



Single Building District Improvement Plan

Grand Rapids Child Discovery Center

Grand Rapids Child Discovery Center

Mr. John Robinson, Administrative
409 Lafayette Ave SE
GRAND RAPIDS, MI 49503

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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.

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Executive Summary

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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.

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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?

Grand Rapids Child Discovery Center (GRCDC) currently maintains a school population of 226 students grades K-5 for the academic year 2014 -2015. GRCDC is located at 409 Lafayette st SE, Grand Rapids. Moving into this beautiful but old building has presented some challenges including necessary repairs to the existing building as well as making decisions about how to appropriately use space with appropriate attention to environment. With staff, parental, student and community support, we have plans to expand our green space and technological ability in the near future. This year we have added a stationary computer lab .We continue to look for additional funding to help complete our plans for an outside learning environment.

The following link has the 2013/14 demographic information.

https://www.mischooldata.org/DistrictSchoolProfiles/StudentInformation/StudentCounts/StudentCount.aspx?Common_Locations=1-D,1181,90,0~2-

[A,0,0,0&Common_SchoolYear=13&Common_Grade=AllGrades&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=Snapshot&Common_Subgroup_StudentCountFact=Ethnicity&Common_CrossTab=AllStudents](https://www.mischooldata.org/DistrictSchoolProfiles/StudentInformation/StudentCounts/StudentCount.aspx?Common_Locations=1-D,1181,90,0~2-A,0,0,0&Common_SchoolYear=13&Common_Grade=AllGrades&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=Snapshot&Common_Subgroup_StudentCountFact=Ethnicity&Common_CrossTab=AllStudents)

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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.

The mission of the GRCDC is to continuously expand the potential of children, the experiences of educators and the involvement of parents within the diverse community of Grand Rapids, MI.

The vision is to base all decisions on the principles of Reggio-Emilia incorporating current research on learning as well as developmentally appropriate practice.

Our Approach

The early childhood educational system of the municipality of Reggio Emilia, Italy, provides the inspiration and principles upon which the GRCDC is built.

Parent's voices are heard in newsletters, in documentation, in photographs, and in the classrooms.

Common Core standards are embedded in an emerging child-centered curriculum.

Ongoing collaboration among children, teachers and parents is documented and displayed throughout the building.

Ideas and theories of the children are beautifully communicated through clay, wire and drawing materials.

Groupings at the Discovery Center are multi-age and flexible, created to support interests, abilities and teaching points.

Each student is formally assessed on the School's Curriculum, which includes common core standards, three times a year.

Each child has Portfolios containing authentic assessments of quality work, representing who they are and how they learn.

Creative maps and charts make visible the daily schedule for each classroom.

Teachers, parents and children construct knowledge together through well-planned conversation and activities.

Children are involved in solving all problems in the school from caring for animals to getting along with each other.

Beautiful spaces throughout the school provoke and support learning.

The relationship between the inside and the outside of the school is obvious in the lighting, plants and trees.

Teachers are dedicated to continuous professional development.

The Studio provides a lab for exploration of materials and ideas.

Diversity is a celebration made visible in plants, animals, people, and perspectives.

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.

The GRCDC has continued to improve and rise in the state top-to-bottom percentile ranking in the last three years consecutively [2012-17th, 2013-35th, 2014 - 44th]

The Governor's office contacted us about the improvement on our 3rd grade reading scores and asked for input into the State's education programs.

According to GVSU's reporting, GRCDC was among Michigan's Top 50 Charter Schools 2012, 2013, and 2014.

The GRCDC has increased its local city ranking each of the last three consecutive years and is now the 2nd highest ranking school in the city.

The GRCDC has held the highest proficiency percentage in 5th Grade Science citywide for the past two years

The Fall 2014 MEAP shows the 5th grade class holds the highest proficiency percentage in all content areas - Reading, Math and Science

Enrollment has increased from 180 in 2010 to 226 currently

Areas of Improvement: Increase Mathematics achievement in all grade levels, fully implement a comprehensive Health Education

Curriculum, Increase Parental Involvement, Design and Implement Professional Development Plans for Staff

Additional Information

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

The GRCDC is the only Reggio-inspired public school in the State of Michigan, and has held the principles of the Approach as its guiding foundation for the entire 15 years of its existence. The staff is experienced and committed to excellence. We have a thriving community, with high parental involvement and our enrollment has grown throughout the years. In addition to the Reggio Approach, the school is dedicated to utilizing research based best practices aimed at increasing content area understanding and constantly improving student achievement.

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Improvement Plan Stakeholder Involvement

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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.

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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.

Staff members, parents, and board members were all invited to be a part of the process. All interested parties were included in the process. Communications were made to find best meeting times and then the meetings were scheduled. Teams were formed to address different goals to be a part of our School Improvement Plan. At our full group meetings, teams were given their tasks and roles. Teams met in between full group meetings to carry out their research and their work. Full group meetings engaged the teams in their work, their work was shared, and integrated in the full plan. Once the full group has completed the plan, it will be brought to the full staff, and then to the school board for its approval.

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

Team members consisted of parents, teachers, paraprofessionals and administration. They were part of work teams that surveyed other constituents, did research, and made recommendations about content for our upcoming School Improvement Plan. Further participants will be surveyed to get their ideas about our School Improvement Plan process and ways of improving our school. Team meetings are always open to board members, even if they aren't formally on a team. The full board will be briefed on the plan and given time to consider the plan before voting on its approval.

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 board, staff and parents will be introduced to the plan at the May board meeting and discussed. Recommendations, changes, will be added to the plan and brought back to the June board meeting for all stakeholders to hear the final version. Revisions that may be necessary due to testing information received after the June board meeting will be considered before final completion. Final version is available for all stakeholders on the school's website. Throughout the school year, progress notes are available to all stakeholders quarterly at the board meetings.

School Data Analysis

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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.

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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?

We have maintained enrollment levels over 220 the past three years, so that staffing has not been affected. If enrollment were to fluctuate drastically below current levels, the most effective instructional staff will be maintained in order to insure student achievement and narrow the achievement gap even further. We would like to maintain an enrollment over 230 but if we were to go over 240 another classroom and teacher would be needed.

Student Demographic Data

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

We have several students we identified that consistently miss 6 or more days of school a year. This presents the biggest challenge. When students consistently miss school their academic performance suffers. The same is true for students that are consistently tardy. This would be the 2nd biggest challenge for us to overcome. Lack of transportation, transience, and family status all affect student attendance.

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?

Data on student behavior is not tracked as effectively as we need it to be. A new system is in the works and we hope that this will aid in finding trends. Our current systems has shown us that their is a small amount of repeated behavior problems from the same students that need consistent interventions and follow-up.

Student Demographic Data

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

We do not have any challenges at this time.

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?

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We have 2 new school leaders and 2 teachers with only 1 years experience. This may or may not impact students achievement. The District testing shows very little impact on this years scores. State testing is new so it is difficult to say if it is the new staff or the new test that is having the impact.

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?

Having Master teachers in all grade levels is an advantage and improves all students achievement.

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?

We have a shared Leadership model so that this lessens the impact of having administrators gone a lot.

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?

Our teachers miss very little class time so the impact would be minuscule. We have the majority of teacher professional development on days when school is not in session. Our teaching staff miss on average of 2 day a school year due to sickness or personal days. This year we did have a pregnancy leave but the Substitute that took over the class was already employed by the school and knew the students in the class well. It caused very little loss in learning if any, changing from the classroom teacher to the sub. We did have the sub in the class a full week prior to taking over so the transition would be smooth.

Teacher/School Leader(s) Demographic Data

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

We have a diverse teaching staff and leadership team. As always in elementary schools we could use more males on staff and will continue to strive to keep this in mind when adding new staff members.

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?

School Family and community relationships was our strength with a 3.5 rating.

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?

The Professional Learning Culture was our lowest area which scored 2.75.

12. How might these challenges impact student achievement?

We are strongest with family, school, and community relationships because the Reggio approach focuses on parents as part of our learning community. We believe this has a positive impact on student achievement and will continue to make this a priority at our school. The weakest area was the strand on collective responsibility where - Instructional staff holds one another accountable for implementing what is learned from professional learning- this is an area we need to have accountability in. We also found we need work in operational management under indicator P.

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.

We are adding in scheduled coaching and/or observations of Professional Development curriculum, strategies and ideas that are expected to be implemented into the classroom for next year. This will be added to the SIP through Title I and Title II funding requests.

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?

All students are given the same access, attention, focus and resources, regardless of status or designation.

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

We have after-school learning programs such as Odyssey of the Mind and a summer school program that all students are welcome to attend.

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

Paper and electronic notification is sent home with all students and to all parents. These opportunities are listed on the school website and social media sites. Opportunities are announced at daily all-school assemblies, and teachers also make a point to connect with parents face-to-face at drop-off and pick-up each day. For the summer school program we send home letters to students that have been identified at Tier II or III in math or reading asking them to consider attending. We give a scholarship to those students that received letters. All other are asked to donate \$5 a day to attend.

