School Improvement Plan

Blossomland Learning Center

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2016-2017 School Improvement Plan

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Blossomland Learning Center opened in 1978 and provides a positive learning environment for a current enrollment of approximately 218 students. All students are residents of local school districts within the Berrien Regional Education Service Agency, and meet the eligibility requirements established by the State of Michigan. Blossomland Learning Center provides special education programs and related services for Moderate Cognitive Impaired, Severely Cognitive Impaired and Severely Multiply Impaired students. Placement is made through the Individualized Education Program (IEP) process, when it is determined by the IEP team that the student's educational needs and related service requirements cannot be adequately provided for within the resident school district.

The school facility includes classroom areas for Pre-primary, Primary, Intermediate and Teen-Adults. Classrooms are located within three separate areas (A, B & D Pods) of the school, with each area containing space for large-group activities, kitchen amenities, restrooms, conference rooms, offices and other programmatic areas to address the specific needs of that particular age group of students. Other building features include a multi-sensory room, therapy areas, offices, a central kitchen, storage areas, a 30' by 60' swimming pool and a gymnasium with adjoining shower and dressing rooms. Blossomland Learning Center is located at 711 St. Joseph Avenue, Berrien Springs, MI, 49103.

Two off-site programs are located in St. Joseph and Niles. These programs are for student's 18-26 years of age who participate in daily Community-Based Instruction (CBI). Students must be recommended for these programs through the IEP process.

An outdoor learning center designed for students with impairments is located at the rear of the building. The outdoor learning center includes specialized and adaptive playground equipment, athletic fields, bike path, picnic and rest areas.

Financial support is provided through the county-wide special education millage and state and federal dollars.

All teachers have MDE approval in Special Education with appropriate endorsements and meet the Highly Qualified requirements of IDEA and "No Child Left Behind." Staff has been chosen based on their training, interest, skills and ability in working with the cognitive impaired.

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.

Berrien RESA's Vision: "Today's Purpose, Tomorrow's Promise"

Berrien RESA's Mission: "We support our school community with respect and compassion through quality programs, leadership and dedicated partnerships."

Blossomland Learning Center's Mission: "The mission of Blossomland Learning Center is to provide positive learning environments and experiences that advance the well-being, academic success, and lifelong achievement of our students."

BLC's Statement of Beliefs: All staff members contribute to Blossomland Learning Center's friendly, inviting environment, to set the tone through our actions and attitutdes. We demonstrate our continuous support and encouragement of all students in five important ways.
1. We teach students the expectation for responsible behavior in all school settings by relating student actions to our Guidelines for Success. We will encourage students to be safe, practice teamwork, have positive attitudes, and respect others in order to achieve success for all.
2. We provide positive feedback to students when they are meeting expectations and following the Guidelines for Success.
3. We maintain a cooperative environment involving home, school, and community in educating our students.
4. We view minor misbehavior as teaching opportunities, responding calmly and consistently with corrections and consequences.
5. We work collaboratively, utilizing meeting mechanics, to develop behaviors that are acceptable in the school setting, community, home, and work environments.

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.

Blossomland Learning Center obtained the MASB's Excellence in Education Award 2012 for our Positive Behavior Supports program that resulted in decreases of behavior incident reports, use of time-out booth, and use of physical restraints over a four-year period since its implementation. In addition, Blossomland Learning Center was recognized as a Beating the Odd's School as identified by the Michigan Department of Education and was noted as a Reward School in 2013. Centers are no longer identified as Reward Schools, but still can be identified a Focus/Priority School.

Blossomland achieved a Yellow designation for our School Report Card and the Berrien RESA District achieved a Yellow designation.

Additional Information

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

Blossomland Learning Center utilizes the meeting mechanics process for staff input and overall School Improvement. We also do parent, student, and staff surveys to get their input. Our school improvement committee meets every two weeks, has parent participation, and communication to staff is through our Bathroom Bulletins, staff meetings, and building newsletter, etc.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Administration, Teachers, Ancillary Staff, Paraprofessionals, and Parents are members of our School Improvement Team. Meetings are held every two weeks throughout the school year at 7:45-8:30 A.M. When members are not able to attend, minutes are sent to all members via email to maintain communication throughout the school year. Parents were sought through newsletter recruitment and those that have demonstrated interest and involvement in the school improvement process. We asked for volunteers from staff and asked others to ensure that a variety of employees were members.

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

A team was organized from staff signing up for the the School Improvement Committee, ensuring a cross-representation is attained. In addition paraprofessionals and parents participate on the committee. Each year the School Improvement Plan is reviewed, areas revised, progress monitored and updated throughout the year. The team collectively reviews each of the questions and discusses the responses, coming to a unanimous decision and facts related to the rating.

