



Single Building District Improvement Plan

White Pine Academy

White Pine Academy

Ms. Marianne Horner, Principal
510 RUSSELL ST
LESLIE, MI 49251-9478

TABLE OF CONTENTS

Introduction.1.....

Executive Summary

Introduction.3.....

Description of the School.4.....

School's Purpose.5.....

Notable Achievements and Areas of Improvement.6.....

Additional Information .7.....

Improvement Plan Stakeholder Involvement

Introduction.9.....

Improvement Planning Process.10.....

School Data Analysis

Introduction.12.....

Demographic Data.13.....

Process Data.15.....

Achievement/Outcome Data.17.....

Perception Data.21.....

Summary.24.....

Single Building District Additional Requirements Diagnostic

Introduction.26.....

Single Building District Additional Requirements Diagnostic.27.....

Title I Schoolwide Diagnostic

Introduction...32.....

Component 1: Comprehensive Needs Assessment.33.....

Component 2: Schoolwide Reform Strategies ...34.....

Component 3: Instruction by Highly Qualified Staff.35.....

Component 4: Strategies to Attract Highly Qualified Teachers ...36.....

Component 5: High Quality and Ongoing Professional Development.37.....

Component 6: Strategies to Increase Parental Involvement ...38.....

Component 7: Preschool Transition Strategies40.....

Component 8: Teacher Participation in Making Assessment Decisions 41.....

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....42.....

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources43

Evaluation:...44.....

16-17 Plan for Single Building District Improvement Plan

Overview.46.....

Goals Summary.47.....

Goal 1: All students will become proficient in Mathematics.48.....

Goal 2: All students will become proficient readers..49.....

Goal 3: All students will become proficient writers.51.....

Activity Summary by Funding Source.52.....

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

White Pine Academy is a Public School Academy authorized by Saginaw Valley State University and opened in 1999. The Academy serves grades Kindergarten through Eighth along with a Preschool. The Academy is located at 510 Russell Street in Leslie, Michigan. The staff consists of seven certified teachers and four support staff. The student population of White Pine Academy consists of 73 students and is ethnically, culturally and economically diverse. This diversity allows for a unique composition of students and their families.

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.

White Pine Academy will prepare students for the global 21st century promoting excellence in academics and healthy character growth and development.

We will achieve these goals by providing the best time-tested curriculum in the "core" subjects of: mathematics, science, language arts, history, and geography, along with a moral education accomplished through standards of conduct and curriculum.

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.

White Pine Academy has made great strides in incorporating Technology into all grades throughout the school.

We are striving to increase the amount of technology in our classrooms. We are striving to improve our incorporation of Technology into all areas of Education in order to prepare our students for the future.

Additional Information

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

White Pine Academy prides itself on providing a personalized education to all students. We do this by keeping class sizes small and getting to truly know all of our students and their families in order to help them become as successful as possible. Our small class sizes allow our teachers to differentiate instruction for each student to ensure that each student's academic needs are met.

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.

White Pine Academy involves parents, staff, and administration to be a part of the School Improvement Process by being a part of the School Improvement Team. The team assists in all areas of the School Improvement planning process. There are multiple opportunities throughout the school year for parents and other stakeholders to be involved in the school improvement process.

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

The School Improvement Team was represented by parents, and staff members. They had input in all areas of the School Improvement Plan as well as acting as a resource for our classrooms in their areas of expertise.

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 Plan was shared with all school staff, the School Board and the parents. This was done through presentations to all stakeholders as well as posting of the School Improvement Plan to the school website.

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?

The trend data shows that student enrollment has continued to decline. Enrollment has increased for this year and looks to be moving in a positive direction for the coming years. Some of the challenges that have been identified is the lack of transportation, staff turnover, and athletics.

Student Demographic Data

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

Student attendance has been consistent of the course of the last 3 years. One of the challenges that has been identified is students missing 3 consecutive days for reasons other than illness. Students who miss that many consecutive days tend to fall behind in class work and have a difficult time catching up.

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?

Our discipline data has been very consistent. We have not had any expulsions over the last 3 years, and the amount of suspensions has remained consistent. The number of behavior referrals has been increasing over this time though. The challenges that have been identified are parent support, and consistent enforcement of school rules.