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?

Our report cards and school assessments are standard based. We use a triangulation of data from each grade level and compare over a 3 to 5 year period following cohort grouping for fidelity of standards implementation.

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

Using District assessment data 82% of students are currently on level in reading, with 12% receiving Tier II and 6% receiving Tier III services;

19b. Reading- Challenges

To close the gap between certain demographic groups such as the economically disadvantaged.

19c. Reading- Trends

Our cohort groups showed a minimum of a 4% growth in every grade except second grade showed a slight decline. There was a loss of several students that may have contributed to the group showing a decline. In general we have had continual growth for the past 3 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.

We continue to work on closing the gap between the economically disadvantaged(ED) students and those who aren't. All students are continue to improve but the ED students progress at a slower pacing. This is being address next year with after-school interventions groups along with during the school day pull-outs.

20a. Writing- Strengths

Our students show creativity and the ability to write in a variety of genres.

20b. Writing- Challenges

Spelling and grammar are the students weakest areas.

20c. Writing- Trends

Students haven't been showing growth in writing it seems we stay steady but growth is minimal.

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.

We are purchasing more MAISA writing mentor texts and doing more Professional development on using the MAISA writing units to try and increase our writing achievement.

21a. Math- Strengths

Grades Kindergarten through 2nd grade are showing large gains.

21b. Math- Challenges

3rd - 5th grades are still struggling with changing to the Michigan Math Curriculum and our new Investigations learning model.

21c. Math- Trends

Scores are going up but they are still below what we need them to be at for being successful in the math curriculum. We see that students that started with the new curriculum are very successful compared to the older ones that had to learn new methods and ways of thinking in math.

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.

We will continue to have math coaching for the teachers in grades 2nd through 5th with outside opportunities for math PD. we are doing a book study with the staff also to keep us focused on math talks. We are adding an after-school intervention hour for math so students in grades 3-5 with have extended learning time on math concepts they are struggling with.

22a. Science- Strengths

.We do projects to teach most of our science curriculum. Hands-on learning helps our students develop strong questioning skills and confidence in using the scientific method.

22b. Science- Challenges

Funding for travel and science materials is always a challenge.

22c. Science- Trends

Until we have new State data we can't show a trend beyond classroom achievements.

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.

We are applying for grants to help buy our science materials that will enhance our science program. This should help with student understanding and improve test scores.

23a. Social Studies- Strengths

We incorporate Social Studies with our ELA curriculum. This gives Students the opportunity to research and write on topics in Social Studies that they are interested in.

23b. Social Studies- Challenges

We need to determine this when we receive data from the State.

23c. Social Studies- Trends

Until we have new State data we can't show a trend beyond classroom achievements.

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.

N/A

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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?

We surveyed 4 areas: Relationships, Rigor, Relevance and Results. Students are most satisfied with respect and connections their teachers have with them. Next was the authenticity and effectiveness of their individual learning.

24b. Student Perception Data

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

The students didn't think they could give their teacher ideas on how to teach a lesson. The student involvement in planning for their learning had the lowest scoring.

24c. Student Perception Data

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

Teachers will let groups of students plan on how to teach a lesson and let them present it to the class.

25a. Parent/Guardian Perception Data

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

The questions on Purpose and Direction of the school received the highest approval.

25b. Parent/Guardian Perception Data

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

Most parents were satisfied with all areas but would always like more information on how to help their child be successful in school.

25c. Parent/Guardian Perception Data

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

We will have more math nights and have other activities with reading and science that parents can be involved in.

26a. Teacher/Staff Perception Data

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

The improved school culture this year had high satisfaction along with time given for collaboration and reflection.

26b. Teacher/Staff Perception Data

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

The 3 things that were most mentioned were:

1. New teachers are provided with effective induction support.
2. School schedule is chosen based on student needs.
3. School schedule meets the needs of the teachers at the school.

26c. Teacher/Staff Perception Data

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

A new mentoring program for new teachers will be implemented next year that has been developed by the teachers. Next we have a committee that is overseeing the school calendar to get input from all stakeholder.

27a. Stakeholder/Community Perception Data

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

The work we do to help members in our community. An example is Discovery C collected items to help the homeless and went to a shelter and presented them with all the items they collected. The students came up with the idea and the community helped them to help others.

27b. Stakeholder/Community Perception Data

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

That we weren't visible enough so that people knew where we were located.

27c. Stakeholder/Community Perception Data

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

We already put up a new sign and are working on a bigger more permanent one.

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Summary

28a. Summary

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

In all areas our approach to learning and teaching the whole child was praised. Our strengths are in project learning - letting children investigate subjects and create projects and contribute to everyone's learning. Our challenges are more on policy or processes. These are areas that we can change for the better by using the data given us.

28b. Summary

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

Having processes in place that are easy to use help teachers to use their time more efficiently for learning. We are spending more time next year on how to work with children from poverty since this is where we have the largest achievement gap. Having better background knowledge should aid in teacher's instruction.

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?

We have Professional Development for staff in our weakest areas. The School Improvement Plan has strategies and activities that we developed from surveys and small group discussions. We tried to have many different opinions on the SIP team to help in the planning. This diversity helps to make our school more successful for all children.

Single Building District Additional Requirements Diagnostic

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Introduction

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

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Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students are tested a minimum of 3 times a year in Literacy using MLPP tests and Math using Math Common Core grade-level expectation assessments.	

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://childdiscoverycenter.org/wp-content/uploads/2011/08/AER-2014-2015-signed.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our District doesn't go up to 8th grade so the is not a requirement for us.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

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.	No	The GRCDC prides itself on its many layers of diversity and adherence to all federal and state laws. The institution prohibits discrimination on any level for any basis.	

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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	John Robinson Principal & Superintendent 616-459-0330 409 Lafayette Avenue SE Grand Rapids, MI 49503	

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	Parent Involvement plan is attached	School Parent policy

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

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

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	Network Filtering- In accordance with the Children's Internet Protection Act (CIPA), The Grand Rapids Child Discovery Center has placed a filter on its Internet access as one step to help protect our users from intentionally or unintentionally viewing inappropriate material.	

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	This is done through-out the year in News letters and postings on our website.	

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	We have an assessment from i3 Business Solutions to help us with our telecommunication services and hardware support.	

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	We work with Kent ISD to identify and determine the schools needs.	

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	The goals and actions of the district plan supports the mission and the vision of the school. This way of working is dependent on technology to meet the specific goals set each year. In addition,if this innovative approach is to become a model for school reform, it must be supported by technology in order for educators to see the possibility of constructivist, project based approach where documentation is a cornerstone. The annual school improvement plan includes next step goals that are leading to the very concepts that the mission and vision articulate.	Tech Plan

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Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	All classrooms have 2-5 Ipads and 2-3 computers for regular classroom use by students along with a computer lab where classes have weekly time to work on technology literacy.	

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 new technologies become available, the staff and parents work together to determine appropriate and responsive strategies to facilitate student mastery. Students are encouraged to view and utilize technology in their learning and demonstration of knowledge seamlessly and as effortlessly as paper and pencil.	

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	John Robinson Principal & Superintendent 616-459-0330 409 Lafayette Avenue SE Grand Rapids, MI 49506	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes	Being a Single Building District our school policy is also our District policy.	Board parental involvement policy

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

Title I Schoolwide Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Student achievement data, parent, staff and student surveys, one-on-one interviews, in-person focus groups, weekly staff meetings, Title I Parent Information nights, monthly Board meetings SWOT analysis

Our new Vision Plan is an analysis of needs assessments, SWOT analyses, parent and staff surveys. All of the information was organized into five key areas of school management and 4-5 associated goals per area: 1) Leadership and Decision Making, 2) Teaching and Assessing Learning, 3) Family and Community 4) Operations and 5) Resources and Support Systems.

Goals were designed to be completed within the next three school years with the help of families, staff and board members. Surveys have been drafted in an effort to collect staff feedback to inform the next steps as they relate to the following goals:

Leadership and Decision Making:

Design a school schedule that supports student needs and the work needs of the teachers (Documentation, Specials, Planning).

Teaching and Assessing Learning:

Professional development (PD) will be 1) differentiated in the areas of Reggio Emilia philosophy, behavior management and academics and 2) intentionally selected based on teacher evaluations, assessment data and teacher interest.

Family and Community:

Families will feel welcome to contribute to a positive community via time, talents, donations, leadership and program advocacy because the GRCDC employs preferred communication via email, social media, school events and other forms of two-way communication

Operations

Use the Operations Subcommittee's Employee Handbook to articulate and train all staff regarding policies and procedures needed to operate the school. (EX: Annual review s, employee training, job descriptions, and substitute teachers).

Resources and Support Systems:

Professional development will be ongoing, collaborative, reflective, embedded in individual teaching practices and include coaching. Time and systems will be built to support embedded professional development (e.g. relief time, stipends, Cognitive Coaching models).