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

The School Improvement Plan is shared with all staff members at the beginning of the school year. Updates are maintained by a core team and then reviewed as needed. Professional Learning Communities (PLC's) meet regularly to address their specific areas of the School Improvement Plan and input provided to the core team for updating the plan. The School Improvement Committee reviews the plan and updates are provided as well. At the end of the year, all areas of the School Improvement Plan are reviewed through a meeting mechanics process and summarized in conjunction with PLC work into a final report.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Student enrollment impacts staffing in various ways. We have to consider the number of students and the IEP placement based on student needs. We also have to consider the program requirements for student placement and the age ranges within the classroom. We have a total of 24 classrooms. Of these, 13.5 are labeled Moderate Cognitive Impaired, 4.5 are Severe Multiply Impaired, 5 are Severe Cognitive Impaired, and we oversee a Mild Cognitive Impaired classroom placed in a local district. The total student enrollment was 231 and in the fall it is estimated to be 225. Due to the decrease in numbers and IEP recommendations for the fall, 1 classroom will be closed starting the 2016-2017 school year.

In the area of ethnicity, the data shows a fairly consistent percentage make-up of student population over the last 5 years. The following data is reported for the 2015-2016 school year:
African American - 31%
Asian - 4%
Hispanic/Latino - 4%
White - 61%

In the area of gender, the data shows a fairly consistent percentage make-up of the student population over the last 5 years. The following data is reported for the 2015-2016 school year:
Male - 58%
Female - 42%

In the area of economic status, the data shows a gradual increase in Economically Disadvantage and a decrease in Not Economically Disadvantage over the last 5 years. The following data is reported for the 2015-2016 school year:
Economically Disadvantage - 73%
Not Economically Disadvantage - 27%

In the area of students with disabilities, 100% of the student population at Blossomland Learning Center are "Students with Disabilities" as we are a center-based program.

Student Demographic Data

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

Students that attend Blossomland Learning Center are referred through the Individualized Education Plan (IEP) process and are eligible with moderate to severe cognitive impairments. Due to the nature of their disabilities, student attendance can be impacted by severe health needs. Excessive absences may be reflective of hospital stays, chronic health issues, seizure activity, etc. Outside of the medical needs, overall student attendance is above average.

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?

During the last school year, student behavior data continued to show an increase in discipline referrals. Upon further analysis, it was found that 46% of the referrals related to 3 individual students with behavior plans to address severe behavior needs. There was an increase in time-out booth use, total number of behavior incident reports, and total number of suspensions. Use of Physical Interventions resulted in 28 occurrences over the 2015-2016 school year. We also had 47 days of suspension and 0 days of expulsion. One student resulted in a Manifestation Determination Review. Student survey results indicate that 97% of students feel safe at school.

Challenges that are identified relate back to the factor that all of our students have moderate to severe cognitive impairments, which does impact overall student behavior. This must be taken in consideration when reviewing behavior data outlined. Each year we face challenging behaviors that may result in either the use of a time-out booth or a physical restraint. Our data can have a yo-yo effect dependent on the student behaviors we are addressing each year.

Student Demographic Data

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

All of the students attending Blossomland Learning Center are students with disabilities. There is no action that can be taken to change that challenge of this particular demographic data. In addition, students are referred to our program through the Individualized Education Plan (IEP) process based on student needs.

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?

Over the last few years, veteran staff with many years of teaching experience have retired.   At this time 74% of the BLC teaching and administrative experience has 1-15 years of service to the Berrien RESA. We have found that this staff is equipped with more technological skills that can be applied within the classroom, thus increasing comfort with technology for our students as well.

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?

Teacher/School Leader Demographic Data shows a higher percentage of staff with 1-15 years of experience, totaling 74% of the staff in this years of service range. The impact this may make on student achievement is the increase in the use of technology in the classrooms. This then increases the ability to use visual reinforcements within the classroom, incorporating various programs and applications to enhance student learning.

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?

School Leader absences do not seem to make as much of an impact on students as the teachers absence does. School Leaders absences can result in difficulty in providing support for the classroom staff should severe behaviors arise. A behavior committee/team is in place for this support throughout the school year. In addition, Blossomland Learning Center has a Principal and Assistant Principal to limit the times that both are absent from the building.

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?

High level of absences due to professional learning may still impact student achievement due to the time a substitute is in the classroom and student response to changes in routine and staffing. Staff are required to provide a weekly schedule and maintain lesson plans for substitutes. The detailed information does assist staff in providing guidance to the lessons, but this is not the same as having the actual teacher in place to recognize the needs of the students. We have an advantage that every classroom has at least one paraprofessional in the room to maintain routine and consistency.

Teacher/School Leader(s) Demographic Data

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

Actions that could be considered would have to be negotiated through the Master Agreements. One area is offering pay for sick/professional days not used and the other is limiting the amount of absences allowed over the course of the school year.

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?

Based on the Interim Self-Assessment, the standards that stand out as strengths are Standard 4: Resources and Support Systems (score of 3.71) and Standard 2: Governance and Leadership (score 3.67).

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?

Based on the Interim Self-Assessment, the standards that stand out as challenges are Standard 5: Using Results for Continuous Improvement (score 2.8) and Standard 1: Purpose and Direction (score 3.33).

12. How might these challenges impact student achievement?

Standard 1: Purpose & Direction - This section relates to curriculum. Due to the cognitive levels of our student population, we must use modified curriculum and growth is broken down into smaller skills for attainment. This reflects the level of ability for our students.