Student Demographic Data

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

White Pine Academy is working on a school wide behavior plan for all grades at the school. We have begun to use Class Dojo, a behavior management tool, school wide. We are striving to ensure that all staff enforces the rules consistently, which will make a great difference in many of the challenges we face. Another focus for White Pine Academy is to increase communication with parents.

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?

White Pine Academy has one school leader who oversees everything. This is the school leaders first year in the position. Student achievement may be affected by the amount of changes the new school leader is implementing.

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?

The staff at White Pine Academy average 3-4 years of teaching experience. This experience can affect student achievement in 2 ways. Having teachers who are newer to the profession brings in new ideas, energy, and strategies to help student achievement. Having teachers who are in the beginning of their career could also affect student achievement negatively because they lack experience in the classroom.

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?

Due to circumstances beyond our control, there were several changes to school leadership in the past year. Based on data and student observation, there was no notable impact on student achievement.

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?

The amount of absences by teachers was higher than normal this year. This might affect student achievement because students are used to a routine and how their teacher operates his/her classroom. On days where a teacher is absent the amount of time on task and learning are reduced compared to a normal day when they are there.

Teacher/School Leader(s) Demographic Data

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

To mitigate the affect on student learning due to staff absences White Pine Academy has a stable and suitable substitute teacher who has worked with the staff and students in order to reduce the negative affect having a substitute teacher may have. The other action that White Pine Academy could take is to be cognizant of the amount of time staff and school leaders are away from the building and find ways to reduce this if possible.

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?

The learning environment and reflection indicators stood out as 2 of White Pine Academy's major strengths.

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 partnerships indicator, as well as the data analysis and decision-making indicator stood out as challenges.

12. How might these challenges impact student achievement?

The challenges with partnerships, and data analysis for decision making could impact student achievement by reducing the number of outside opportunities for students, as well as not fully using data to sooner make instructional changes that may be needed.

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.

A plan to increase communication with the parents, community and other partnership organizations could help increase partnership opportunities for our students where others can share their expertise. Increased training in data collection and analysis would be beneficial to address these challenges.

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?

IEP's are monitored to ensure students with disabilities are ensured access to all services.

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

Tutoring options are provided after the regular school day.

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

Parent newsletters regularly contain this information. Teachers also contact parents directly to recommend students for extended learning opportunities. These opportunities are available for all grade levels.

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?

White Pine Academy continues to use the Engage New York curriculum in order to ensure that the CCSS are being implemented school wide. Regular staff meetings are held to discuss horizontal and vertical alignment throughout the school year.

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

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

Our students have strong fluency and reading comprehension.

19b. Reading- Challenges

Our students struggle with critical reading skills.

19c. Reading- Trends

We have seen an increase in student performance for reading comprehension and reading fluency.

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.

Time will be provided for Reading mentors to work with all staff to increase their efficacy in teaching critical reading skills. Practice for critical reading skills will be implemented across the curriculum.

20a. Writing- Strengths

Students at White Pine Academy do well with structured response writing.

20b. Writing- Challenges

Students at White Pine Academy struggle with multiple paragraph writing assignments. Many students lack the stamina to complete a multiple paragraph writing assignment.

20c. Writing- Trends

Student writing has improved, however, with the increase in quantity of writing, the quality of writing has suffered.

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.

Time with writing mentors will be provided to all staff members to help improve their efficacy in teaching multiple paragraph writing as well as quality writing.

21a. Math- Strengths

Students at White Pine Academy have strengths in multi number addition and subtraction.

21b. Math- Challenges

Story problems are a challenge for many students at White Pine Academy.

21c. Math- Trends

Student calculation scores have increased, however, multi step involved in story problems continue to be a challenge.

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.

These challenges will be addressed by having Math mentors work with teachers and students to come up with strategies to help increase the critical thinking of students, as well as show them how to break down multi step problems.

22a. Science- Strengths

Students at White Pine Academy have strengths in life sciences and the environment.

22b. Science- Challenges

NA

22c. Science- Trends

NA

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.

NA

23a. Social Studies- Strengths

Students at White Pine Academy have strengths in government and The State of Michigan.

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

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.

NA

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?

The highest satisfaction level was the area about teachers. Students at White Pine Academy feel like the staff wants them to do their best and learn. Students at White Pine Academy feel that they are able to build strong relationships with all teachers in the building.

