.5 credits and the alternative high school diploma which is 22. Both meet Michigan Merit Curriculum standards, the alternative diploma just takes out some of the elective courses.

We have 2 graduation ceremonies each year. One in December and another in May.

Our students also perform community service projects as a part of their graduation requirements.

Our student population and staff are both ethnically diverse.

We also do Holiday service programs such as "stuff a truck" for Thanksgiving and "toys for tots" for Christmas.

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.

A. VISION STATEMENT: Together, inspiring students to think, learn, achieve and care in a global community

B. MISSION STATEMENT: To work together, BSPS strives to involve all stakeholders in the educational process: - Staff, students, community and families collaborate for maximum student progress.

Inspiring a passion for learning is a primary focus:

- Students and staff are passionate, enthusiastic learners.
- Teachers act as facilitators, assisting students in their pursuits of learning.

Building thinking skills is essential:

- Students pose and answer questions, solve problems, and use reasoning skills. - Students think and work both independently and in groups.

Learning is a lifelong experience for students and staff:

- Effective, engaged learning takes place when students and staff make real world connections.
- Students acquire the skills and knowledge in a variety of flexible, multi-sensory learning opportunities tailored to individual needs.

Achievement is demonstrated through knowledge, talents, skills and abilities: - BSPS holds high expectations for all students to produce their best work.

Caring is more than a motto:

- Staff and students work together in a nurturing, safe environment, respecting our highly diverse population. - Students and staff develop caring connections by helping to meet local and worldwide needs.

We live in a global community and we are preparing students for a global future:

- Students learn with each other to understand, respect and communicate with various cultures.
- Students prepare to live and work anywhere in the world, with an understanding of and interest in global issues.

The current vision statement was developed by a collaborative group in 2008 and widely published and discussed. In 2010, over 100 staff members, administrators, parents, students, Board members and community members built the scaffold for realizing the vision statement in the accompanying mission statement. Each word was carefully selected to describe the "Shamrock Way" of doing things, the driving forces in the decisions made each day. Some recent initiatives driven by the vision statement are:

- Together: Increasing parent involvement is a stated goal for the district, along with tapping the rich resources in the community.
- The newest partnership will commence in 2014-15 to establish a Project Lead the Way program at the Middle and High Schools. We are partnering with the national PLTW movement and locally with Whirlpool, Lakeland Health and Cook Nuclear AEP.
- During the school year, parent groups meet in each building. A parent handbook includes bylaws and opportunities for involvement. The opportunities for parents extend into the classrooms to include regular assessment and interventions, student project development, and so

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much more. The number of volunteering parents has increased well beyond our expectations.

- Partnerships are developed in the community, especially with project-based learning. Premier Tool and Die is partnering with the Robotics team and allowing the use of their fabrication lab for construction.

- The new Graduation Options for All Learners (GOAL) program highlights some additional partners including Lake Michigan College and
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Southwestern Michigan College. Although we have many students accessing dual enrollment, this program will allow students to stay an extra year to complete two years of college and gain an Associate's Degree.

- Many partnerships exist with Andrews University: Math Science Center is housed at AU; they encourage the district to use their performing arts center; university students serve as tutors and helpers in the after school Socrates program operated by AU at the middle and high schools; university students observe and volunteer in many classrooms throughout the year; students from Andrews who are in training to be teachers of English as a second language partner with the ESL night program to get practice and to help adults learn English

- Berrien County RESA offers Career Tech Education through on-site programs at various high schools and places of business. Many BSHS students participate in the CTE offerings and BSHS sponsors the Public Safety (police/fire/EMT) portion of the CTE schedule.

- Berrien Springs has fostered some innovative partnerships within the past three years including:

oThe Parent/Home School Partnership which serves more than 250 home schooled students who take various elective classes with Berrien Springs students

oThe parochial partnership which offers elective classes at Lake Michigan Catholic and Trinity Lutheran Schools

oThe Truancy Academy for Berrien County which is operated by BSPS in conjunction with the district courts

Inspiring: An analysis of test scores led many staff members to consider that student engagement may be as much of a problem as student achievement. In the past 15 months, the secondary teachers have been studying project-based learning, as practiced by High Tech High in San Diego www.hightechhigh.org. The district secured the competitive 21st Century Learning Environments grant during the 2009-10 school year. This generous grant allowed the collaboration with David Stephen, one of the original architects of High Tech High. Teachers are seeing themselves as facilitators of learning and students are taking more the responsibility for their own learning through the interdisciplinary, real-world, standards-based projects which are being developed around the teacher's own passions.