Standard 5: Using Results for Continuous Improvement - Challenges relate to the limited assessment tools for our student population. Due to the cognitive levels of our student population, assessments tools available are limited thus limiting the range of data sources and the analysis of this data being impacted.

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 researching effective instruction for students with cognitive impairments and utilizing materials that are found to be the most beneficial to overall student growth. We will continue to build our strategies in addressing these challenges to continue to make gains in school-wide student achievement.

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?

Considering our student population, every student has an Individualized Education Plan and appropriate interventions are available. Extended learning opportunities are incorporated into our Community-Based Instruction (CBI) program based on the needs of the students.

Some programs are not applicable to this setting. Students are not able to participate fully in courses that earn credits. All of our students

earn a "Certificate of Attendance" as indicated in their Individualized Education Plans.

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

Not Applicable. Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments. Students over the age of sixteen participate in our Community-Based Instruction (CBI), a prevocational/vocational program for students to get on-the-job experience/training.

The addition of a Mild Cognitive Impaired Classroom has added the utilization of the CTE programs offered in Berrien County. As students approach 11th & 12th grade, referrals are being made to appropriate programs based on student career pathways, interest, and skill levels. One student visited the Fireman Training Certification program in Berrien Springs and is enrolled in this program for the fall.

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

Not Applicable. During the Individualized Education Plan (IEP), students are offered extended learning opportunities based on their individual needs. One area that is considered is Community-Based Instruction, a prevocational/vocational training program for students to get on-the job training. All students over the age of 16 participate in community-based instruction.

With the addition to a Mild Cognitive Impaired program that Berrien RESA oversees, CTE programs are considered based on student career pathways and interest, Parent and student visitations occurred during the 2015-2016 school year. Parents were informed of the program via telephone and then during a personal tour. Flyers of programs available through Berrien County are distributed to students and their families during the school year. Another student and his family demonstrated interest in the Project Search program and the CTE Technology courses offered at Lakeshore High School. Skill requirements have been reviewed at the IEP, input from a general education teacher of the student was also provided, and course recommendation for the fall made to provide an opportunity for developing skills to be successful in the program for the following school year.

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?

Evidence used to ensure content standards are being implemented with fidelity are through lesson plans that identify the content standards being addressed and the alignment to the Individualized Education Plan (IEP) goals/objectives for each student. This is a modified curriculum based on student needs. Use of pacing guides to ensure state content standards are being addressed are used as well in the areas of Science and Social Studies.

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

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Reading is an area that is impacted due to 100% of our student population has disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of reading.

Blossomland Learning Center incorporates the Edmark Reading program for our students and we have seen continued growth over the last two years with the use of this program. Students increased word identification by 35% during the 2014-2015 school year and increased word identification by 40% during the 2015-2016 school year.

19b. Reading- Challenges

Students that attend Blossomland Learning Center have moderate to severe cognitive impairments and are found eligible for special education due to the delays in the areas of reading, math, and adaptive skills. This impacts their overall reading skills and requires specialized education services. Reading skills will include verbal identification of sight words and picture identification.

To address this challenge, students with moderate or severe cognitive impairments will be transitioned to a Core Vocabulary rather than the Edmark Reading Program should they show little gain in this program. Data will be tracked for those students referred to this program.

19c. Reading- Trends

Data trends indicate that the Edmark Reading Program has increased word identification and thus reading skills for our students in this program. We will continue to utilize this program and monitor student achievement from year-to-year. Starting the 2016-2017 school year, the Core Vocabulary will be utilized for students showing limited growth with the Edmark Reading Program.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As noted in the School Improvement Plan, we will continue to incorporate the use of the Edmark Reading Program and analyze word identification and reading skills for our student population. In addition, the Core Vocabulary program will be utilized for those students making limited gains in the Edmark Reading Program. instructional strategies will be identified and incorporated for both programs to reinforce and supplement its use.

20a. Writing- Strengths

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Writing is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of writing.

We are working on writing skills based on the individual needs of the students. Individualized Education Plans (IEP's) identify the goals/objectives that students are working on and are annually reviewed. Individual student strengths are identified through this process.

We will also continue to utilize the EdMark Reading program which also addresses writing skills.

20b. Writing- Challenges

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Writing is an area that is impacted as 100% of our student population has disabilities. Due to this eligibility, Individualized Education Plans (IEP's) progress are used for student growth in the area of writing.

20c. Writing- Trends

Based on the Edmark Reading Program results students continue to improve in their reading abilities, which thus impacts their writing abilities. Teachers use IEP goals/objectives to work on specific writing skills based on student needs.

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.

The area of writing is addressed indirectly through the use of the Edmark Reading Program for word identification and sentence writing. Teachers also utilize IEP goals/objectives to address individual student growth in the area of writing.

21a. Math- Strengths

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Math is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of Math.

BLC incorporates the Touch math program for our students and is found to be the most effective instructional strategy for this population.

21b. Math- Challenges

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Math is an area that is impacted due to 100% of our student population is with disabilities. Due to this eligibility, Individualized Education Plans (IEP's) progress are used for student growth in the area of math.