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The needs assessment identified the following needs:

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Grand Rapids Child Discovery Center

- A Vision Plan for all stakeholders
- Increased and updated technology infrastructure
- Continue support for math instruction
- Increased professional development - planning, funding & support
- Increased parent involvement for upper elementary classrooms

Below is our Implementation plan for 2015-16 in areas listed in CNA.

Implementation Plan

Year 1: (2015-16 School Year)

Leadership and Decision Making

- The Vision Plan will be shared with all stakeholders, each understanding their roles
- The Vision Plan will be visible to all stakeholders electronically and public in the school.
- The Vision Plan will be revisited during weekly staff collaborative planning meetings to give context to work/decisions.
- The School Board will use the Vision Plan to align Subcommittee goals
- Outline the School Improvement Plan process and communicate to all stakeholders.
- Survey staff to unpack work needs that could influence school schedule next year.
- Survey families and research schedule changes to positively impact student achievement.

Teaching and Assessing Learning

- Staff will review local and state data to determine professional development goals, curriculum revisions and assessment creation at the June 2015 Retreat.
- Tier 2 behavior intervention goals, interventions and documentation process will be outlined in staff PD in September 2015. Coaching to follow;
- Revisit/align math and language arts common assessments for MTSS monitoring and CCSS
- PBIS team will research tools and systems to add behavior screening, monitoring referrals and small group instruction to the Multi-Tiered Systems of Support.
- Collaboratively identify developmentally appropriate Common Core aligned math and language arts assessments. Build binders for each Discovery team over the summer.
- Identify children scoring in the bottom 30% of standardized assessments; use MTSS approach to address behavior and academics for 2015-16.
- Identify a behavior screener to help make decisions about interventions, instruction and student behavior plans.

Year 1: (2015-16 School Year)

Resources and Systems of Support

- Research and implement strategies to support embedded coaching and professional development for 2015-16 (e.g. relief time, mentor stipends, Cognitive Coaching).
- Set up computer lab that will support state standardized testing.
- Develop technology plan and curriculum to support Discovery needs and testing.
- Seek grants and additional funding to support revised technology plan.
- Research induction programs
- Determine greatest need and how to fund expansion of roles to attract and keep qualified staff: Studio coordinator, academic and behavior interventionists.

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Family and Community

- The Vision Plan will be shared with current families and nearby community organizations
- GRCDC will articulate and plan for social media campaign to communicate with families
- Gather two-way communication strategies during school events; suggestions from parentsImplementation Plan

Year 1: (2015-16 School Year)

Make the new Employee Handbook electronically available and provide initial training to all employees.

Define the decisions that must be carried out by Board, Shared Leadership, the "Leadership Team," and all staff consensus decisions.

Operations and Finance Subcommittee will articulate Special Education department structure, roles and funding needs to support MTSS model of service delivery no later than May 30, 2015.

Using the Vision Plan, the Fundraising Subcommittee will share its plan with all stakeholders no later than May 30, 2015.

The Facilities Subcommittee will articulate prioritized building needs/upkeep with multiple cost estimates for immediate, short and long range plans no later than May 30, 2015.

The Finance Subcommittee will gather new member(s) who have finance and/or accounting backgrounds.

The Marketing Subcommittee will layout the costs associated with a public campaign to communicate the school's approach, location and demographics to the community for the purpose of increased visibility

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

All of our school goals are connected to the needs and priorities identified by our data.

We use a multiple of data sources from surveys to school-wide assessments to MEAP/ M-Step data. All data is compared and analysis by staff to set priority needs and SIP goals. Due to the change in State testing this year we have to rely more on our school diagnostic testing done 3 or more times a year in Reading and math than the State's data. Data comparisons will not be available until next fall but we will use whatever data is given to guide our goals and objectives.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Title I, 31A, and all Special Education needs, requirements, accommodations, and regulations are diligently followed and addressed so that all students benefit. The implementation of MTSS has helped us meet the needs of all students in all areas. Each child in our bottom 30% is given a secret mentor that keeps track and offers support for their students throughout the year.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Response-to-Intervention and/or Multiple-Tiered System of Support, parent literacy and math initiatives, summer school, academic classroom support with math and literacy coaching.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The schoolwide implementation of the MAISA units in both reading and writing should increase the quality of instruction in those areas. The research methods and strategies applied such as RTI and individualized reading plans have led to an increase in reading scores and an academic improvement with all demographics. The Investigations math program was implemented last year with continually math coaching. K-2 have shown more growth than grades 3-5 for compared to last year. Due to the change in state testing we are unsure of when we will receive state data that will help us to refine what new strategies if any we may want to apply next year to math.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The data from the CNA shows that math needs to be our top priority. The analysis from District data showed what strands are not being effectively addressed and a new plan to address those standards more effectively will be put into place.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Response-to-Intervention in both Reading and Math

Academic classroom support

After school intervention support groups for 1 hour a day 3 times a week in Math.

5. Describe how the school determines if these needs of students are being met.

Data is compiled and analyzed from school-wide Reading and Math testing that are done at least 3 times a year. From the data we select students that are struggling academically in math and/or reading and set up an intervention schedule over the next 6 to 8 weeks. The child is placed either in Tier II or III depending on their need. Progress monitoring tracks the academic growth and at the end of the 6 - 8 weeks it is

determined if the child still needs the level of intervention they have been receiving or if it should increase or decrease which is determined through progress monitoring testing of the goals that were set.

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Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all instructional paraprofessionals meet NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teacher meet the NCLB requirements for highly qualified status.	

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Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There are 11 classroom teachers and 1 resource room teacher. At the start of the year we had 1 new teacher to replace another teacher who left for a new position. This would calculate to 8.3% turnover rate.

2. What is the experience level of key teaching and learning personnel?

The school has 11 full-time teachers -5 of whom have Master's degrees in Education: 3 teachers are in their 12th year, 1 teacher in her 9th, 1 in her 8th, 1 in 7th, 1 in 6th, 1 in 5th, 1 in 4th and 2 in 2nd. There are 6 instructional paraprofessionals with an average experience of 6 years. Our MTSS Coordinator has over 30 years of experience and works closely with learning personnel.

All instructional staff are highly qualified per federal requirements

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Extensive search and interview process
Embedded professional development
Team Teaching - embedded mentoring
Curriculum Coaching
Literacy Coaching
Math Coaching
Intervention Support and Coaching
Weekly school wide staff meetings
Weekly team reflective meetings
Early release of students one day per week for team collaborative planning

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Extensive search and interview process
Embedded professional development
Team Teaching - embedded mentoring
Curriculum Coaching
Literacy Coaching
Math Coaching
Intervention Support and Coaching

Weekly school wide staff meetings

Weekly team reflective meetings

Early release of students one day per week for team collaborative planning

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate.

DRAFT

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The Staff will receive PD on using the MAISA reading and writing program with the new Mentor Texts purchased by the District. The Staff will continue to receive math and literacy coaching through out the year on a rotating schedule.

2. Describe how this professional learning is "sustained and ongoing."

Having Literacy and math coaching for all staff throughout the year keeps the staff engaged and trying new ideas covered in the initial PD. These follow-up observations and reflections let staff know what is working and where help is needed, then we can provide the support in a focused area instead of in general terms.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Calendar 2015-16

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents have been invited and have attended several meetings to discuss design and construction of the school wide plan. In addition, their perspectives, viewpoints, and suggestions have been solicited through the use of online surveys, focus groups, monthly parent meetings, principal coffees, and monthly board meetings. Finally, staff members have had meeting regarding ways to increase parental involvement and implement strategies from professional development they've received. The ideas collect are then taken to the whole staff to determine what and when these will be implemented throughout the school.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents have been invited and have attended several meetings to discuss design, construction and implementation of the school wide plan. In addition, their perspectives, viewpoints, and suggestions have been solicited through the use of online surveys, focus groups, monthly parent meetings and principal coffees, and monthly board meetings. Parents are encourage to attend literacy and math events along with the many other school events that are offered.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents have been invited and have attended several meetings to discuss design, construction, implementation and evaluation of the school-wide plan. In addition, their perspectives, viewpoints, and suggestions have been solicited through the use of online surveys, focus groups, monthly parent and monthly board meetings.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent compact 2014-15

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

In addition to the development of a written policy and plan, which has been approved by the Board of Directors, parents are continuously involved in the joint development, implementation and evaluation of Title I decision-making including curriculum, programming, and financial resource allocation. Literacy and other content-area training and informational opportunities are provided to parents in our ongoing efforts to support parents in their attempts to help their children increase their learning and academic efficacy. To facilitate parental involvement meetings and activities are held at various times throughout the day and evening to increase access for all members. Parents are informed of

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their rights and curriculum is explained at several times throughout the year including but not limited to: Fall Orientation, Parent Information Nights, Literacy and Math School Events, Parent-Teacher Conferences, Weekly School Newsletters, Bi-Weekly Classroom Newsletters, Monthly Board Meetings, and various social media.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement plan will be evaluated annually by all community stakeholders as part of the ongoing process to review, revise, and construct the annual school-wide plan. Parent survey data is analyzed, presented and considered when making decisions on the revisions of parental involvement school-wide plan.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Parent survey data is analyzed, presented and considered when making decisions on the revisions of parental involvement school-wide plan. The results and suggestions derived from the evaluation of the previous year's plan will be used to improve the current plan.