24b. Student Perception Data

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

Student resources scored the lowest on the survey.

24c. Student Perception Data

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

White Pine Academy is continuing to find new ways to bring outside resources into the school. Technology is a large part of the score being so low. White Pine Academy is currently working to bring faster internet to the school, faster internet is scheduled to be installed prior to the 2017-2018 school year beginning. We are also working toward bring more technological resources into the building through writing grants and finding other resources within the community.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction was in the area of teaching and assessing for learning.

25b. Parent/Guardian Perception Data

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

The Resources and Support Systems area scored the lowest.

25c. Parent/Guardian Perception Data

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

White Pine Academy will provide more information on services available to all students inside and outside of the school and school day.

26a. Teacher/Staff Perception Data

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

The highest levels of satisfaction were found in the indicators of fostering a collaborative environment, providing multiple opportunities for stakeholder involvement, and encouraging staff to have high academic standards for all students.

26b. Teacher/Staff Perception Data

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

The lowest area was under resources and support services.

26c. Teacher/Staff Perception Data

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

White Pine Academy will work with staff and its community partners to increase the resources available to provide more experiences for our staff and students. This includes obtaining faster internet within the building as well as finding resources to increase technology within the building.

27a. Stakeholder/Community Perception Data

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

NA

27b. Stakeholder/Community Perception Data

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

NA

27c. Stakeholder/Community Perception Data

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

NA

Summary

28a. Summary

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

The strengths show that White Pine Academy has an excellent foundation as a school, but still needs to keep improving. The resources and support area is something that White Pine Academy needs to improve on by bringing in outside resources as well as using the collective skills and areas of expertise of our families and community to help enrich the students experience.

28b. Summary

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

Whenever there is a perception that an area is lacking that can have a negative effect on student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School Improvement Plan's goals will address these areas by focusing at the heart of the problems. In academic areas where there is mentoring or training needed will be focused on as well as a renewed focus on bringing outside resources into the school to enrich and improve instruction.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

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	https://www.mischooldata.org/NewsAer/CombinedReport.aspx	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Marianne Horner, Principal 510 Russell Street Leslie, MI 49251 517-589-8961	

Single Building District Improvement Plan

White Pine Academy

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	No		

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		

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

Single Building District Improvement Plan

White Pine Academy

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	We distribute copies of our policy to all families to be signed and returned before the students are allowed access to the internet. The Policy is also approved at a Board Meeting where the public is able to address any concerns they may have with the plan.	

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

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Currently, White Pine Academy is working toward bringing faster internet (cable, then fiber) to the school. An install date before school begins is planned for cable internet. We currently have a T-1 line. We are working toward bringing in more technological devices into the school through grant writing and community resources.	

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	White Pine Academy has established a technology lab available to all classrooms. Teachers are beginning to have students create digital portfolios of their work to keep with them to show their competency.	

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

Single Building District Improvement Plan

White Pine Academy

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	White Pine Academy and their staff adjust their teaching and curriculum to make sure that our students are prepared for the future. We have began incorporating technology into all areas to promote technology literacy.	

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	Marianne Horner Principal 510 Russell Street Leslie, MI 49251 517-589-8961	

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

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

Title I School wide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I School wide schools. 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).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA questions were reviewed and discussed by all staff members during a staff meeting. After each question was discussed answers were compiled from that group discussion.

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 results of the CNA showed that there are multiple areas where more focus needs to be placed. White Pine Academy still needs to improve upon our community involvement.

White Pine Academy staff also felt that we need to focus more on Professional Learning and data management.

White Pine Academy concluded that since our student population come from multiple surrounding areas that we must branch out and include other areas in our community involvement and not just the community the physical school is located. Being a small school we also need to find more avenues for staff to engage in Professional learning opportunities.

White Pine Academy staff also felt that they needed more training in analyzing and managing student data.

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.

School goals are aligned to the areas of greatest need, and those that will have the greatest affect on our students.

Goals are established using state assessment data, classroom assessment data, teacher observation, as well as screening and progress monitoring.

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?

The goals are created in order to help all students, while strategies are further refined in order to offer more assistance to students who are at risk of failure

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the school wide plan which focuses on helping ALL students reach the State's standards.