21c. Math- Trends

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Writing is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) progress are used for student growth in the area of math.

We utilize the Touch Math program for our student population. Research indicates that the use of the touch points provides an instructional strategy to reinforce the learning of the number and its value. Students with cognitive impairments respond well with this program.

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.

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Math is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) progress are used for student growth in the area of Math.

Blossomland Lerarning Center incorprorates the Touch Math program for our student population and we monitor the growth in this area for each student on an individual basis through their goal achievement in the Individualized Education Plan (IEP).

22a. Science- Strengths

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Science is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of science.

Science Pacing Guides are used throughout the building to address the areas identified in the Extended Grade Level Content Expectations in the instructional program. Science curriculum is addressed in the lesson plans of the individual teachers.

22b. Science- Challenges

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Writing is an area that is impacted due to 100% of our student population having disabilities. Science is not addressed through the IEP process. Pacing Guides are used for the overall instructional program and the results from the MI-Access - Science.

22c. Science- Trends

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Science is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of Science.

Science content is not a subject area of the Individualized Education Plan (IEP). Pacing Guides and MI-Access - Science results are used for the instructional program. Science is noted in classroom schedules.

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.

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Science is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of Science.

Science is addressed through the School Improvement Plan via the use of the Common Core Essential Elements in our program.

23a. Social Studies- Strengths

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Social Studies is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of Social Studies.

23b. Social Studies- Challenges

Blossomland Learning Center is a center-based program for students with moderate to severe cognitive impairments and are found eligible due to delays in the areas of reading, math, and adaptive skills. Social Studies is an area that is impacted due to 100% of our student population having disabilities. Due to this eligibility, Individualized Education Plans (IEP's) are used for student growth in the area of Social Studies.

23c. Social Studies- Trends

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Writing is an area that is impacted due to 100% of our student population having disabilities.

Social Studies is not a content subject area of the Individualized Education Plan (IEP). Pacing Guides and MI-Access - Social Studies results are used for the instructional program.

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.

Students who attend Blossomland Learning Center are eligible with moderate to severe cognitive impairments. This eligibility is based on delays in the areas of reading, math, and adaptive behavior skills. Writing is an area that is impacted due to 100% of our student population having disabilities.

Social Studies is addressed through the School Improvement Plan via the use of the Common Core Essential Elements in our program. This is noted in classroom schedules.

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?

Based on the 2015-2016 Student Survey results, the highest level of satisfaction were:

110/112 students responded "Yes" to "I learn from my teachers."
107/112 students responded "Yes" to "I use a computer or an iPad to learn at school."
111/112 students responded "Yes" to "My teacher wants me to be a STAR student."
110/112 students responded "Yes" to "I have friends at school."

*Note that this survey is administered to students with moderate cognitive impairments. Surveys are made with yes/maybe/no that depicts the facial response options.

24b. Student Perception Data

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

Based on the 2015-2016 Student Survey results, the following areas have the lowest level of satisfaction among students:

88/112 students responded "Yes" to "The meals at school are good." (13 were "maybe")
101/112 students responded "Yes" to "I like what I am learning at school." (5 were "maybe")

*Note that this survey is administered to students with moderate cognitive impairments. Surveys are made with yes/maybe/no that depicts the facial response options.

24c. Student Perception Data

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

Based on the 2015-2016 Student Survey results, the following areas have the lowest level of satisfaction among students:

88/112 students responded "Yes" to "The meals at school are good." (13 were "maybe")

25a. Parent/Guardian Perception Data

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

Based on the 2015-2016 AdvancEd Parent Survey results, the highest level of satisfaction among parents/guardians are as follows:

Section: Resources & Support Systems totals for strongly agree/agree are 92%.

Sub-section questions show:.

#26. Our school provides a safe learning environment at 98% for strongly agree/agree.

#30. Our school ensures that the facilities support student learning at 96% for strongly agree/agree.

25b. Parent/Guardian Perception Data

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

Based on the 2015-2016 AdvancEd Parent Survey results, the lowest level of satisfaction among parents/guardians are as follows:

Section: Governance & Leadership totals for strongly agree/agree are 77%.

Sub-section questions show:.

#5. Our school's governing body does not interfere with the operations or leadership of our school at 69% for strongly agree/agree.

#9. Our school provides opportunities for stakeholders to be involved in the school at 64% for strongly agree/agree.

25c. Parent/Guardian Perception Data

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

After reviewing questions, parent involvement opportunities/strategies may be an area to look at addressing the perceptions of parent/guardians related to the governing body.

26a. Teacher/Staff Perception Data

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

Based on the 2015-2016 AdvancEd Staff Survey results, the highest level of satisfaction among staff are as follows:

Section: Resources and Support System results for strongly agree/agree are 83%.

Sub-section questions show:

#36. Our school provides qualified staff members to support student learning at 91% for strongly agree/agree.

#45. Our school maintains facilities that support student learning at 91% for strongly agree/agree.

#41. Our school provides a plan for thee acquisition and support of technology to support student learning at 89% for strongly agree/agree.