Students: Learners would be a better word. Staff and students - we are all learners.

To Think: All educators talk about encouraging higher level thinking skills. Our focus has been on curricula which stretch student thinking and reasoning to a deeper level. As we eagerly and willingly transition to Common Core State Standards, there is a new focus on Depth of Knowledge, including scheduled Professional Development focused on critical thinking and application of knowledge and skills. The literacy focus for grades K-8, with Reader's Workshop/Writer's Workshop, uses lots of collaborative tools, metacognition and higher order thinking skills. The move to Project-Based Learning at the secondary level is to help students become responsible for their own learning rather than just relying on a teacher's knowledge and understanding. They will have opportunities to delve deeply into certain facets of a topic, and creatively applying what they are learning to solve a real world problem.

Learn: The district is striving for a depth of learning, a transfer from rote or random skills and knowledge to a depth of learning that connects knowledge and skills to real life.

Achieve: Achievement is more than scores on a state assessment. To measure proficiency on Common Core State Standards, Next Generation Science Standards, Michigan's Grade Level Content Expectations (GLCE), High School Content Expectations (HSCE), or College Readiness Standards, teachers have made significant progress in developing high level formative and summative assessments (a balanced assessment program) to measure a depth of learning and retention of the necessary skills and knowledge. This is an ongoing focus and will continue evolution in 2013-14.

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And Care: Caring for all students, without regard to ability, disability, ethnicity, culture, language, religion, attitude, means or lack of means, is a hallmark of BSPS. Providing interventions and opportunities for success and growth is the number one priority. Through positive behavior supports (MIBLSi, Safe and Civil Schools, Student Achievement Framework), all buildings have recently completed multi-year training in helping students develop respect for themselves, each other and everyone else. BSHS requires 40 hours of community service for graduation. Project-based learning will be embracing service learning in the local and global communities.

In a Global Community: Students from more than 30 countries, speaking a wide variety of languages, attend school at BSPS because of the

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international student body at Andrews University. We also have a significant diversity of students from our own area, with some coming from urban and rural backgrounds.

Program Offerings - Expectations for Students: Virtual curricula provide flexible scheduling and pace for students who want an alternative path to high school graduation, while meeting all state and district requirements.

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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.

Areas of achievement and improvement in the last 3 years:

1. Increase in students who participated in state testing
2. Number of students graduating with traditional HS diplomas
3. Number of students employed through community outreach

Areas of focus for achievement:

1. Higher state test scores
2. Increase in the number of students completing courses for credit and staying on track for graduation
3. Increase graduation rate

Additional Information

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

We have been on of the top performing Alternative Education programs in the state each and every year. We graduate more kids than any other Alternative program our size. The numbers have gone down in our program mainly due to other schools in our area creating there own alternative program.

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.

1. Semi-annual meetings with all of the alternative education directors to discuss improvement plans, ideas for improvement and consider the progress we are making on our goals for course completion, improved graduation rates, and improved achievement for students.
2. Formal meetings with teachers every three weeks to consider progress on the school improvement goals and the goals listed above.
3. Informal and formal discussions with students and parents on the goals for the individual students. Students have weekly meetings about their progress on goals.

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

1. 10 directors from satellite alt ed programs meet with curriculum coordinator to write overall goals
2. Teachers from each site work with directors to tailor the SIP to their site with specific details.
3. Parents and students work with teachers and director to write specific improvement plans for each student based on the goals that are needed.

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

SIP is on the district website and on the school section of the website. Parents and community members may request a printed copy.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	Aims-web scores available on school website	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Writing skills

Describe the area(s) that show a positive trend in performance.

Math and reading

Which area(s) indicate the overall highest performance?

Reading

Which subgroup(s) show a trend toward increasing performance?

white female students & black female students

Between which subgroups is the achievement gap closing?

hispanic male students

Which of the above reported findings are consistent with findings from other data sources?

Reading scores rising and math scores declining

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

math and science

Describe the area(s) that show a negative trend in performance.

Math and science

Which area(s) indicate the overall lowest performance?

science

Which subgroup(s) show a trend toward decreasing performance?

white and black male students

Between which subgroups is the achievement gap becoming greater?