White Pine Academy will continuously monitor benchmark data in order to find any areas of weakness or decline in all students. If areas of weakness and decline are found extra support will be offered to support and eliminate the area of decline in order to help all students reach the State's standards.

2. Describe how the research-based methods and strategies in the school wide plan increase the quality and quantity of instruction

(which accelerates and enriches the curriculum).

White Pine Academy works closely with our chartering university Saginaw Valley State University and ISD in order to stay current in best practices in instructional delivery as well as assessments.

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

In Math, teachers will be implementing the Common Core standards in order to teach proficient problem solving, verbalize their thought process, use guided practice, and frequent cumulative reviews. The school will also be utilizing the Easy CBM program school wide in order to provide frequent progress monitoring in order to provide corrective feedback to any areas where a deficiency is found.

In reading we will be implementing research-based strategies for students to read and comprehend more non-fiction text across the curriculum. We will be using DIBELS and Easy CBM to progress monitor our students in English Language Arts.

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

With the increased progress monitoring students who are struggling will be pin pointed early on and provided more practice in the area they are struggling in. They will also be provided Title I time to work on those specific skills if it is appropriate.

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

The school will determine if the needs of students are being met by monitoring their academic progress throughout the year.

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 school wide program must have all highly qualified instructional staff.	Yes		

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 school wide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

There will be three new teachers this year; kindergarten, first grade, and fourth grade.

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

Teachers are highly qualified with years of experience ranging from 1st year teachers (with substitute teaching experience) to teachers with 5 years of experience.

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

White Pine Academy currently does not have a specific initiative for this.

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

There is currently not specific initiative for this.

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?

The school maintains small class sizes, and has created a strong positive school culture that allows us to retain our staff.

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.

Staff members will receive training on how to implement the Rocket Math and Easy CBM programs in order to progress monitor students in the subjects of Reading and Math. Staff will also receive training in parent communication skills.

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

The staff meets biweekly to review implementation of their training, as well as monitor the fidelity of implementation. This also allows us to identify areas where further training may be needed.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	White Pine Academy is still seeking out other learning opportunities that would help meet the needs of its school.	

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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

Parents are involved through our parent organization. The White Pine Academy School Board also contains 4 members who are parents of students at our school. These parents are actively involved in all aspects of White Pine Academy.

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		

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

Title I activities are communicated to all parents, with priority given to those students most at risk. A parent compact has been established and parent letters regarding Title I services are sent out each year.

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

This is included in a parent survey.

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

Parent responses and ratings are used to help determine key areas for improvement.

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

It has been in place for several years, and was developed based on guidance from MDE.

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

The compact is made available to parents and we ask them to review and sign the document.

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

We make the parent compact available at conferences and back to school night.

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

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

All parents in our system are English-speaking

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?

Pre-school is provided in our school building and there are partner activities they work on with our kindergarten classroom. This includes weekly story time with an activity brought in by the public library.

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?

The preschool and kindergarten teacher meet on a regular basis to discuss expectations for students transitioning into kindergarten. The preschool also regularly sends home newsletters about what students should know before kindergarten. Parents are also invited to attend a curriculum night for pre-school and kindergarten round-up so they are aware of the expectations for students entering these grades.

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?

Staff meetings are held regularly for teachers to analyze and interpret assessment data. Instructional decisions are made based on the assessments and ongoing discussions by the staff.

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

Teachers are continuously analyzing student data in order to drive their instruction. This allows them to locate areas where students may need further instruction in order to be successful. Monthly staff meetings are focused on this.

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.

The White Pine Academy staff reviews annual state assessment results in order to determine trends and locate areas of deficiency that need to be addressed. The bottom 30% data will then be reviewed to assist with identifying individual 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?

In order to offer the timeliest assistance to our students we must rely on classroom assessments in addition to state assessment data. This allows us to intervene and offer support as quickly as possible to students who are having difficulty.

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

Every teacher ensures that each lesson is taught to multiple learning styles in order to best reach each individual student.

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 school wide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the school wide program.

All programs are carefully chosen and implemented based on our schools goal and mission. These programs are also chosen in order to meet State and Federal standards.