26b. Teacher/Staff Perception Data

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

Based on the 2015-2016 AdvancEd Staff Survey results, the lowest level of satisfaction among staff are as follows:

Section: Governance & Leadership totals for strongly agree/agree are 62%.
Sub-section questions show:.
#10. Our school's leaders hold themselves accountable for student learning at 54% for strongly agree/agree.
#13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning at 52% for strongly agree/agree.
#14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction at 58% for strongly agree/agree.

26c. Teacher/Staff Perception Data

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

The following action will be taken to improve staff satisfaction through involvement in school improvement planning, curriculum development, professional development, staff evaluations, and PLC's. The areas identified are student learning, teacher feedback, and staff involvement..

27a. Stakeholder/Community Perception Data

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

Based on the 2015-2016 AdvancEd Stakeholder/Community Survey results, the highest level of satisfaction among stakeholders/community members are as follows:

Section: Resources and Support Systems totals for strongly agree/agree are 76%.
Sub-section questions show:
#16. Our agency's facilities, equipment, and services provide a safe, clean and healthy environment for all stakeholders at 85% for strongly agree/agree.
#14. Our agency provides qualified staff to support their programs and services at 78% for strongly agree/agree.

27b. Stakeholder/Community Perception Data

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

Based on the 2014-2015 AdvancEd Stakeholder/Community Survey results, the lowest level of satisfaction among stakeholders/community members are as follows:

Section: Purpose and Direction totals for strongly agree/agree are 76%.

Sub-section questions show:

#2. Our agency's purpose statement is communicated to and understood by all stakeholders at 39% for strongly agree/agree.

#3. Our agency has goals and a plan for improvement of programs and services at 54% for strongly agree/agree.

(No updated results available at this time.)

27c. Stakeholder/Community Perception Data

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

Berrien RESA achieved the AdvancEd Accreditation. The peer review was completed October 2015. A Strategic Plan has been developed and three goals drafted for staff to align their program goals/strategies. The three goals drafted in 2016 are as follows:

a.) Berrien RESA will increase student achievement through evidence-based programs and services.

b.) Build engagement with families & communities to support student learning.

c.) All staff are engaged in creating a caring & professional work environment.

Summary

28a. Summary

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

Strengths:
The overall strength area for Berrien RESA deals with the Resources and Support Systems. It is recognized that the Berrien RESA has qualified staff, sufficient materials, and the facilities provide a great working environment. This was also found with the parents, students, and the staff.

Challenge:
Student data is limited due to the student population we serve. We can consider this data, but may find there is no action to be taken to improve the results.

28b. Summary

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

Staff understanding of grading and reporting policies can impact the relay of student information in a manner that is negative and result in decision-making that is not appropriate/correct. Our student population will not change, limiting the use of the demographic data due to the setting the students are placed.

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?

Through strategies/activities, training will be considered and implemented to meet the needs identified as being a challenge area. Each of the areas related to the School Improvement Goals, objectives, strategies, and activities relate to the challenges noted. Progress notes are monitored and maintained. Data is collected relevant to these goals to monitor impact and growth, even with the challenges identified.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Every student has an Individualized Education Plan (IEP) and Literacy and Math are assessed and monitored quarterly. IEP goals related to literacy and math are monitored throughout the year and assessed annually in accordance to the requirements listed in the IEP.	

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://www.berrienresa.org/UserFiles/Servers/Server_148518/File/Center%20Programs/Blossomland%20Learning%20Center/About%20Us/2014-15_aer_report-blc_20160420_144645_3.pdf Due to the delay with MI-Access assessments during the 2015-2016 school year, the annual report information for 2015-2016 school year was not available until after this document was submitted.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDP's are included within each students Individualized Education Plans Transition Plan and reviewed annually.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Individualized Education Plans must be reviewed and updated annually. The ESTR is also reviewed for those students over the age of 16.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Human Resources monitors the Berrien RESA's Anti-discrimination Policy. http://www.berrienresa.org/administrative_services/human_resources	

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	Lynda Hurlow, Director of Human Resources P.O. Box 364 Berrien Springs, MI 49103 (269) 471-7725	

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	http://www.neola.com/berrienresa-mi/	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Student/Parent Handbooks are provided annually and an acknowledgement is signed by the parent.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	School Improvement Timeline is maintained and updated annually. Agendas, minutes, and yearly accomplishments are maintained annually for the School Improvement Committee. New timeline for the 2016-2021 school years has been attached. This is a guiding document for the School Improvement Committee to utilize over a five year period.	SIPtimeline.doc

2016-2017 School Improvement Plan

Overview

Plan Name

2016-2017 School Improvement Plan

Plan Description

The 2016-2017 School Improvement Plan is starting a new 5 year cycle. Goals will be monitored over the course of this time-frame.

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 staff will utilize the positive behavior support program within their classroom.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$4600
2	BLC will work collaboratively in PLC's	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$5000
3	All Teachers will be introduced to the Common Core Essential Elements and incorporate into their Lesson Plans.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1500
4	All students will increase their word recognition through the participation in either the Edmark Reading Program or the Core Vocabulary program.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$100
5	BLC will increase parent involvement over the course of the school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$500

Goal 1: All staff will utilize the positive behavior support program within their classroom.