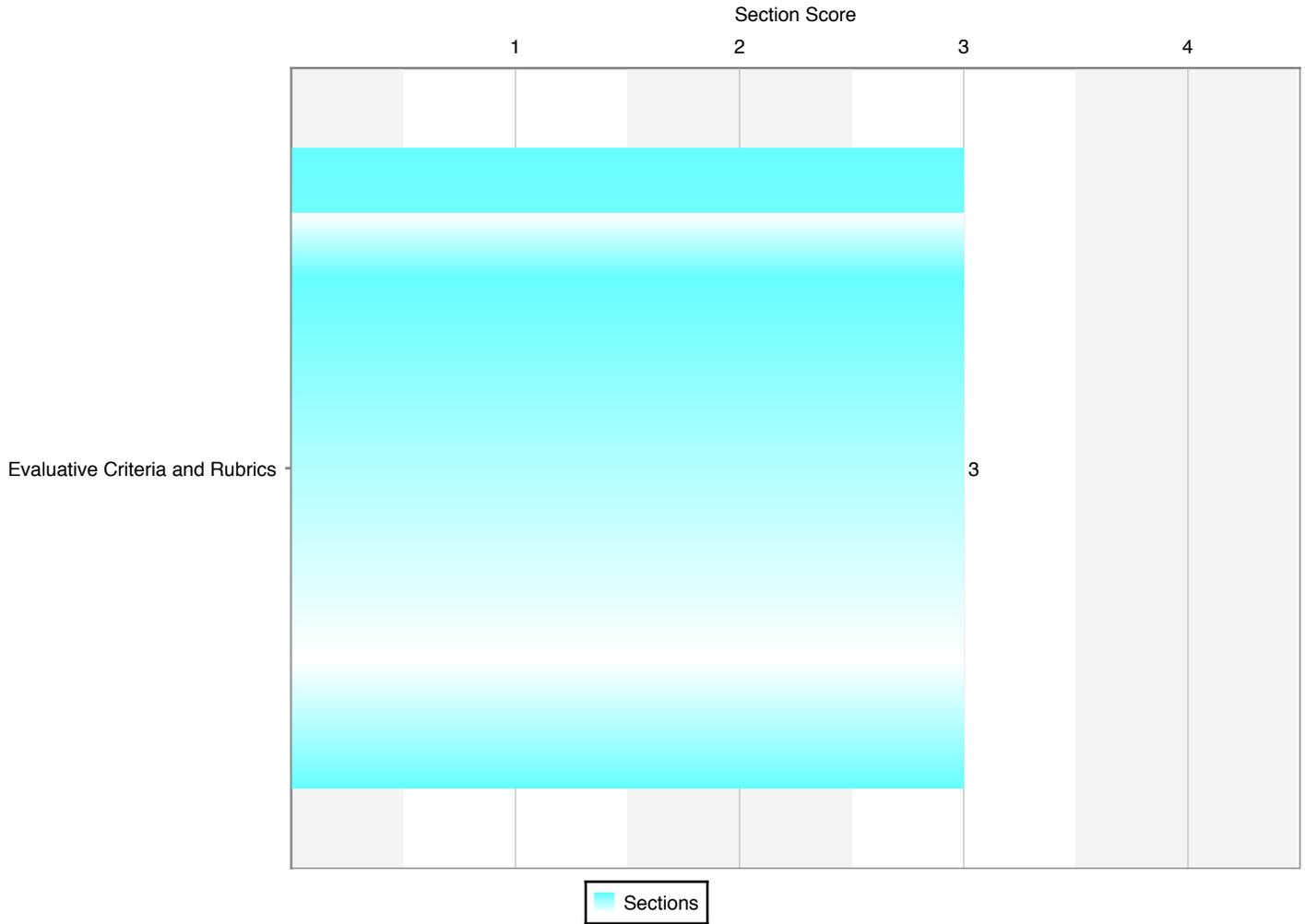
black male students

Which of the above reported findings are consistent with findings from other data sources?

decreased science and math scores most subgroups

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Discover Stakeholder Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Providing rapid feedback to students. Keeping family members informed of student progress.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Not enough data to accurately evaluate

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

No other sources used.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Providing social services and career guidance.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

None

What are the implications for these stakeholder perceptions?