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

The School-Parent Compact plan was developed in concert with all community stakeholders, using examples of existing compacts from other districts and schools, following federal guidelines and with the input and consultation of parents, staff, students, and school leadership.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is signed by parents at the Fall Orientation held the week before school begins, and is reviewed at the Fall [November] and Spring [April] parent-teacher conferences. It is designed to remind, reinforce and support the work of the students, the involvement of parents, and the support of instructional staff in our efforts to increase student achievement.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent school compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Administrators and Teachers discuss academic assessment results with parents in terms they can understand at conferences or other parent meetings. Graphs and other visual aids are used to assist in understanding the data. All written correspondence and verbal communication is provided to parents in their native language.

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Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The school is associated with the Reggio inspired daycare/ preschool and works with them to transition incoming kindergartners . In addition, we market and promote the school to various preschools and early childhood centers throughout the area. Weekly public tours and information sessions are held on-site by the school administrator throughout the school year. On-site workshops are also held at various times throughout the year for all community members in our efforts to connect with the larger preschool community.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

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Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers, curriculum coaches, and administration collaborate on the use of school-based academic assessments. Relevance, validity, and reliability of assessments, scoring criteria and practice are continually evaluated through data analysis, review of documentation, and review of learning trends. Progress made by grade level and classroom are monitored to insure the implementation and utility of all school-based academic assessments. At staff meetings the staff collaborates on assessments, data and needs to determine if changes may need to take place.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers not only gather classroom data, but are also provided intervention progress monitoring and standardized assessment data results for the express purpose of improving student academic achievement. Reviews are conducted by grade-level teams under the direction of the literacy coach, curriculum coach, and Intervention Coordinator and one-on-one with the school administrator during annual teacher evaluation conference and review and at other times as needed, which is determined by formative assessment data gathered throughout the year.

DRAFT

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

All students are screened at the beginning of each school year in reading and math to determine if tiered intervention is necessary. Once the State assessment data is received, teachers, coaches and administration meet to determine which students have not performed at the advanced or proficient level. Another analysis is made to determine which standards are in need of review and emphasis from an instructional level. Targeted interventions are then designed and implemented to insure mastery and improvement of student achievement. Progress is monitored on an ongoing [every 6 -8 weeks] basis. Teacher have highly qualified paraprofessional that can do their Tier II interventions in Math and Reading in the classroom and we have Reading and Math interventionist to work with Tier III students.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All students are screened at a minimum of 3 times a year- the beginning, middle and end of each school year- in reading and math to determine if tiered intervention is necessary. Once the State assessment data is received, teachers, coaches and administration meet to determine which students have not performed at the advanced or proficient level. Another analysis is made to determine which standards are in need of review and emphasis from an instructional level. Targeted interventions are then designed and implemented to insure mastery and improvement of student achievement. Progress is monitored on an ongoing [every 6 -8 weeks] basis. End of year screening and progress-monitoring data are reviewed in June, and plans are begun for each identified student to begin preparing and supporting each starting on the first day of school in September

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All students are screened at the beginning of each school year in reading and math to determine if tiered intervention is necessary but to inform the teacher of the ability of all students in class. . Each child then will work at their ability level with additional help if deemed necessary. Each classroom has a paraprofessional to assist all students. Many lessons are tiered to have advanced, standard and basic expectations, addressing every students ability level. Targeted interventions are designed and implemented to insure mastery and improvement of student achievement when needed. Progress is monitored on an ongoing [every 6-8 weeks] basis.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Title I

31A

McKinney Vento

MI Farm to School

Kent Integrated School District

Michigan Department of Education

Grand Rapids Public Schools

Children's Assessment Center

Grand Valley State University

Grand Rapids Community College

Aquinas College

Grand Rapids Public Library

Grand Rapids Public Museum

All available programs and services are solicited, accessed and coordinated to insure maximum benefit and effect on current programming, school wide goals and objectives.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment - The Comprehensive Needs Assessment (CNA) requirement is met by completing the School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report. All the data is analyzed and discussed to determine where our needs are.

2. School-wide Reform Strategies - School-wide Reform Strategies must be based upon the analysis portions of the CNA. The reform strategies should be clearly identified within the goals management section of your School Improvement Plan (SIP). Strategic School Design and progress monitoring model from MIExcel is being used for 2015-16.

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals) Provide an assurance statement that all paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers that do not meet the requirements. Title I funds may not be used for staff salaries unless all Section 1119 NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements. Grand Rapids Child Discovery Center policy states the Academy will not hire any teachers who are not highly qualified according to state mandate of No Child Left Behind.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools - an in-depth recruiting, screening and interview process is designed to attract the most highly qualified candidates for all positions.

5. High-Quality and Ongoing Professional Development - High quality, ongoing, and embedded professional development goals, objectives, plans and experiences are designed and constructed to meet the instructional and academic needs of the staff and students.

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Data, surveys, and individual conferences are used to determine the most valuable and appropriate types of professional development implemented.

6. Strategies to Increase Parental Involvement - Staff professional development, social media, direct requests both written and verbal, holding meetings at various times to increase access, providing a variety of activities: educative, social, academic, volunteer, etc.

7. Preschool Transition Strategies - visiting local preschools, reading-buddy exchange with local preschool and grade school students, parent information nights, weekly tours and visits for prospective parents, community invitations to school events

8. Teacher Participation in Making Assessments Decisions - the staff is regularly surveyed to gauge opinion and needs, as well as active solicitation and inclusion in the decision-making process - at all levels: classroom, administration, and Board of Directors

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - the GRCDC has developed a comprehensive and effective Multi-tiered system of support (MTSS), each classroom has a full-time instructional para-educator to supplement instruction and increase student achievement. The para-educators assist Teachers in Tier II interventions while the reading specialist and math interventionist work with Tier III.

10. Coordination and Integration of Federal, State and Local Programs and Resources - all programs and resources available are coordinated, allocated, and integrated within school programming and budgeting to maximize student learning and increase achievement.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Grand Rapids Child Discovery Center coordinates all Federal, State, and local services through a network of professionals, agencies and relationships developed through ongoing collaboration, professional development opportunities and conference attendance. All stakeholders are encouraged to suggest services to increase student achievement and meeting of needs, and all are included in the decision-making process. These services include, but are not limited to: nutrition programs, mobile dentistry, hearing and vision screening, health and sexual education, CPI Training of staff, anti-bullying and PBIS initiatives, McKinney-Vento and other ISD resources. The families, staff and administration of the school collaborate in the design and implementation of all services and their delivery.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The implementation of the school-wide program is evaluated through parent survey, student survey, and staff survey. In addition, monthly board meetings, monthly family team meetings, and weekly staff meetings are held to determine and gauge satisfaction and efficacy of implementation on a more immediate and formative basis. Programs with data such as MTSS or PBIS, have quarterly data dialogues with all stake holders to help to determine changes, if any, are needed to improve the efficacy of the program.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

All data and results regarding student achievement is gathered, analyzed and interpreted at regular intervals throughout the year in order to inform instruction and identify students requiring additional supports and accommodations, or for referral for special education evaluation.

Below is the Calendar outline used.

GRCDC Title I Compliance and Monitoring Process and Calendar

All Instructional Staff at the GRCDC are required to submit data in the form of assessments, observational notes, and communication with the Title I Coordinator and Principal. The timeline below outlines the milestones and target dates for submission.

For each school year:

August

- Staff Professional Development
- Orientation/Initial Title I and 31A Parent Information Meeting
- Revision Curriculum Maps due

September

- Initial Title I screening and assessment of all students
- ELPA screening of all identified students

October

- Analysis of Title I assessments with Stakeholders data dialogues
- Family Math Night
- Parent and Student Climate Surveys conducted
- Follow up Title I assessments

November

- Parent/Teacher Conferences
- Updated Pacing Guides due

December

- All staff professional development activities
- Staff Climate Survey conducted
- 31A checklist update conducted

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January

- Mid-year Title I assessments
- Analysis of mid-year assessments with Stakeholders data dialogues
- School Improvement Planning begins

February

- All staff professional development activities
- Curriculum needs assessment

March

- Family Literacy Day/Night
- ELPA testing
- Updated Pacing Guides due

April

- M-Step State testing begins
- Parent/Teacher Conferences
- Parent Survey conducted

May

- M-Step State testing continues
- End of year Title I assessments
- Analysis of Title I assessments

June

- All Staff Professional Development

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school is committed to increasing student achievement for all students and narrowing the achievement gap between the top 30% and bottom 30% of students. The data gathered from the school-wide program is a valuable source of information in facilitating the achievement of these students. This data shows those students who are not progressing at a fast enough rate, as well as those students responding effectively to the accommodations and interventions designed specifically to support their individualized needs. We look over 3 years of data and track cohorts to determine how effective the program has been and what, if any, changes are needed to increase student achievement for those students that are struggling.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

If the data shows a failure to improve, then the School Improvement Team, comprised of members from all stakeholder groups, meets to identify gaps, deficiencies, and areas of need. Following this analysis the team then determines next steps, and designs a strategic plan to put the process into action. Examples of next steps include: targeted and focused professional development, intervention strategy design, and reorganization of instructional staffing and resources.