Status	Progress Notes	Created On	Created By
N/A	Goal was continued during the 2015-2016 school year. Behavior data showed an increase during the last two years and we are evaluating what steps we have taken and what areas may be factors in this increase. Questions we are asking: 1.) Is it connected to specific students; 2.) Is it related to our implementation of the program; 3.) Is there something we need to add to improve the behavior outcomes?	July 30, 2016	Mrs. Tina M Lawson
N/A	Goal continued for the 2014-2015 school year and behavior data analyzed.	July 20, 2015	Mrs. Tina M Lawson

Measurable Objective 1:

increase student growth by referencing the STAR acronym when addressing behavior by 06/01/2021 as measured by behavior incident reports, time-out logs, and use of CTCI..

Status	Progress Notes	Created On	Created By
Not Met	Explore the incorporation of this program in all of the classrooms and consistency in its use.	July 30, 2016	Mrs. Tina M Lawson

Strategy 1:

STARS Reference - The STARS acronym will be taught to all students and referenced when addressing positive behavior throughout the building.

Category: Learning Support Systems

Research Cited: Safe & Civil Schools Training & MDE Positive Behavior Intervention Supports

Tier: Tier 3

Status	Progress Notes	Created On	Created By
N/A	Professsional development will address the importance of PBIS, consistency with use of common language, and re-training on the referencing of behavior expectations utilizing the Guidelines for Success.	July 30, 2016	Mrs. Tina M Lawson
N/A	Continue to monitor for fidelity with walk-through and observation documentation.	July 20, 2015	Mrs. Tina M Lawson
N/A	New behavior expectations matrix was developed for teachers to use as a reference when teaching expectations for different areas of the building. This provided support and visual guidance to use with the students.	August 06, 2014	Mrs. Tina M Lawson

Activity - Monitor Implementation of STARS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Review key components of the Safe & Civil Schools "Guidelines for Success" monitoring the implementation through walk through & program fidelity checks.	Behavioral Support Program	Tier 3	Evaluate	07/01/2016	06/01/2021	$0	No Funding Required	School Improvement Team, Administration, and all BLC Staff

Status	Progress Notes	Created On	Created By
In Progress	Continue to monitor implementation during the 2016-2017 school year.	July 30, 2016	Mrs. Tina M Lawson
In Progress	Continue to monitor implementation fidelity through walk-through's & observations.	July 20, 2015	Mrs. Tina M Lawson
Completed	Behavior data indicates a continued improvement in the use of the program. The School Improvement Committee is re-evaluating the entire PBiS program to look at what we need to focus on next.	August 06, 2014	Mrs. Tina M Lawson

Activity - Refresher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS refresher training will occur during professional development and staff meetings during the 2016-2017 school year.	Behavioral Support Program	Tier 3	Evaluate	07/01/2016	06/30/2017	$1600	General Fund	Administration, School Improvement Committee, and all BLC staff

Strategy 2:

Video Modeling - Videos will be created to provide a model of each of the behaviors for the STAR program. Videos will be shown to students as a teaching strategy, implementing this consistently throughout the building. The videos will also be used during assemblies as reinforcement to a specific behavior expectations on a monthly basis.

Category: Learning Support Systems

Research Cited: Research from Safe & Civil Schools provided in goal documentation. Video Modeling is an instructional strategy appropriate to our moderate to severe cognitive impaired student population.

Tier: Tier 1

Status	Progress Notes	Created On	Created By

N/A	Video modeling was not completed during the 2015-2016 school year. We will work to address this during the 2016-2017 school year.	July 30, 2016	Mrs. Tina M Lawson
N/A	PLC group will develop videos for each of the behavior expectations during the 2015-2016 school year. Use of the videos will occur upon completion and through the monthly STARS assemblies.	July 20, 2015	Mrs. Tina M Lawson

Activity - Effective Teaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided to staff on Effective Teaching Strategies. In addition, Staff Meeting/PD sessions will incorporate video modeling specifically.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/01/2021	$3000	District Funding	Administration, School Improvement Committee & BLC staff

Status	Progress Notes	Created On	Created By
In Progress	Year One of Marzano training completed. Moving onto Year Two of training during the 2016-2017 school year.	July 30, 2016	Mrs. Tina M Lawson
In Progress	Effective Teaching Strategies will be incorporated in the district-wide move to Marzano. Professional Development will be schedule during the school year one this area related to teacher evaluations.	July 20, 2015	Mrs. Tina M Lawson

Activity - Autism Modules	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Autism Modules were introduced to the staff with online accessibility. This is a resource to independently access or utilize with the PLC's on increasing professional growth.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2021	$0	Special Education	Administration and BLC staff

Goal 2: BLC will work collaboratively in PLC's

Status	Progress Notes	Created On	Created By
N/A	PLC's established are SCI, SXI, Elementary MoCI, Secondary MoCI, PPI. PLC agendas are developed by the team and with administration input when needed. PLC minutes are maintained by the chair and will be uploaded into the Google+.	July 30, 2016	Mrs. Tina M Lawson
N/A	Staff led PLC's occurred during the 2014-2015 school year. Agendas/Minutes were maintained by each PLC. Chair maintained these records and provided to administration.	July 20, 2015	Mrs. Tina M Lawson

N/A	PLC's are in the third year of incorporation. Leadership has moved from administration-driven to staff-driven.	August 06, 2014	Mrs. Tina M Lawson

Measurable Objective 1:

collaborate to maintain Professional Learning Communities within our school by 06/30/2021 as measured by developing action plans for each disability program.