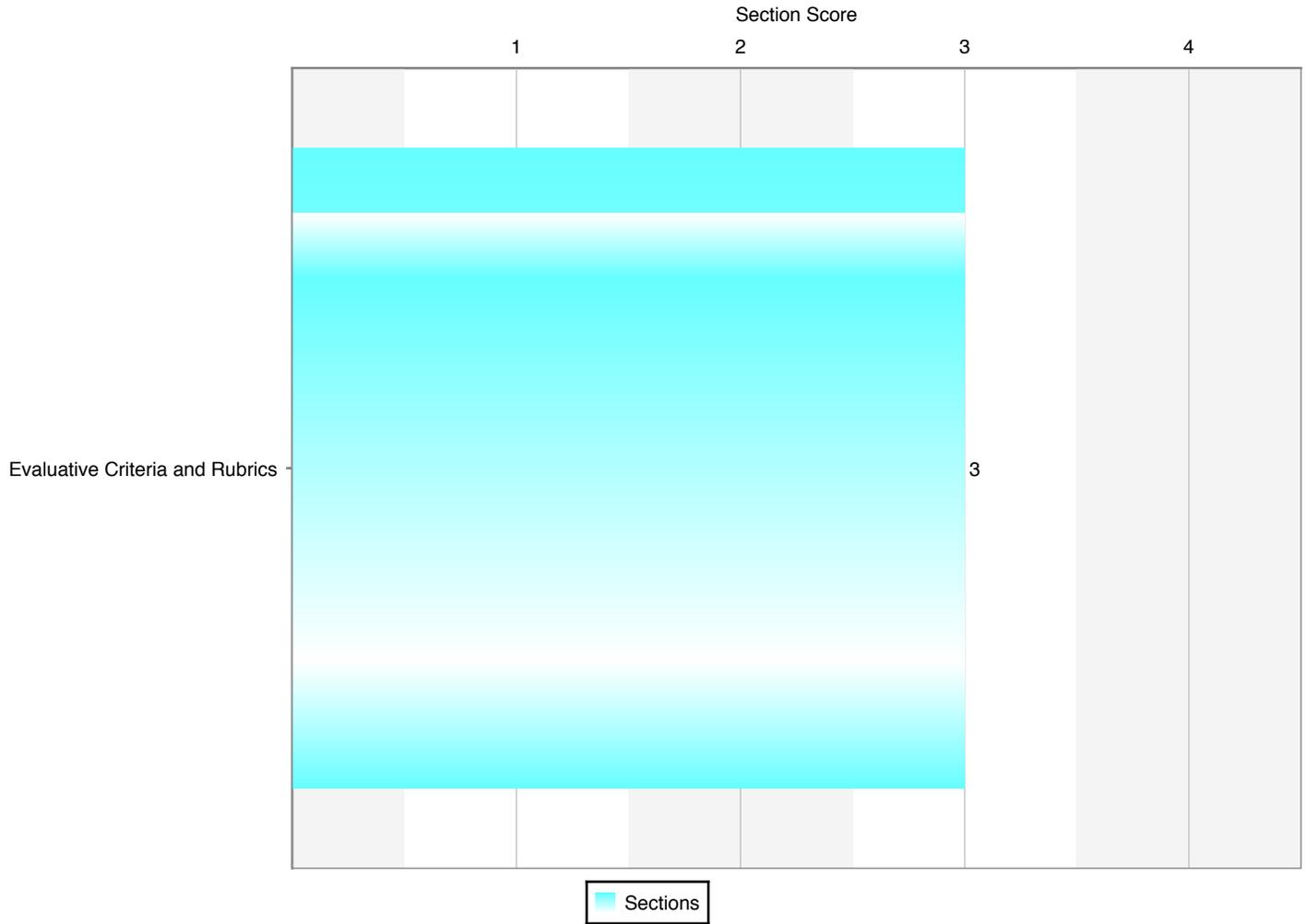
Overall stakeholders are generally satisfied with the program.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

only one source used.

Report Summary

Scores By Section



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 records from previous districts have been hard to track down. We have also had a hard time tracking growth with the older students in the program. We are going to use AIMS-WEB this year for the first time.

Student Demographic Data

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

Our students have already been unsuccessful in the traditional school setting for one reason or another. Our students attendance has always been an issue. But we can grant students access from home when transportation etc. become an issue. Transportation has become a big issue in our type of program over the past few years.

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?