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

Resources will be aligned to focus on continued assurance that all staff are highly qualified, ensuring high quality professional learning, advertise job openings for highly qualified staff in the newspaper, web, television, radio, and subject-related professional publications. In addition to attending college and ESC job fairs as feasible. Resources will also be used to inform and involve parents about such things as:

-Parents' right to know teacher qualifications, non highly qualified teacher assignments, annual report cards, reports re-guarding student achievement, parent involvement policy, and school-parent compact.

-Include parents in updating the parental involvement policy, and school parent compact. Seek input from parents regarding the policies as well as have at least 1 face-to-face parent teacher conference.

-Assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program, also provide training in areas such as literacy and technology.

Staff will provide transitional services to preschool children in order to ensure a successful transition to kindergarten. Ensure ongoing involvement of staff in making decisions regarding the use of academic assessment, and ensure that students who experience difficulty mastering the proficient or advanced level of academic achievement are provided with effective, timely additional assistance. The building administrator will also ensure coordination and integration of Federal, State, and local service programs.

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 school wide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Evaluation:

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

The School Improvement team, along with a Title I staff member, meet to monitor implementation and impact of the school wide program. Future evaluations will be based on the new MDE evaluation guidance.

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

State assessment results are not used for this as they are changing. Students screening and progress monitoring data are used to determine the impact of the school wide program.

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

We use the bottom 30% reports to assist with this. We also use screening and progress monitoring data on these students to determine if our school program is effectively helping these students.

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 school wide program?

The school's annual program review is used for this.

17-18 Plan for Single Building District Improvement Plan

Overview

Plan Name

17-18 Plan for Single Building District 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	All students will become proficient in Mathematics	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$10644
2	All students will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7739
3	All students will become proficient writers	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2904

Goal 1: All students will become proficient in Mathematics

Measurable Objective 1:

41% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in critical mathematical skills (5.54 AMO) in Mathematics by 06/30/2018 as measured by state assessments.

Strategy 1:

Student Data Analysis - Staff will meet regularly to review M-STEP and classroom assessment data to determine areas of concern. Staff will review curricular alignment and adjust curriculum and instruction as needed.

Category:

Research Cited: IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making.

Laura Hamilton, Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, Jeffrey C. Wayman. 2009.

Tier:

Activity – Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development regarding Easy CBM assessments, the resulting data, and the use of that data.	Professional Learning		Implement		06/19/2018	\$0	Other	Building Administrator or Teaching Staff Support Staff

Strategy 2:

Instructional Strategies - Teachers will research and implement models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review in all math classes.

Category:

Research Cited: IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. 2009.

Russell Gersten, Instructional Research Group; Sybilla Beckmann, University of Georgia; Benjamin Clarke, Instructional Research Group; Anne Foegen, Iowa State University;

Laurel Marsh, Howard County Public School System; Jon R. Star, Harvard University; Bradley Witzel, Winthrop University.

Tier:

Single Building District Improvement Plan

White Pine Academy

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify and implement instructional strategies/models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Professional Learning			09/05/2017	06/19/2018	\$0	No Funding Required	Principal Teaching Staff Title I Teacher
Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher from the lower elementary and the upper elementary will be Curriculum coaches for the staff in order to provide Continued training and guidance in meeting Common Core State Standards	Professional Learning			09/05/2017	06/19/2018	\$2904	Title II Part A	Staff Principal
Activity - Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of mathematic deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/05/2017	06/19/2018	\$7740	Title I Part A	Title I Teacher

Goal 2: All students will become proficient readers.

Measurable Objective 1:

66% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in critical reading skills (2.45 AMO) in English Language Arts by 06/19/2018 as measured by State reading assessments.

Strategy 1:

Staff Professional Development - All staff will participate in Engage New York reading instruction training.

Category:

Research Cited: SRA Reading program: The Research Base and Validation of SRA's Corrective Reading Program. Nancy E. Marchand-Martella, Ph.D. Ronald C. Martella, Ph.D. Angela M. Przychodzin-Havis, M.Ed.