DRAFT

2015-2016

DRAFT

Overview

Plan Name

2015-2016

Plan Description

SBDP

DRAFT

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 at Grand Rapids Child Discovery Center will become proficient readers and writers.	Objectives: 3 Strategies: 8 Activities: 14	Academic	\$126400
2	All students at Grand Rapids Child Discovery Center will be proficient in Math.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$66700
3	All students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$61500
4	To increase parent involvement in their children's education to improve academic achievement and to strengthen school-family-community partnerships in meeting children's needs.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3000

Goal 1: All students at Grand Rapids Child Discovery Center will become proficient readers and writers.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in local reading and writing assessments in English Language Arts by 06/09/2017 as measured by MLPP assessments, Running Records, Screeners.

Strategy 1:

Parent Literacy Event - Staff will provide a Literacy Event during which parents will receive input from teaching staff regarding ways to help their children with reading strategies at home. During this event students will perform Poetry or Readers Theater.

Research Cited: Epstein, J.(2009) School, Family, and Community Partnerships. 3rd Edition. Corwin Press.

Tier: Tier 1

Activity - Home reading logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier II and Tier III Students will record all books they read with or to parents during the school year. Students that are in tier II or III reading will start taking home books to read in September and continue through May. Parents will implement some of the strategies given to them by the MTSS coordinator.	Parent Involvement, Academic Support Program	Tier 2	Monitor	09/28/2015	05/31/2016	\$250	Title I Schoolwide	Teachers, Support Staff, MTSS coordinator
Activity - Free books for Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the month of March we have our Literacy Event. After the event we will let each student pick 2 or 3 books at their reading level to take home and keep. This is to help students have appropriate reading materials at home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/07/2016	04/08/2016	\$450	Title I Part A	Title 1 coordinator (Beth Scarbrough) and Principal (John Robinson)

Strategy 2:

Supplemental Services - Supplemental staff will be utilized to provide instruction for students who are not yet mastering the state content expectations in the core areas. This will include one Tier III interventionist instructor.

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M.(2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and

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Tier: Tier 3

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention coordinator and interventionist will work with Tier III students in the content areas of reading, writing and math.	Academic Support Program	Tier 3	Implement	08/24/2015	06/02/2017	\$60000	Title I Part A, Section 31a	School Leader and Beth Scarbrpouh

Strategy 3:

Small Group Intervention - Intervention coordinator will plan, and intervention support specialist will implement strategies with small groups, comprised of students with similar goals and objectives.

Research Cited: Brown-Chidsey & Steege (2011) RtI: Principles and Strategies for Effective Practice 2nd Ed. New York: Guilford Press

Tier: Tier 2

Activity - Small Group Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly-qualified Math, ELA , and behavior interventionist will give students Tier III interventions in areas needed.	Behavioral Support Program, Academic Support Program	Tier 3	Evaluate	08/24/2015	05/29/2017	\$16000	Title I Part A, Section 31a	MTSS Coordinator - Intervention Support Specialist behavior interventionist

Strategy 4:

After-school intervention time - Staff will provide a focused MTSS school program after school for 1 hour 2 days a week. This will be only Tier III reading students to begin with. Tier II may be added later in the year.

Research Cited: Miller, K., Snow, D., and Lauer, P. (2004). Noteworthy Perspectives: Out-of-School Time Programs for At-Risk Students. McREL: Aurora, Colorado. Allington, R. (2001). What really matters for struggling readers.

Tier: Tier 2

Activity - After School Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MTSS coordinator will set-up an after-school intervention program for Tier III ELA students to receive 1 hour of intervention twice a week from a reading interventionist.	Academic Support Program	Tier 3	Implement	09/21/2015	05/15/2017	\$2000	Section 31a	MTSS coordinator
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Strategy 5:

Teacher Professional Development - Teachers will received training in reading strategies and formative assessment that will support the common core curriculum and classroom reading groups.

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M.

(2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and

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Tier: Tier 1

Activity - ELA teaching resourses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive 1 or 2 days of professional development with on going observations and support that will include reading strategies and best practices with small and whole group reading instruction.	Professional Learning			08/12/2014	06/10/2016	\$2500	Title I Part A, Title II Part A	School leader and Beth Scarbrough

Activity - Purchase MAISA Resources for Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom sets of reading and writing MAISA units to enhance classroom instruction and increase student academics will be purchased so each classroom has a full set of both MAISA Reading and Writing books to match the units.	Materials	Tier 1	Implement	01/26/2015	01/09/2017	\$2500	Section 31a, Title I Part A	Beth Scarbrough, Rti Coordinator /Title I Coordinator Principal

Activity - Literacy Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will contract for a specially trained literacy coach to provide supplementary professional development to classroom teachers in using best practices and developing capacities to improve student learning and success. [examples include MAISA Reader's and Writer's units, and other literacy intervention and assessment methods]	Professional Learning	Tier 2	Implement	08/17/2015	06/03/2016	\$2700	Title II Part A	Beth Scarbrough, Literacy Coach

Activity - Teacher Attendance at MAISA Annual Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Two Teachers will attend the MAISA Association Conference in Michigan June 2015 to network, gain exposure to new research and presentation of best practices in the field of literacy, language development, and English Language Arts.	Professional Learning	Tier 1	Implement	01/01/2016	06/30/2016	\$1000	Title II Part A	Principal
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Activity - Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apply Marzano's approach to instructional vocabulary acquisition via reading articles, discussion with peers and coaching.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/24/2015	06/02/2017	\$1000	Title II Part A	Literacy coach and classroom teachers

(shared) Strategy 6:

ELA using Technology - Greater availability of computers and tablets for all students will help aid in students ability to access online reading programs and applications to enhance and improve their reading skills.

Research Cited: International Reading Association. (2001). Integrating literacy and technology in the curriculum. Newark, DE: Author. <http://ctell.uconn.edu/about.htm>, System, Volume 31, Issue 3, September 2003, Pages 349–365 Teaching reading strategies and reading comprehension within a technology-enhanced learning environment Carisma Dreyer, Charl Nel

Tier: Tier 1

Activity - Purchase of Computer Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research will be done to determine what type of computer cart would give the greatest benefit at the best cost or if several tablets for the classrooms are a greater benefit.. Once determined this will be given to the Board and/ or Superintendent to determine if bids should be gotten and how they want the school to proceed. A purchase will be made after all stakeholders involved have given the the school authority to move forward with it.	Supplemental Materials	Tier 1	Getting Ready	07/01/2014	07/01/2016	\$30000	General Fund	Leadership

Activity - Computer software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of Language Arts software for the computer lab will be researched. The best programs will be voted on and 1 or 2 will be chosen for purchase.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	08/03/2015	05/29/2017	\$5000	School Improvement Grant (SIG)	Leadership

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Measurable Objective 2:

75% of Third, Fourth and Fifth grade students will demonstrate a proficiency in the State Language Arts Achievement testing in English Language Arts by 06/09/2017 as measured by State of Michigan.

(shared) Strategy 1:

ELA using Technology - Greater availability of computers and tablets for all students will help aid in students ability to access online reading programs and applications to enhance and improve their reading skills.

Research Cited: International Reading Association. (2001). Integrating literacy and technology in the curriculum. Newark, DE: Author. <http://ctell.uconn.edu/about.htm>, System, Volume 31, Issue 3, September 2003, Pages 349–365 Teaching reading strategies and reading comprehension within a technology-enhanced learning environment Carisma Dreyer, Charl Nel

Tier: Tier 1

Activity - Purchase of Computer Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research will be done to determine what type of computer cart would give the greatest benefit at the best cost or if several tablets for the classrooms are a greater benefit.. Once determined this will be given to the Board and/ or Superintendent to determine if bids should be gotten and how they want the school to proceed. A purchase will be made after all stakeholders involved have given the the school authority to move forward with it.	Supplemental Materials	Tier 1	Getting Ready	07/01/2014	07/01/2016	\$30000	General Fund	Leadership
Activity - Computer software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of Language Arts software for the computer lab will be researched. The best programs will be voted on and 1 or 2 will be chosen for purchase.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	08/03/2015	05/29/2017	\$5000	School Improvement Grant (SIG)	Leadership

Strategy 2:

Fountas and Pinnell Assessment Kits - Fountas and Pinnell Assessment Kits (Benchmark Assessment System 2, 2nd Edition) will be purchased for 3rd - 5th grade to have reliable and valid grade level testing for all classrooms.