We do not have as many discipline referrals as other school buildings in our district as we are a choice program.

Student Demographic Data

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

We can allow flexible scheduling and one to one assistance.

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?

We have 75% of our staff that has been here since the very beginning of our program.

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?

In our program it is huge because our students need to be able to trust the teachers for them to begin to actually trust the program. Once this occurs, our students achieve great success in the program

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?

This is a huge problem in a program like ours. Each teacher has a group of kids they are responsible for just as a councilor would. So the more time a teacher loses out of the building means a student has to rely on another teacher that is unfamiliar with their situation as a student.

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?

This question has the same answer as the last one. Teachers out of the building for extended period of time effects the achievement of our students because each teacher has a list of students that they are responsible for and they also are that students counselor as well. So when teachers are out the students have to be helped by a teacher not familiar with their situation.

Teacher/School Leader(s) Demographic Data

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

The most qualified person is hired for any open positions.

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?

Indicator 1.2 The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 3.11 All staff members participate in a continuous program of professional learning.

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Indicator 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

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?

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.6 Teachers implement the school's instructional process in support of student learning.

Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 5.3 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

12. How might these challenges impact student achievement?

Staff need to be better trained on how to analyze student data. Effective use of data teams can lead to increased 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.

1. Incorporate mentoring into the reading and math goals.
2. Develop data teams to analyze math and reading.

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?

Students move at their own pace. Students can do work anywhere they have internet access.

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

Students can work anywhere they have internet access. Programs are available for grades 9-12.

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

Students and parents are made aware when they sign up for the program that students can do work anywhere they have internet access.

This could be during school hours, evening hours, or even on weekends/holidays.

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?

All courses are CCSS aligned.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Locating information and reading comprehension

19b. Reading- Challenges

Our students that have trouble reading will complete classes at a slower pace than the students who are more proficient

19c. Reading- Trends

Consistent growth over the past 5 years

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.

Continued intervention and progress monitoring through the use of AimsWeb which will be implemented this school year.

20a. Writing- Strengths

Student placement in appropriate courses.

20b. Writing- Challenges

Getting all students up to grade level.

20c. Writing- Trends

Consistent growth over the past five years.

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.

Progress monitoring of student performance.

21a. Math- Strengths

Implemented CCSS aligned math curriculum.

21b. Math- Challenges

Students need fact fluency.

21c. Math- Trends

Consistent growth over the past five years.

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.

Help is available for students as they progress through the math curriculum.

22a. Science- Strengths

Students are placed in appropriate sciences classes to receive credit.

22b. Science- Challenges

Students need extra help to progress through the lessons.

22c. Science- Trends

Consistent growth over the past five years.

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.

Progress monitoring of students.

23a. Social Studies- Strengths

Students are placed in appropriate course to receive credit.

23b. Social Studies- Challenges

Student motivation.

23c. Social Studies- Trends

Consistent growth over the past five years.

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.

Social studies is not specifically addressed, but reading and writing are a critical component to social studies. Progress monitoring and interventions through reading and writing will help address any social studies challenges.

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?

1. Teachers want me to do my best.
2. Teachers care about me.
3. Teachers treat me with respect.

24b. Student Perception Data

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

1. The work is very challenging.

24c. Student Perception Data

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

1. Spend extra time with struggling students.

25a. Parent/Guardian Perception Data

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

1. Ease of use for students to complete work anywhere internet access is available.

25b. Parent/Guardian Perception Data

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

1. Ability for students to interact with other students.

25c. Parent/Guardian Perception Data

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

1. Provide opportunities for student participation in regular school events whenever necessary.

26a. Teacher/Staff Perception Data

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

1. Ease of use of program.

26b. Teacher/Staff Perception Data

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

1. Students not progressing as quickly as they would like.

26c. Teacher/Staff Perception Data

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

Extra help for struggling students.

27a. Stakeholder/Community Perception Data

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

1. Availability of course work off campus.

27b. Stakeholder/Community Perception Data

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

1. Making sure every student is at grade level.

27c. Stakeholder/Community Perception Data

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

Extra help for struggling students.

Summary

28a. Summary

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

Strengths:

Indicator 1.2 The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Indicator 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 3.11 All staff members participate in a continuous program of professional learning.

Indicator 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.6 Teachers implement the school's instructional process in support of student learning.

Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 5.3 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

28b. Summary

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

The impact on student achievement could be the following:

1. Having such a diverse population can make it difficult for teachers to meet all of the education, social and emotional needs of our student body.
2. Teachers have been involved in many professional development activities; while these have been beneficial to teachers, it has pulled staff out of the classroom on many occasions.

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?

1. Limit the number of initiatives within the school district.
2. Mentor teachers will be provided with more guidance on how to work with new teachers through the mentoring process.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	n/a	

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	WWW,HOMEOFTHESHAMROC KS.ORG	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	bi-weekly meetings with students and meetings with parents every 3 weeks keeps the student ontrack	

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	www.homeoftheshamrocks.org	

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	Dan Bartz One Sylvester Ave. Berrien Springs MI 49103 (269) 471-2891	

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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	www.homeoftheshamrocks.org	

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	www.homeoftheshamrocks.org	

Plan for School Improvement Plan 2016-17

Overview

Plan Name

Plan for School Improvement Plan 2016-17

Plan Description

Goals & Plans 2016-17

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 use grade level math skills to demonstrate proficiency on Common Core State Standards for Career and College Readiness	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$5000
2	All students will independently read increasingly complex narrative and informational text at or above grade level	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$20000
3	All students will increase positive behaviors and attributes necessary for school and life success.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500

Goal 1: All students will use grade level math skills to demonstrate proficiency on Common Core State Standards for Career and College Readiness

Measurable Objective 1:

A 3% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in required math targets in Mathematics by 06/30/2015 as measured by Local and state assessments.

(shared) Strategy 1:

Intervention for Math - Students take a screening test for math skills when entering Discovery Academy. If they demonstrate weaknesses that would prevent success in high school level math classes, they take pre-algebra and Edgenuity Math Models/Essentials to build skills. Students receive assistance from face-to-face mentor teachers and virtual math teachers as needed.

Category:

Research Cited: e2020, White Papers, Intensive Intervention, Credit Recovery Case Study,, 2002-2007

Tier: Tier 2

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will do online training prior to the start of school, with special emphasis on interventions for math. Staff will review screening tests and cuts for those who should be in interventions, including post-testing information.	Professional Learning	Tier 2	Implement	07/01/2014	06/30/2015	\$0	General Fund	Director, teaching staff, paraprofessionals all attend training.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are able to complete coursework wherever they have internet access.	Technology	Tier 1	Monitor	09/08/2015	06/10/2016	\$5000	General Fund	Discovery Academy Staff

Strategy 2:

Mentor Teachers - Students who take math classes are monitored daily for progress. Students who fail a test are immediately referred to the mentor teacher. Students can redo the module with or without assistance. If they fail the test the second time, the teacher sits with the student and goes through the expectations, one by one, providing teaching and checking for each expectation. When the teacher is confident the student can demonstrate understanding, the student retakes the module independently and takes the test again.

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Category:

Research Cited: E2020 Intensive Intervention for 2002-2007 Case Study, Credit Recovery, White Paper

Tier:

Activity - Edgenuity training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online training for 1-1 strategies that will help struggling math students understand concepts, based on pre tests and progress in math courses. These step by step strategies are outlined and practiced during the training	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$0	General Fund	Principal, teachers, paraprofessionals

Measurable Objective 2:

A 3% increase of Black or African-American, Bottom 30%, White, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency in the minimum number of targets for the required mathematics courses. in Mathematics by 06/30/2015 as measured by summative course assessments and state testing.

(shared) Strategy 1:

Intervention for Math - Students take a screening test for math skills when entering Discovery Academy. If they demonstrate weaknesses that would prevent success in high school level math classes, they take pre-algebra and Edgenuity Math Models/Essentials to build skills. Students receive assistance from face-to-face mentor teachers and virtual math teachers as needed.

Category:

Research Cited: e2020, White Papers, Intensive Intervention, Credit Recovery Case Study,, 2002-2007

Tier: Tier 2

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will do online training prior to the start of school, with special emphasis on interventions for math. Staff will review screening tests and cuts for those who should be in interventions, including post-testing information.	Professional Learning	Tier 2	Implement	07/01/2014	06/30/2015	\$0	General Fund	Director, teaching staff, paraprofessionals all attend training.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are able to complete coursework wherever they have internet access.	Technology	Tier 1	Monitor	09/08/2015	06/10/2016	\$5000	General Fund	Discovery Academy Staff

Goal 2: All students will independently read increasingly complex narrative and informational text at or above grade level

Measurable Objective 1:

A 3% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in required reading targets in Reading by 06/30/2015 as measured by State and local assessments. .