Tier:

Activity - Common Core Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

White Pine Academy

Common Core Reading training will be lead by staff members. Staff will target specific areas of the Common Core ELA standards as presented in Engage New York curriculum in order to improve instruction of this curriculum.	Professional Learning			09/05/2017	06/19/2018	\$0	Other	All staff members who teach reading will receive the training.
--	-----------------------	--	--	------------	------------	-----	-------	--

Strategy 2:

Informational Reading - Staff will identify and implement research-based strategies for reading and comprehending informational text across the curriculum. Category:

Research Cited: Graham, S. & Hebert, M. (2010). Corporation Time to Act Report

. Washington, DC: Alliance for Excellent Education.

Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement.

Washington, DC: Alliance for Excellent Education.

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy:

Effective classroom and intervention practices: A practice guide

(NCEE#2008-4027)

.

Washington, DC: U.S.

Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

National Institute for Literacy. (2007). What content-area teachers should know about adolescent literacy.

Washington DC: National Institute of Child Health and Human Development, National Institute for Literacy. Paris, S.G., & Hamilton, E.E. (2009). The development of children's reading comprehension. In S.E. Israel & G.G.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify and implement research based strategies for reading and comprehending informational text across the curriculum.	Professional Learning		Monitor	09/05/2017	06/19/2018	\$0	No Funding Required	Principal Teaching staff Title I Teacher

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

Single Building District Improvement Plan

White Pine Academy

Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of reading deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/08/2017	06/19/2018	\$7739	Title I Part A	Title I paraprofessional
--	--------------------------	--------	-----------	------------	------------	--------	----------------	--------------------------

Goal 3: All students will become proficient writers

Measurable Objective 1:

57% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency (annual 3.5% increase) in Writing by 06/19/2018 as measured by state assessments.

Strategy 1:

Critical Reading - All teachers will be trained on close reading strategies to help their students understand how to critically read passages for comprehension and understanding.

Category:

Research Cited: Wijekumar, K. K., Meyer, B. J. F., & Lei, P. (2012). Large-scale randomized controlled trial with 4th graders using intelligent tutoring of the structure strategy to improve nonfiction reading comprehension. *Educational Technology Research and Development*, 60(6), 987–1013.

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a critical reading training provided by the WPA staff, and participate in updates throughout the year.	Professional Learning			09/05/2017	06/17/2018	\$0	No Funding Required	WPA staff, building Principal, teachers

Activity - Curriculum Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 curriculum coaches will be used to provide staff training and provide support for implementing our writing program.	Direct Instruction			09/05/2017	06/19/2018	\$2904	Title II Part A	Teachers, Principal

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
Common Core Reading Training	Common Core Reading training will be lead by staff members. Staff will target specific areas of the Common Core ELA standards as presented in Engage New York curriculum in order to improve instruction of this curriculum.	Professional Learning			09/05/2017	06/19/2018	\$0	All staff members who teach reading will receive the training.
Easy CBM	Staff will receive professional development regarding Easy CBM assessments, the resulting data, and the use of that data.	Professional Learning		Implement	09/05/2017	06/19/2018	\$0	Building Administrator Teaching Staff Support Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Staff will identify and implement instructional strategies/models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.	Professional Learning			09/05/2017	06/19/2018	\$0	Principal Teaching Staff Title I Teacher
Teacher Training	Teachers will participate in a critical reading training provided by the WPA staff, and participate in updates throughout the year.	Professional Learning			09/05/2017	06/19/2018	\$0	WPA staff, building Principal, teachers
Professional Development	Staff will identify and implement research based strategies for reading and comprehending informational text across the curriculum.	Professional Learning		Monitor	09/05/2017	06/19/2018	\$0	Principal Teaching staff Title I Teacher

Single Building District Improvement Plan

White Pine Academy

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Coach	A teacher from the lower elementary and the upper elementary will be Curriculum coaches for the staff in order to provide continued training and Guidance in meeting the Math Common Core State Standards	Professional Learning			09/05/2017	06/19/2018	\$2904	Staff Principal
Curriculum Coach	2 curriculum coaches will be used to provide staff training and provide support for implementing our writing program.	Direct Instruction			09/05/2017	06/19/2018	\$2904	Teachers, Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Support	Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of reading deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/05/2017	06/19/2018	\$7739	Title I paraprofessional
Academic Support	Students who are struggling and performing a full year or more below grade level will receive targeted instruction in the area of mathematic deficiency in order for them to work towards reaching grade level.	Academic Support Program	Tier 3	Implement	09/05/2017	06/19/2018	\$7740	Title I Paraprofessional