Research Cited: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI) arolyn R. Ransford-Kaldon, Ph.D., E. Sutton Flynt, Ed.D., Cristin L. Ross, M.S., Louis Franceschini, Ph.D., Todd Zoblotsky, Ed.D. Ying Huang, M.S.

Brenda Gallagher, Ed.D.Center for Research in Educational Policy

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Tier: Tier 1

Activity - Fountas and Pinnell Assessment Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Fountas and Pinnell Assessment Kits for grade 3rd - 5th.	Materials, Curriculum Development, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	08/03/2015	05/29/2017	\$2000	Section 31a	MTSS coordinator and Principal

Measurable Objective 3:

75% of All Students will demonstrate a proficiency during writers workshop in Writing by 06/02/2017 as measured by writing rubric.

Strategy 1:

Professional Development - Staff will receive professional development on all MAISA Unit components and how to use them for whole group and small group instruction with differentiation as needed.

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M. (2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and Applying Differentiated Classroom Instruction. *The Reading Teacher*, 63(1)

Tier: Tier 1

Activity - Coaching & Monitoring of MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coach and pedagogista will monitor and coach teachers in the reading and writing MAISA units through out the year.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		08/24/2015	06/06/2016	\$1000	Title II Part A	Sarah Cooper and Beth Scarbrough

Goal 2: All students at Grand Rapids Child Discovery Center will be proficient in Math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

63% of All Students will demonstrate a proficiency of 80% or higher in Mathematics by 06/09/2017 as measured by grade level assessments.

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Strategy 1:

Parental Involvement - Staff will provide a math night during which parents would receive input from teaching staff regarding ways to help their children with math concepts at home.

Research Cited: Epstein, J. (2009) School, Family, and Community Partnership. 3rd Edition. Corwin Press.

Tier:

Activity - Parent Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present parents with information regarding at home math strategies. 1 or 2 evenings will be set in the school calendar for Math night where stations will be set up for students and parents to work together on math activities. Staff will be available to assist and/or participate with the activities.	Parent Involvement	Tier 2	Implement	09/07/2015	05/29/2017	\$500	Title I Part A, Section 31a	Principal and Beth Scarbrough along with Instructional staff.

Strategy 2:

Supplemental Services - Supplemental staff will be utilized to provide instruction for students who are not yet mastering the state content expectations in the core areas. This will include one Tier III interventionist

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M. (2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and

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Tier: Tier 2

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionist will provide instruction to students not yet at grade level in small groups or individually.	Academic Support Program	Tier 3	Implement	08/11/2014	06/05/2015	\$40000	Title I Schoolwide, Section 31a	Principal and Beth Scarbrough

Activity - Teacher Training in Math Curriculum and Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will contract for a specially trained math curriculum coach who will provide supplementary professional development to classroom teachers in how to use best teaching practices and develop their own capacities as teachers to improve student learning and success.	Professional Learning	Tier 1	Monitor	07/27/2015	06/06/2016	\$2500	Title II Part A	Dr. Esther Billings, GVSU Professor of Mathematics

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Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math manipulative for capacity, measurement, fractions, time and money. The upper grades 3-5 have the greatest need so we will focus on the upper grades first and work our way to the lower grades.	Materials, Supplemental Materials, Academic Support Program	Tier 2	Implement	08/03/2015	05/29/2017	\$7000	School Improvement Grant (SIG), Title I Part A	Title 1 coordinator and curriculum coordinator

Strategy 3:

After-school intervention time - The School will provide Math a focused after- school program 2 days a week for 1 hour for math interventions.

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M.

(2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and

Applying Differentiated Classroom Instruction.

Tier: Tier 2

Activity - After-school intervention time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS coordinator will set-up a math intervention program for 2 days a week after-school for 1 hour. A trained interventionist will work with Tier III students in math for extra support.	Academic Support Program	Tier 2	Implement	09/21/2015	05/22/2017	\$11500	Section 31a, Title I Part A	MTSS coordinator and interventionist

Strategy 4:

math screeners - Teachers will give math screening assessments to students at scheduled intervals to assess what students need Rtl tier II or tier III interventions in math.

Research Cited: Crossing Boundaries and Initiating Conversations About RTI: Understanding and

Applying Differentiated Classroom Instruction

Tier: Tier 1

Activity - Math assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math assessment screening will be used to monitor student learning a minimum of 3 times per year and in some grades 4 times will be necessary.	Curriculum Development	Tier 1	Implement	08/26/2013	06/12/2015	\$3200	General Fund	teaching staff, Rtl

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Strategy 5:

Professional Development for Math - Title I Coordinator and Math Instructional Coach will administer professional development to instructional staff to align scope and sequence of math standards addressing the Common Core in a school wide master curriculum map. Professor Ester Billings from GVSU will also provide math professional development throughout the school year for 2nd through 5th grade teachers for added support in successful implementation of the math curriculum. Research Cited: National Research Council. (2001). Adding it up: Helping children learn mathematics. J. Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master Curriculum Map and pacing guides will be changed as the grade teams deem necessary using testing data and other information they have gathered from the school year. The pacing will be ongoing throughout next year	Professional Learning	Tier 1	Monitor	08/24/2015	05/29/2017	\$1000	Title II Part A	Beth Scrabrough, Title I Coordinator Dr. Esther Billings, Grand Valley State University Professor of Mathematics Sarah Cooper, Curriculum Coordinator

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The book "Number Sense" by Sherry Parrish will be purchased for teaching staff and interventionist to have a whole staff book study. The group will meet monthly to discuss ideas on how to use concepts and strategies in the classroom.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/24/2015	05/29/2017	\$1000	Title II Part A	Sarah Cooper

Goal 3: All students will be proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

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52% of Fourth grade students will demonstrate a proficiency level 2 or higher in Science by 06/09/2017 as measured by 4th grade Science M-Step. .

Strategy 1:

Supplemental Services - Supplemental staff will be utilized to provide instruction for students who are not yet mastering the state content expectations in the core areas. This will include Tier II cross curricular writing intervention instruction that will occur 2-3 times per week for 20-30 minute sessions with teacher or aid. A Tier III interventionist instructor will be available for Tier III students that need pull out cross curricular writing intervention instruction that will occur 2-3 times per week for 20-30 in addition to classroom interventions.

Research Cited: Walker-Dalhouse, D., Risko, V.J., Esworthy, C., Grasley, E., Kaisler, G., McIlvain, D., & Stephan, M.

(2009, September). Crossing Boundaries and Initiating Conversations About RTI: Understanding and

Applying Differentiated Classroom Instruction. The Reading Teacher, 63(1)

Tier: Tier 2

Activity - cross-curricular writing intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Interventionist will provide cross-curricular writing instruction to Tier III students in small groups or individually. This will occur 2-3 times per week for 20 - 30 min. The classroom teacher will and/or aid will implement interventions for Tier II students in the classroom and do additional time with Tier III students. This will occur 2-3 times per week for 20 - 30 min during writers workshop.	Academic Support Program	Tier 3	Implement	09/28/2015	06/02/2017	\$30000	Title I Part A	Principal, RTI interventionist, teachers and paraprofessionals

Activity - Hands on Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will do monthly experiments that students can participate in for hands on experiences with science. These experiments will need materials and replenishment of consumables.	Direct Instruction	Tier 1	Implement	08/24/2015	05/29/2017	\$2000	Section 31a	Classroom teachers

Strategy 2:

Science Curriculum PD and materials - Teachers from each grade level will receive professional development provided at the Kent County ISD or other approved providers from the science curriculum teaching and learning workshops. This will aid teachers in teaching the common core standards in this content area. Material recommendations will be taken into considerations and a plan developed to strengthen the science curriculum in all grade levels.

Research Cited: Jan H. van Driel*, Douwe Beijaard and Nico Verloop Journal of Research in Science Teaching

Volume 38, Issue 2, pages 137–158, February 2001. William R. Penuel, Barry J. Fishman, What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation American Educational Research Journal December 2007 44: 921-958,

Tier: Tier 1

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Activity - Science workshop attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose and attend 1 science workshop that will help implement instructional ideas in this content area.	Professional Learning	Tier 1	Getting Ready	07/02/2014	07/04/2016	\$3000	Title II Part A, School Improvement Grant (SIG)	Administration, teaching staff
Activity - Purchase of Science Material	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will determine the material needs for implementation of a rigorous and relevant science program. Purchase of needed curriculum or materials will begin and continue over the next 3 years. This will include texts, kits, videos and/or streaming, study field trip.	Materials	Tier 1	Getting Ready	08/18/2014	07/07/2017	\$3500	Title I Schoolwide, General Fund	administration and teaching staff

Strategy 3:

Study Trips - Students and teachers will take field trips to areas to research and study different concepts in science where the experts in the field connect the concepts to the lessons taught.

Research Cited: Vitale, M. R., Romance, N. R. & Crawley, F. (2010). Trends in science education research

published in the Journal of Research in Science Teaching: A longitudinal policy

perspective. Presented at the annual meeting of the National Association for Research in

Science Teaching, Philadelphia, PA. Young, B., & Lee, S. (2005). The effects of a kit-based science curriculum and intensive science

professional development on elementary student science achievement. Journal of Science

Education and Technology, 14 (5/6), 471-481.