Status	Progress Notes	Created On	Created By
Met	We are continuing with this goal as we build the independence of this group. Specific projects will be identified for each PLC.	July 30, 2016	Mrs. Tina M Lawson
Met	PLC's are grouped by teachers working in specific disability classrooms.	August 06, 2014	Mrs. Tina M Lawson

Strategy 1:

Team Meetings - Teams will meet monthly throughout the school year to develop an action plan for each PLC..

Category: Learning Support Systems

Research Cited: Professional Learning Communities Research

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Team meetings went well during the 2015-2016 school year. Staff now lead their own PLC group. Agendas/minutes were submitted by the PLC Chair.	July 30, 2016	Mrs. Tina M Lawson
N/A	Team meetings are held at least 4x/year. Use of district-wide PD days for two of these days during 2014-2015 school year.	July 20, 2015	Mrs. Tina M Lawson
N/A	Teams met four times over the course of the school year, with substitutes being brought in to support classrooms. PLC teams visited other center-based programs to explore what they have in place.	August 06, 2014	Mrs. Tina M Lawson

Activity - Professional Learning Communities (PLC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings to identify what is instructed for their programs, determine areas that need to be addressed, and work collaboratively to develop an action plan for the school year.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2021	$5000	Special Education	PLC Teams, Administration

Status	Progress Notes	Created On	Created By
In Progress	Increase meetings to monthly and maintain progress notes throughout the school year.	July 23, 2016	Mrs. Tina M Lawson
In Progress	Teams met 4x during the 2014-2015 school year. Agenda/Minutes maintained and submitted to administration.	July 20, 2015	Mrs. Tina M Lawson
Completed	Teams met four times with substitutes brought in for classroom coverage.	August 06, 2014	Mrs. Tina M Lawson

Activity - STOIC Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the STOIC Checklist to review their classroom preparation.	Academic Support Program			08/28/2013	12/20/2013	$0	No Funding Required	Administration & Teachers

Status	Progress Notes	Created On	Created By
In Progress	STOIC Checklist will be reviewed at the start of the school year.	July 23, 2016	Mrs. Tina M Lawson
In Progress	STOIC Checklists are provided in the Classroom Resource Binders online for staff to use in classroom organization. Direct staff to complete these forms and then collect after first staff meeting of the year.	July 20, 2015	Mrs. Tina M Lawson
In Progress	STOIC Checklists need to be reviewed with teachers to ensure they are utilizing this document when making sure their room is prepared for the school year.	August 06, 2014	Mrs. Tina M Lawson

Goal 3: All Teachers will be introduced to the Common Core Essential Elements and incorporate into their Lesson Plans.

Status	Progress Notes	Created On	Created By
N/A	Due to the delays with the Essential Elements at the state level, BLC was not able to make much progress on this goal. Participation in work groups occurred over the summer months with the state.	July 20, 2015	Mrs. Tina M Lawson
N/A	Teachers are aware of the move to the CCEE. They were provided links to review the document, two hard copies were placed in the office for staff to review as well.	August 06, 2014	Mrs. Tina M Lawson

Measurable Objective 1:

demonstrate a proficiency in the understanding and use of the Common Core Essential Elements by 06/30/2021 as measured by by incorporating this in their lesson plans.

Status	Progress Notes	Created On	Created By
Not Met	Continued into the 2015-2016 school year due to delays in the CCEE's and state assessments.	July 20, 2015	Mrs. Tina M Lawson
Not Met	Due to the delays, Blossomland will be working diligently on this are during the 2014-2015 school year. One staff has reviewed the entire document and be part of the Curriculum Committee in training other staff on this tool.	August 06, 2014	Mrs. Tina M Lawson

Strategy 1:

Introduction of Michigan's Essential Elements - Staff will be introduced to the Michigan's Essential Elements and trained on their use.The EE's continue to be in draft

form by the MDE during the 2016-2017 school year.