Strategy 1:

Screening for Reading Proficiency - All students will be screened for reading proficiency at least 3 times per year and progress will be monitored toward expected growth. Those scoring in the bottom 30% will be targeted for improvement strategies. All students will be expected to grow at least a year for a year's instruction.

Category:

Research Cited: Universal Screening Within a Response-to-Intervention Model

by Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University; 2008, Rtl Action Network

Tier: Tier 1

Activity - Selecting screening assessment, training, and implementation, data analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will investigate methods of universal screening, select one method, implement 3x during 2014-15. They will learn to analyze the data and determine which students require additional programming for reading delays.	Academic Support Program	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	General Fund	Mentor teachers, program directors, curriculum coordinator

Activity - Program Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress of each student will be assessed throughout the year on the MyPath program. Screenings will be analyzed for growth.	Evaluation	Tier 1	Implement	07/01/2014	06/30/2015	\$0	General Fund	Program Director, Curriculum Coordinator

Strategy 2:

Use of Edgenuity MyPath - Students are assessed with a placement test to determine the best Individualized Learning Path for each student (may use NWEA MAP testing to connect). Based on the assessment data, the system automatically recommends an ILP that focuses on the skills and concepts each student is ready to learn. Pinpoint where students have fallen behind, and provide appropriate instruction that can help them catch up. Or, find out which students are ready to move ahead, and provide advanced instruction that will challenge them. Once assigned learning paths, students can work through lessons in class, during study hall, after

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school, or even at home. Detailed and dynamic reports provide educators with the tools to identify topics that are challenging for students and create flexible groups for reteaching. With this data, you will know which students are ready to move on to the next program segment and which students need extra help.

Category:

Research Cited: White Paper: Edgenuity: Supporting Personalized Learning, Edgenuity Research;

Effective Reading Programs

for Middle and High Schools:

A Best-Evidence Synthesis

Robert E. Slavin

Johns Hopkins University, Baltimore, MD, USA

University of York, England

Alan Cheung

Hong Kong Institute of Education

Cynthia Groff

University of Pennsylvania, Philadelphia, USA

Cynthia Lake

Johns Hopkins University, Baltimore, MD, USA

ABSTRACT

Tier: Tier 1

Activity - Training for MyPath and MAP analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will take place prior to the school year on MyPath with Edgenuity. Teachers will use the assessments, including NWEA, and will analyze data from those assessments. The path for each student will be monitored by staff and students for demonstrated growth, which will be confirmed with NWEA testing. Mentor teachers will work with specific skills with the students, in addition to the path individualized by Edgenuity.	Academic Support Program	Tier 1	Implement	07/01/2014	06/30/2015	\$0	General Fund	Program Director, Technology Director, Curriculum Coordinator

Measurable Objective 2:

3% of Black or African-American, Bottom 30%, White, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency in reading at a rate and comprehension level that supports academic and functional needs in Reading by 06/30/2015 as measured by screening assessments, local and state assessments.

Strategy 1:

Intervention for Reading - As students are identified with reading delays that put them in the bottom 25%, those students will receive assistance from mentor teachers and virtual programs developed to increase reading levels. The reading assistance will be regularly scheduled and implemented with fidelity. Progress will be monitored at least monthly.

Category:

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Research Cited: Response to Intervention for Literacy in Secondary Schools, Matthew K Burns, Rebecca Sarlo, Hollie Peterson, RtI Action Network, www.rtinetwork.org

Tier: Tier 2

Activity - Reading Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score in the bottom 25% and those who indicate they need help with reading will be placed in a specific reading class with a combination of virtual and live instruction.	Academic Support Program	Tier 2	Implement	08/01/2014	06/30/2015	\$20000	General Fund	Bill Bergan, Discovery Academy Director, Selected Reading Teacher at Discovery Academy, Mentor teachers who work with Discovery Academy students and monitor progress.

Goal 3: All students will increase positive behaviors and attributes necessary for school and life success.

Measurable Objective 1:

demonstrate a behavior Increase graduation rate by 06/30/2017 as measured by 6 percent increase in number of expected students meeting 4 or 5 year graduation requirements .