Tier: Tier 1

Activity - Study Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Trips and/or bring in the "expert" will connect students to standards being taught.	Curriculum Development, Professional Learning, Direct Instruction, Parent Involvement, Field Trip	Tier 1	Getting Ready	08/24/2015	06/01/2018	\$23000	Section 31a, General Fund, Title II Part A	teachers and administration

Goal 4: To increase parent involvement in their children’s education to improve academic achievement and to strengthen school-family-community partnerships in meeting children’s needs.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase parents’ ability to help their children learn at home by 06/13/2014 as measured by parental participation at school events, surveys and student achievement.

Strategy 1:

Parental Involvement - Parents will receive information at Orientation, August 28, 2014 on how to support their children in literacy, math and science along with resources available to them.

Research Cited: Epstein, J. (2009) School, Family, and Community Partnership. 3rd Edition. Corwin Press.

Tier:

Activity - Parent Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies will be presented to parents in a pamphlet form as well as in a Q and A session. This will help parents understand how to support their children in the areas of literacy, math and science. Sessions will be based on grade level and will happen on different dates as decided by the classroom teachers for the convenience of the parents.	Parent Involvement			08/30/2013	09/06/2013	\$0	Title I Schoolwide	Planned staff responsible for implementing activity: Instructional staff including principal
Activity - Literacy Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Literacy Coach will hold an afternoon event centered on literacy. During this event, there will be strategies shared with students and their families that can be implemented in the home that can directly enhance their child's reading. Students will do some type of performance such as poetry reading or Readers theater. Books will be purchased to give to all students to take home and keep. The students will be able to choose from an assortment of books at their reading level. The books will be given out in March but not on the same day as the performance.	Parent Involvement	Tier 2	Implement	01/04/2016	06/06/2016	\$1000	Title I Part A	Beth Scarbrough and Principal

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Activity - Math Night(s)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An evening event that has math activities for parents and students to do along with ideas for parents to take home for helping their child learn standards for mathematics practice. Parents have asked for 2 of these so we are trying to schedule it into 2015-16 calendar to have 2 nights, one in Oct. and one in Jan.	Parent Involvement	Tier 2	Implement	10/12/2015	06/06/2016	\$1000	Title I Part A	Principal, Sarah Cooper, Beth Scarbrough
Activity - Title 1 Fall Director's Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 coordinator will attend the Fall Director's institute from Oct 1 - 3, 2014 at Grand Traverse Resort, Grand Traverse MI to keep the Title 1 coordinator appraised of changes and new legislation to Federal and state programs.	Professional Learning	Tier 1	Implement	10/05/2015	11/23/2015	\$1000	Title II Part A	school leader and title 1 coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science workshop attendance	Teachers will choose and attend 1 science workshop that will help implement instructional ideas in this content area.	Professional Learning	Tier 1	Getting Ready	07/02/2014	07/04/2016	\$1800	Administration, teaching staff
Math Manipulatives	Math manipulative for capacity, measurement, fractions, time and money. The upper grades 3-5 have the greatest need so we will focus on the upper grades first and work our way to the lower grades.	Materials, Supplemental Materials, Academic Support Program	Tier 2	Implement	08/03/2015	05/29/2017	\$6000	Title 1 coordinator and curriculum coordinator
Computer software	The purchase of Language Arts software for the computer lab will be researched. The best programs will be voted on and 1 or 2 will be chosen for purchase.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	08/03/2015	05/29/2017	\$5000	Leadership

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Intervention	A highly-qualified Math, ELA, and behavior interventionist will give students Tier III interventions in areas needed.	Behavioral Support Program, Academic Support Program	Tier 3	Evaluate	08/24/2015	05/29/2017	\$10000	MTSS Coordinator - Intervention Support Specialist behavior interventionist

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Hands on Science	Teachers will do monthly experiments that students can participate in for hands on experiences with science. These experiments will need materials and replenishment of consumables.	Direct Instruction	Tier 1	Implement	08/24/2015	05/29/2017	\$2000	Classroom teachers
Parent Math Night	Staff will present parents with information regarding at home math strategies. 1 or 2 evenings will be set in the school calendar for Math night where stations will be set up for students and parents to work together on math activities. Staff will be available to assist and/or participate with the activities.	Parent Involvement	Tier 2	Implement	09/07/2015	05/29/2017	\$300	Principal and Beth Scarbrough along with Instructional staff.
After-school intervention time	MTSS coordinator will set-up a math intervention program for 2 days a week after-school for 1 hour. A trained interventionist will work with Tier III students in math for extra support.	Academic Support Program	Tier 2	Implement	09/21/2015	05/22/2017	\$3000	MTSS coordinator and interventionist
Study Trips	Study Trips and/or bring in the "expert" will connect students to standards being taught.	Curriculum Development, Professional Learning, Direct Instruction, Parent Involvement, Field Trip	Tier 1	Getting Ready	08/24/2015	06/01/2018	\$2000	teachers and administration
RTI	The intervention coordinator and interventionist will work with Tier III students in the content areas of reading, writing and math.	Academic Support Program	Tier 3	Implement	08/24/2015	06/02/2017	\$22000	School Leader and Beth Scarbrough
Math Interventions	Math Interventionist will provide instruction to students not yet at grade level in small groups or individually.	Academic Support Program	Tier 3	Implement	08/11/2014	06/05/2015	\$30000	Principal and Beth Scarbrough
Fountas and Pinnell Assessment Kits	Purchase of Fountas and Pinnell Assessment Kits for grade 3rd - 5th.	Materials, Curriculum Development, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	08/03/2015	05/29/2017	\$2000	MTSS coordinator and Principal

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Purchase MAISA Resources for Classrooms	Classroom sets of reading and writing MAISA units to enhance classroom instruction and increase student academics will be purchased so each classroom has a full set of both MAISA Reading and Writing books to match the units.	Materials	Tier 1	Implement	01/26/2015	01/09/2017	\$1000	Beth Scarbrough, Rti Coordinator /Title I Coordinator Principal
After School Intervention	MTSS coordinator will set-up an after-school intervention program for Tier III ELA students to receive 1 hour of intervention twice a week from a reading interventionist.	Academic Support Program	Tier 3	Implement	09/21/2015	05/15/2017	\$2000	MTSS coordinator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Trips	Study Trips and/or bring in the "expert" will connect students to standards being taught.	Curriculum Development, Professional Learning, Direct Instruction, Parent Involvement, Field Trip	Tier 1	Getting Ready	08/24/2015	06/01/2018	\$20000	teachers and administration
Math assessments	Math assessment screening will be used to monitor student learning a minimum of 3 times per year and in some grades 4 times will be necessary.	Curriculum Development	Tier 1	Implement	08/26/2013	06/12/2015	\$3200	teaching staff, Rtl
Purchase of Computer Cart	Research will be done to determine what type of computer cart would give the greatest benefit at the best cost or if several tablets for the classrooms are a greater benefit.. Once determined this will be given to the Board and/ or Superintendent to determine if bids should be gotten and how they want the school to proceed. A purchase will be made after all stakeholders involved have given the the school authority to move forward with it.	Supplemental Materials	Tier 1	Getting Ready	07/01/2014	07/01/2016	\$30000	Leadership
Purchase of Science Material	Staff will determine the material needs for implementation of a rigorous and relevant science program. Purchase of needed curriculum or materials will begin and continue over the next 3 years. This will include texts, kits, videos and/or streaming, study field trip.	Materials	Tier 1	Getting Ready	08/18/2014	07/07/2017	\$3000	administration and teaching staff

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Orientation	Strategies will be presented to parents in a pamphlet form as well as in a Q and A session. This will help parents understand how to support their children in the areas of literacy, math and science. Sessions will be based on grade level and will happen on different dates as decided by the classroom teachers for the convenience of the parents.	Parent Involvement			08/30/2013	09/06/2013	\$0	Planned staff responsible for implementing activity: Instructional staff including principal
Purchase of Science Material	Staff will determine the material needs for implementation of a rigorous and relevant science program. Purchase of needed curriculum or materials will begin and continue over the next 3 years. This will include texts, kits, videos and/or streaming, study field trip.	Materials	Tier 1	Getting Ready	08/18/2014	07/07/2017	\$500	administration and teaching staff
Home reading logs	Tier II and Tier III Students will record all books they read with or to parents during the school year. Students that are in tier II or III reading will start taking home books to read in September and continue through May. Parents will implement some of the strategies given to them by the MTSS coordinator.	Parent Involvement, Academic Support Program	Tier 2	Monitor	09/28/2015	05/31/2016	\$250	Teachers, Support Staff, MTSS coordinator
Math Interventions	Math Interventionist will provide instruction to students not yet at grade level in small groups or individually.	Academic Support Program	Tier 3	Implement	08/11/2014	06/05/2015	\$10000	Principal and Beth Scarbrough