Category: Learning Support Systems

Research Cited: Michigan's Essential Elements

Tier:

Status	Progress Notes	Created On	Created By
N/A	BLC staff are utilizing the Extended Grade Level Content Expectations (EGLCE's) and the Michigan's Essential Elements to align to the MI-Access and to meet the students needs.	July 30, 2016	Mrs. Tina M Lawson
N/A	Continued delay at the state level.	July 20, 2015	Mrs. Tina M Lawson
N/A	This was delayed and will be completed during the 2014-2015 school year.	August 06, 2014	Mrs. Tina M Lawson

Activity - CCEE's Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on introduction and use of the CCEE's.	Academic Support Program			09/03/2013	05/30/2014	$1500	Special Education	Administration, Curriculum Director, Teachers

Status	Progress Notes	Created On	Created By
Completed	Michigan's EE's were introduced to the staff and trialed through IEP's and lesson plans. These are still in draft form and waiting for finalization before continuing forward. Concerns with Michigan's EE's being too high/difficult for our student population. Working more with the EGLCE's.	July 30, 2016	Mrs. Tina M Lawson
In Progress	This will occur during the 2014-2015 school year.	August 06, 2014	Mrs. Tina M Lawson

Goal 4: All students will increase their word recognition through the participation in either the Edmark Reading Program or the Core Vocabulary program.

Measurable Objective 1:

increase student growth by increasing the number of words identified from the Edmark Reading program. by 06/30/2018 as measured by Edmark Assessments data log.

Strategy 1:

Core Vocabulary - Students will be assessed to determine which reading program is the most appropriate for each student. Baseline data will be collected and data tracked over the course of the school year to monitor student gains in word recognition.

Category: English/Language Arts

Research Cited: Core Vocabulary

Tier: Tier 1

Activity - Core Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will incorporate the Core Vocabulary with word lists, visual supports, and word walls.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/01/2021	$100	Special Education	Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	BLC staff will utilize either the Edmark Reading Program or the Core Vocabulary to address student literacy.	July 30, 2016	Mrs. Tina M Lawson

Strategy 2:

Edmark Reading Program - Students will be assessed to determine which reading program is the most appropriate for each student. Baseline data will be collected and data tracked over the course of the school year to monitor student gains in word recognition.

Category: English/Language Arts

Research Cited: Edmark Reading Program

Tier: Tier 1

Activity - Edmark Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Comprehensive implementation of the Edmark Reading Program including word lists, short stories, and word walls.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2021	$0	Special Education	Special Education Teachers

Goal 5: BLC will increase parent involvement over the course of the school year.

Measurable Objective 1:

collaborate to improve parent involvement over the course of the school year by 06/30/2021 as measured by by the collection of parent participation in various activities .

Strategy 1:

Parent Support Meetings - Parent Support Groups will be scheduled throughout the school year. Staff will research various strategies to improve parent participation and/or involvement. We will explore options on focus topics, community locations, and design of these meetings.

Category: Learning Support Systems

Research Cited: MDE Parent Involvement Guidelines

Tier: Tier 1

Activity - Parent Support Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will research various strategies to improve parent participation and/or involvement. This would include the focus topics, location of the meeting, type of participation, supports in place, etc. | Parent Involvement | Tier 1 | Getting Ready | 07/01/2016 | 06/30/2021 | $500 | Special Education | Administration, School Improvement Committee and Parents |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STOIC Checklist	Teachers will utilize the STOIC Checklist to review their classroom preparation.	Academic Support Program			08/28/2013	12/20/2013	$0	Administration & Teachers
Monitor Implementation of STARS Program	Review key components of the Safe & Civil Schools "Guidelines for Success" monitoring the implementation through walk through & program fidelity checks.	Behavioral Support Program	Tier 3	Evaluate	07/01/2016	06/01/2021	$0	School Improvement Team, Administration, and all BLC Staff

District Funding

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Effective Teaching Strategies	Professional Development will be provided to staff on Effective Teaching Strategies. In addition, Staff Meeting/PD sessions will incorporate video modeling specifically.	Professional Learning	Tier 1	Getting Ready	07/01/2016	06/01/2021	$3000	Administration, School Improvement Committee & BLC staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Refresher Training	PBIS refresher training will occur during professional development and staff meetings during the 2016-2017 school year.	Behavioral Support Program	Tier 3	Evaluate	07/01/2016	06/30/2017	$1600	Administration, School Improvement Committee, and all BLC staff

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Core Vocabulary	Staff will incorporate the Core Vocabulary with word lists, visual supports, and word walls.	Academic Support Program	Tier 1	Getting Ready	07/01/2016	06/01/2021	$100	Special Education Teachers
Parent Support Meetings	Staff will research various strategies to improve parent participation and/or involvement. This would include the focus topics, location of the meeting, type of participation, supports in place, etc.	Parent Involvement	Tier 1	Getting Ready	07/01/2016	06/30/2021	$500	Administration, School Improvement Committee and Parents
Professional Learning Communities (PLC)	Meetings to identify what is instructed for their programs, determine areas that need to be addressed, and work collaboratively to develop an action plan for the school year.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2021	$5000	PLC Teams, Administration
CCEE's Training	Professional Development on introduction and use of the CCEE's.	Academic Support Program			09/03/2013	05/30/2014	$1500	Administration, Curriculum Director, Teachers
Edmark Reading Program	Comprehensive implementation of the Edmark Reading Program including word lists, short stories, and word walls.	Academic Support Program	Tier 1	Monitor	07/01/2016	06/30/2021	$0	Special Education Teachers
Autism Modules	Autism Modules were introduced to the staff with online accessibility. This is a resource to independently access or utilize with the PLC's on increasing professional growth.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2016	06/30/2021	$0	Administration and BLC staff