Strategy 1:

Individualized education plans - Weekly meetings with student and mentor teacher to review progress, set goals for course completion and provide assistance, as needed.

Category:

Research Cited: Goal Setting, education.com, Dale Shunk, December 23, 2009

Educationa, Research Quarterly Vol 27, No. 3, Mar 2004.

Goal Setting as Motivational tool in Student's Self-regulated Learning, Eleanor Cheung, City University of Hong Kong

Tier: Tier 1

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Activity - Teacher logs of progress reviews, progress monitoring online	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor teachers monitor online progress weekly and meet with students. Students set goals and teachers and students review progress on goals. Goals are for course completion and graduation within a certain time period. This activity breaks it down into digestible chunks. Kids keep bar graphs of progress in binders. These are reviewed weekly and adjusted accordingly. Grease board postings of each teacher's highest achieving students in goal progression - incentive programs for students meeting and exceeding goals.	Academic Support Program	Tier 1	Implement	07/01/2014	06/30/2017	\$0	No Funding Required	Bill Bergan, Mentor Teachers
Activity - Team Building - National Guard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
National Guard trains adults - leaders, paraprofessionals and teachers who work with Discovery Academy students on team building. The following day, the National Guard works with the students and adults for a full day on a team building program. Annual program.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2017	\$1500	General Fund	Bill Bergan, Director

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Building - National Guard	National Guard trains adults - leaders, paraprofessionals and teachers who work with Discovery Academy students on team building. The following day, the National Guard works with the students and adults for a full day on a team building program. Annual program.	Professional Learning	Tier 1	Implement	06/13/2014	06/30/2017	\$1500	Bill Bergan, Director
Program Evaluation	The progress of each student will be assessed throughout the year on the MyPath program. Screenings will be analyzed for growth.	Evaluation	Tier 1	Implement	07/01/2014	06/30/2015	\$0	Program Director, Curriculum Coordinator
Edgenuity training	Online training for 1-1 strategies that will help struggling math students understand concepts, based on pre tests and progress in math courses. These step by step strategies are outlined and practiced during the training	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$0	Principal, teachers, paraprofessionals
Reading Class	Students who score in the bottom 25% and those who indicate they need help with reading will be placed in a specific reading class with a combination of virtual and live instruction.	Academic Support Program	Tier 2	Implement	08/01/2014	06/30/2015	\$20000	Bill Bergan, Discovery Academy Director, Selected Reading Teacher at Discovery Academy, Mentor teachers who work with Discovery Academy students and monitor progress.

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Training for MyPath and MAP analysis	Training will take place prior to the school year on MyPath with Edgenuity. Teachers will use the assessments, including NWEA, and will analyze data from those assessments. The path for each student will be monitored by staff and students for demonstrated growth, which will be confirmed with NWEA testing. Mentor teachers will work with specific skills with the students, in addition to the path individualized by Edgenuity.	Academic Support Program	Tier 1	Implement	07/01/2014	06/30/2015	\$0	Program Director, Technology Director, Curriculum Coordinator
Selecting screening assessment, training, and implementation, data analysis	Administrators and teachers will investigate methods of universal screening, select one method, implement 3x during 2014-15. They will learn to analyze the data and determine which students require additional programming for reading delays.	Academic Support Program	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$0	Mentor teachers, program directors, curriculum coordinator
Technology Integration	Students are able to complete coursework wherever they have internet access.	Technology	Tier 1	Monitor	09/08/2015	06/10/2016	\$5000	Discovery Academy Staff
Teacher Training	Staff will do online training prior to the start of school, with special emphasis on interventions for math. Staff will review screening tests and cuts for those who should be in interventions, including post-testing information.	Professional Learning	Tier 2	Implement	07/01/2014	06/30/2015	\$0	Director, teaching staff, paraprofessionals all attend training.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher logs of progress reviews, progress monitoring online	Mentor teachers monitor online progress weekly and meet with students. Students set goals and teachers and students review progress on goals. Goals are for course completion and graduation within a certain time period. This activity breaks it down into digestible chunks. Kids keep bar graphs of progress in binders. These are reviewed weekly and adjusted accordingly. Grease board postings of each teacher's highest achieving students in goal progression - incentive programs for students meeting and exceeding goals.	Academic Support Program	Tier 1	Implement	07/01/2014	06/30/2017	\$0	Bill Bergan, Mentor Teachers