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training in Math Curriculum and Instruction	The school will contract for a specially trained math curriculum coach who will provide supplementary professional development to classroom teachers in how to use best teaching practices and develop their own capacities as teachers to improve student learning and success.	Professional Learning	Tier 1	Monitor	07/27/2015	06/06/2016	\$2500	Dr. Esther Billings, GVSU Professor of Mathematics

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Professional Development	Master Curriculum Map and pacing guides will be changed as the grade teams deem necessary using testing data and other information they have gathered from the school year. The pacing will be ongoing throughout next year	Professional Learning	Tier 1	Monitor	08/24/2015	05/29/2017	\$1000	Beth Scrabrough, Title I Coordinator Dr. Esther Billings, Grand Valley State University Professor of Mathematics Sarah Cooper, Curriculum Coordinator
ELA teaching resources	Teachers will receive 1 or 2 days of professional development with on going observations and support that will include reading strategies and best practices with small and whole group reading instruction.	Professional Learning			08/12/2014	06/10/2016	\$1000	School leader and Beth Scarbrough
Title 1 Fall Director's Institute	Title 1 coordinator will attend the Fall Director's institute from Oct 1 - 3, 2014 at Grand Traverse Resort, Grand Traverse MI to keep the Title 1 coordinator appraised of changes and new legislation to Federal and state programs.	Professional Learning	Tier 1	Implement	10/05/2015	11/23/2015	\$1000	school leader and title 1 coordinator
Book Study	The book "Number Sense" by Sherry Parrish will be purchased for teaching staff and interventionist to have a whole staff book study. The group will meet monthly to discuss ideas on how to use concepts and strategies in the classroom.	Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	08/24/2015	05/29/2017	\$1000	Sarah Cooper
Study Trips	Study Trips and/or bring in the "expert" will connect students to standards being taught.	Curriculum Development, Professional Learning, Direct Instruction, Parent Involvement, Field Trip	Tier 1	Getting Ready	08/24/2015	06/01/2018	\$1000	teachers and administration
Science workshop attendance	Teachers will choose and attend 1 science workshop that will help implement instructional ideas in this content area.	Professional Learning	Tier 1	Getting Ready	07/02/2014	07/04/2016	\$1200	Administration, teaching staff

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Literacy Instruction Professional Development	The school will contract for a specially trained literacy coach to provide supplementary professional development to classroom teachers in using best practices and developing capacities to improve student learning and success. [examples include MAISA Reader's and Writer's units, and other literacy intervention and assessment methods]	Professional Learning	Tier 2	Implement	08/17/2015	06/03/2016	\$2700	Beth Scarbrough, Literacy Coach
Coaching & Monitoring of MAISA Units	Literacy Coach and pedagogista will monitor and coach teachers in the reading and writing MAISA units through out the year.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		08/24/2015	06/06/2016	\$1000	Sarah Cooper and Beth Scarbrough
Vocabulary	Apply Marzano's approach to instructional vocabulary acquisition via reading articles, discussion with peers and coaching.	Curriculum Development, Direct Instruction	Tier 1	Getting Ready	08/24/2015	06/02/2017	\$1000	Literacy coach and classroom teachers
Teacher Attendance at MAISA Annual Conference	Two Teachers will attend the MAISA Association Conference in Michigan June 2015 to network, gain exposure to new research and presentation of best practices in the field of literacy, language development, and English Language Arts.	Professional Learning	Tier 1	Implement	01/01/2016	06/30/2016	\$1000	Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase MAISA Resources for Classrooms	Classroom sets of reading and writing MAISA units to enhance classroom instruction and increase student academics will be purchased so each classroom has a full set of both MAISA Reading and Writing books to match the units.	Materials	Tier 1	Implement	01/26/2015	01/09/2017	\$1500	Beth Scarbrough, Rti Coordinator/Title I Coordinator Principal
Free books for Students	During the month of March we have our Literacy Event. After the event we will let each student pick 2 or 3 books at their reading level to take home and keep. This is to help students have appropriate reading materials at home.	Supplemental Materials, Parent Involvement, Academic Support Program	Tier 1	Implement	03/07/2016	04/08/2016	\$450	Title 1 coordinator (Beth Scarbrough) and Principal (John Robinson)

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ELA teaching resources	Teachers will receive 1 or 2 days of professional development with on going observations and support that will include reading strategies and best practices with small and whole group reading instruction.	Professional Learning			08/12/2014	06/10/2016	\$1500	School leader and Beth Scarbrough
Literacy Events	The Literacy Coach will hold an afternoon event centered on literacy. During this event, there will be strategies shared with students and their families that can be implemented in the home that can directly enhance their child's reading. Students will do some type of performance such as poetry reading or Readers theater. Books will be purchased to give to all students to take home and keep. The students will be able to choose from an assortment of books at their reading level. The books will be given out in March but not on the same day as the performance.	Parent Involvement	Tier 2	Implement	01/04/2016	06/06/2016	\$1000	Beth Scarbrough and Principal
Math Manipulatives	Math manipulative for capacity, measurement, fractions, time and money. The upper grades 3-5 have the greatest need so we will focus on the upper grades first and work our way to the lower grades.	Materials, Supplemental Materials, Academic Support Program	Tier 2	Implement	08/03/2015	05/29/2017	\$1000	Title 1 coordinator and curriculum coordinator
After-school intervention time	MTSS coordinator will set-up a math intervention program for 2 days a week after-school for 1 hour. A trained interventionist will work with Tier III students in math for extra support.	Academic Support Program	Tier 2	Implement	09/21/2015	05/22/2017	\$8500	MTSS coordinator and interventionist
RTI	The intervention coordinator and interventionist will work with Tier III students in the content areas of reading, writing and math.	Academic Support Program	Tier 3	Implement	08/24/2015	06/02/2017	\$38000	School Leader and Beth Scarbrough
Math Night(s)	An evening event that has math activities for parents and students to do along with ideas for parents to take home for helping their child learn standards for mathematics practice. Parents have asked for 2 of these so we are trying to schedule it into 2015-16 calendar to have 2 nights, one in Oct. and one in Jan.	Parent Involvement	Tier 2	Implement	10/12/2015	06/06/2016	\$1000	Principal, Sarah Cooper, Beth Scarbrough
cross-curricular writing intervention	Writing Interventionist will provide cross-curricular writing instruction to Tier III students in small groups or individually. This will occur 2-3 times per week for 20 - 30 min. The classroom teacher will and/or aid will implement interventions for Tier II students in the classroom and do additional time with Tier III students. This will occur 2-3 times per week for 20 - 30 min during writers workshop.	Academic Support Program	Tier 3	Implement	09/28/2015	06/02/2017	\$30000	Principal, RTI interventionist, teachers and paraprofessionals

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Parent Math Night	Staff will present parents with information regarding at home math strategies. 1 or 2 evenings will be set in the school calendar for Math night where stations will be set up for students and parents to work together on math activities. Staff will be available to assist and/or participate with the activities.	Parent Involvement	Tier 2	Implement	09/07/2015	05/29/2017	\$200	Principal and Beth Scarbrough along with Instructional staff.
Small Group Intervention	A highly-qualified Math, ELA , and behavior interventionist will give students Tier III interventions in areas needed.	Behavioral Support Program, Academic Support Program	Tier 3	Evaluate	08/24/2015	05/29/2017	\$6000	MTSS Coordinator - Intervention Support Specialist behavior interventionist

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Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Parent Literacy Event		For 2014-15 we did Reader's Theater which was very popular with Students and parents. We will continue doing an extended day event for 2015-16 where the students perform poetry or readers theater and hand out reading tips to parents.	March 30, 2015	Beth Scarbrough
Strategy	Parent Literacy Event		We changed this to an extended day event called a Literature Concert where students read poetry they learned and/or created. We then passed out free books which we bought from First Book grant program. We would like to continue doing this event in the future if it is well received.	March 26, 2014	Beth Scarbrough
Strategy	math screeners		A new screener was used during the 2013/2014 school year. Having 2 consecutive years of data will show if we want to continue with that screener or invest in a new one.	May 01, 2014	Beth Scarbrough
Activity	Math assessments	In Progress	We want to realign the math screener to match how Investigations math program scope and sequences suggests concepts to be taught. This will be a small adjustment that shouldn't change the overall scoring.	May 11, 2015	Beth Scarbrough
Activity	Math assessments	In Progress	We used the present math screeners for 2013/14 school year and will continue using them in 2014/15. Two years of data should show if the screeners are having the needed effect on math MEAP scores.	May 01, 2014	Beth Scarbrough
Activity	Teacher Training in Math Curriculum and Instruction	In Progress	We have found that the math coaching is more helpful for the teachers than other professional developments we've had. We will concentrate more on grades 2-5 for the 2015-16 school year and less on K-1 since they seem to have a better understanding in using the new curriculum.	May 11, 2015	Beth Scarbrough
Activity	Teacher Training in Math Curriculum and Instruction	In Progress		March 31, 2014	Beth Scarbrough