



School Improvement Plan

ACCE

Ypsilanti Community Schools

Mr. Jonathan Royce
1076 Ecorse Road
Ypsilanti, MI 48198

TABLE OF CONTENTS

Introduction.....	1
 Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
 ACCE 2017-18 School Improvement Plan	
Overview.....	6
Goals Summary.....	7
Goal 1: Ypsilanti Community Schools Instruction	8
Goal 2: Climate & Culture	11
Activity Summary by Funding Source.....	14

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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and Plans in assist as needed	

ACCE 2017-18 School Improvement Plan

Overview

Plan Name

ACCE 2017-18 School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Ypsilanti Community Schools Instruction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Climate & Culture	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Ypsilanti Community Schools Instruction

Measurable Objective 1:

increase student growth by 10 percentage points by 06/29/2018 as measured by on M-STEP in Mathematics, ELA, Social Studies, and Science .

Strategy 1:

Performance Management - Performance Management

As the district begins to move forward at a rapid pace, it is important that everyone within the organization have a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Mathematics

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson,K., Grenny, J., McMillan, R., & Switzler, A.(2012). Crucial conversations: Tools for talking when stakes are high .New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A.

Tier:

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

School Improvement Plan

ACCE

<p>Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples.</p> <p>Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data</p> <p>Utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.</p> <p>Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students IB - PYP and MYP Inquiry Based</p> <p>Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.</p> <p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching</p> <p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic of students and to coordinate general and special education programming: Title I and 31a instructional support Additional materials ESL teachers and paraeducators Additional materials Title I full day kindergarten Credit recovery Stipends and licenses</p>	Academic Support Program			08/06/2017	06/26/2019	\$0	General Fund	All Teaching Staff
---	--------------------------	--	--	------------	------------	-----	--------------	--------------------

SY 2018-2019

<p>Stipends and licenses After school and summer school instruction Stipends and materials</p> <p>Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.</p> <p>Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials and assessments Teacher and Principal Professional Development Teacher and Principal Mentoring</p> <p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measureable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p> <p>Allocation of Resources Aligned to Student Needs Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Strategic School Design – Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p>								
---	--	--	--	--	--	--	--	--

each building allocates its resources. Building and District Administrator PD Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.								
---	--	--	--	--	--	--	--	--

Goal 2: Climate & Culture

Measurable Objective 1:

demonstrate a behavior demonstrate a behavior that reflects a decrease in referrals and suspensions by 10%, and an increase resulting in an overall 90% attendance rate by 06/30/2019 as measured by attendance data, discipline data. by 06/13/2017 as measured by overall decrease in referrals .

Strategy 1:
Intense Student Suppor - Ypsilanti Community Schools believe that every student has the right to a safe, supportive school in which we respect each student’s values, beliefs, individual backgrounds, and identity. We believe that every student has the right to an equitable educational experience and that it is the district’s responsibility to provide a system of delivery from which each student has the potential for high levels of success. We believe that each student reaches his/her potential as result of an equitable but not equal system of delivery, i.e., a system that responds to the unique and individual academic and non-academic needs of each student within its charge.

As a result of these beliefs, the district embraces the opportunity to engage with every student to maximize both his/her academic and social learning. The student support network establishes a delivery system that responds to the unique and individual academic and non-academic needs of each student.

The district recognizes that the key person in the learning equation is the student (Murphy, 2014) and further recognizes that it is critical to develop a meaningful, positive relationship with each student in order to exercise academic press and influence. Using Joseph Murphy’s work with pastoral care as a guide, the district’s Intense Student Support Network ensures that the norms of pastoral care positively impact every student for whom we as a district have the privilege of serving. Those norms and identifying characteristics are:

- Care/Relationships
- Support
- Safely
- Membership

Category: School Culture

Research Cited:

Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf.

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press.

Lindsey, R.B., Roberts, L. M., & Campbell Jones,F. L. (2013).The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J.(2010). The educator’s handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin Press.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier:

Activity - Ownership, involvement, accomplishment, belonging	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

ACCE

Membership - Ownership, involvement, accomplishment, belonging Truancy Alternative Education Programs McKinney Vento eligible student support Co-curriculars, extra-curriculars, and student organizations Safety -personalization, prevention, systematic action, climate of positivity, shared development and ownership Restorative Practices Structures and Routines (Teach Like a Champion, Consistent Discipline) Non Violent Crisis Intervention Crisis Response Team Care/Relationships - establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition Conscious Discipline Cultural Proficiency Coordinated School Health & partnerships as identified by the CSH Team and the MOU process Support - Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically, advocating Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming: behavior Supports Social Work YCS@Work	Behavioral Support Program			08/07/2017	06/30/2019	\$0	Other	all staff
---	----------------------------	--	--	------------	------------	-----	-------	-----------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

ACCE

Ownership, involvement, accomplishment, belonging	<p>Membership - Ownership, involvement, accomplishment, belonging</p> <p>Truancy</p> <p>Alternative Education Programs</p> <p>McKinney Vento eligible student support</p> <p>Co-curriculars, extra-curriculars, and student organizations</p> <p>Safety -personalization, prevention, systematic action, climate of positivity, shared development and ownership</p> <p>Restorative Practices</p> <p>Structures and Routines (Teach Like a Champion, Consistent Discipline)</p> <p>Non Violent Crisis Intervention</p> <p>Crisis Response Team</p> <p>Care/Relationships - establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students, providing recognition</p> <p>Conscious Discipline</p> <p>Cultural Proficiency</p> <p>Coordinated School Health & partnerships as identified by the CSH Team and the MOU process</p> <p>Support - Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically, advocating</p> <p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming:</p> <p>behavior Supports</p> <p>Social Work</p> <p>YCS@Work</p>	Behavioral Support Program			08/07/2017	06/30/2019	\$0	all staff
---	--	----------------------------	--	--	------------	------------	-----	-----------

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

ACCE

Illuminate	<p>Utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples.</p> <p>Utilize the performance management template (DTN tool) to record and use multiple sources of data to problem solve; Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data</p> <p>Utilize the high quality data collection tool (DTN tool) to record and monitor the implementation of the ambitious teaching strategies.</p> <p>Strengthen the implementation of high quality instruction as measured by increased student achievement. The district will focus on the following high quality instructional models: Ambitious Teaching Strategies SIOP instruction for ELL students IB - PYP and MYP Inquiry Based</p> <p>Align district curriculum and assessments as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.</p> <p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students Professional Learning Series Teacher Mentoring Program Instructional Rounds Instructional Coaching</p> <p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic of students and to coordinate general and special education programming: Title I and 31a instructional support Additional materials</p>	Academic Support Program			08/06/2017	06/26/2019	\$0	All Teaching Staff
------------	---	--------------------------	--	--	------------	------------	-----	--------------------

	<p>Additional materials ESL teachers and paraeducators Additional materials Title I full day kindergarten Credit recovery Stipends and licenses After school and summer school instruction Stipends and materials</p> <p>Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.</p> <p>Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials and assessments Teacher and Principal Professional Development Teacher and Principal Mentoring</p> <p>Establish partnership roster that identifies each specific partnership in the district, i.e., principal name and central office administrator who are collaborating. This message along with the urgency for instructional improvement is regularly communicated at all levels of the organization and becomes a driving force behind the work of all building level instructional leaders. Further, the central office leader's monthly use of the Performance Management Driver System keeps the focus of all instructional leaders on instructional improvement and student performance.</p> <p>Successful partnerships will have measureable results in the following areas: (1) increased turnaround competencies in building-level administrators; (2) higher rates of high quality subject-specific instruction; (3) evidence of success in the coaching record; (4) data from the Performance Management Driver System.</p> <p>Allocation of Resources Aligned to Student Needs Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their</p>							
--	---	--	--	--	--	--	--	--

	<p>opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Strategic School Design – Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through this research, they found that the most successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p> <p>Building and District Administrator PD</p> <p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.</p>							
--	---	--	--	--	--	--	--	--