



School Improvement Plan

Grand Rapids Public Museum School

Grand Rapids Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The Grand Rapids Public Museum School is a Theme School and Center of Innovation within Grand Rapids Public Schools, which opened in the Fall of 2015. The school began with a 6th grade class of 60 students, will expand to 7th grade in Fall 2016, and will add one grade level each subsequent year until the school serves students from 6th to 12th grade.

The Public Museum School benefits from partnerships with the Grand Rapids Public Museum, Kendall College of Art and Design of Ferris State University, Grand Valley State University College of Education, the City of Grand Rapids, and Downtown Grand Rapids, Inc. It serves students from all geographic areas within Grand Rapids Public Schools, and thus involves an incredibly broad range of constituencies and stakeholders. This level of community collaboration is both the school's primary strength and also a logistical challenge.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Public Museum School is a partnership between Grand Rapids Public Schools, the Grand Rapids Public Museum, Kendall College of Art and Design of Ferris State University, Grand Valley State University College of Education, and the City of Grand Rapids. Its foundational concepts include Design Thinking, Place-based Education, and a focus on museum artifacts and methods. School leadership and teachers were hired with an eye toward experience in these areas, and all staff were provided professional development opportunities in design thinking prior to the opening of the school.

It is the Mission of the Public Museum School to inspire, develop, and educate the next generation of confident and creative thinkers, doers, and leaders. To fulfill this mission, the Museum School will use progressive teaching methods that have been developed utilizing design thinking techniques, focusing on real-life experiences, and leveraging the artifact collections and exhibitions of the Public Museum. This unique approach to learning is designed to inspire passionate curiosity, nurture creative problem solving skills, cultivate critical thinking, and instigate innovation.

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.

In its first year the school was named one of the top 40 Most Innovative Schools in America by Noodle, and became a finalist in the XQ Super Schools Challenge (winners not yet announced). The school collected baseline data on student achievement, attendance, school climate, instruction, and stakeholder communication and outreach. Our aim is to strengthen baseline data in all of these areas, and to maintain our innovative approach as we develop curriculum and programming for new grade levels.

Additional Information

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

Key Components of the Grand Rapids Public Museum School

High Expectations

The Grand Rapids Public Museum School will prepare students for college and the workforce. Students will surpass grade-level expectations in all areas, including language, mathematics, social studies and science. Students will be able to apply their knowledge to local and global challenges and opportunities.

Immersion within the Museum

Museums use "primary sources" to help people learn. Every item in the museum collection is a primary source. Primary sources are physical objects that tell a story. Our museum has objects and artifacts from our community and around the world. Students can touch, feel, and see these artifacts from throughout history every day. This hands-on approach to learning activates the mind. Primary sources and their stories help students connect history, culture, art, science, and other subjects.

Place-Based Education

Place-based education gets students involved in their community through real world problem solving. Learning to solve a problem in their community makes education more relevant for students. Place-based education is different from traditional education because it uses the local community as a textbook. Students learn from their own community but can apply their knowledge to other places or situations.

Design Thinking

Design thinking is a widely valued creative problem solving process. Design thinking occurs in stages, with frequent reflection and feedback. Some unique qualities of the design thinking process compared to traditional problem solving are:

Values open exploration

Allows for many possible answers

Students learn from trial and error and creating prototypes

Gives the student freedom to choose how they approach the problem

Instills a desire to learn beyond the classroom

Encourages students to bring their individual skills, experiences, and knowledge to the process.

In the classroom, design thinking processes encourage students to be curious, creative, and collaborative. The Grand Rapids Public Museum School staff will use design thinking to develop lessons and curriculum; guide students through projects and problem solving; and foster a school culture of curiosity, creativity and collaboration.

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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.

The Public Museum School is a Grand Rapids Public Schools Center of Innovation. Thus, it is characterized by robust public/private partnerships. The Public Museum School's founding partners are the Grand Rapids Public Museum, Kendall College of Art and Design, Grand Valley State University College of Education, the city of Grand Rapids, and Grand Rapids Public Schools. Each of these community partners has been involved in the design and implementation of the school for years. The partnership is defined by a Memorandum of Understanding that describes an Advisory Council consisting of representatives of each partner. Members of this board are selected by the leader of each organization. Thus, participation in strategic planning and school improvement is institutionalized for these partners.

Student and family stakeholders have been involved in planning for the school since the earliest time possible. The first class of students was admitted to the school in March 2015. In June 2015 an interview was held with each student and a parent/guardian. Student and parent/guardian feedback was gathered at that time and influenced curriculum and program decisions. An initial meeting of the Parent-Teacher Community Council was held on August 10th, 2015 (prior to the official opening of the school), and a Parent Action Leader was selected at that time by those present. Also a Title 1 information meeting was held in connection with orientation on August 21st, 2015. These events were repeated in August of 2016 and will continue to be annual opportunities to involve family stakeholders.

Parents are also represented on all school-wide teams. The Museum School Advisory Council includes two parent representatives, as does the School Improvement Team. Parents were selected for these roles through an open invitation for volunteers, followed by recommendation from the principal and president of the PTCC. Additional input is solicited from families through surveys conducted at each Learner Growth Review (academic conference) and during at least one PTCC meeting each year.

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

Representatives from each founding partner participated in a design team that worked for two years on the structure and processes of the school. These individuals included GRPS administrative and curriculum staff, higher education faculty in Teacher Education, Collaborative Design, and Art Education, Communications personnel, accounting and management, and community engagement specialists. Members chose to serve on specific working groups related to curriculum, structure, funding, and communication, and also met regularly as a whole body. An external consultant was retained by Kendall College of Art and Design to facilitate the work of the group, and they met approximately every month from Fall 2013 until the school principal was hired in January 2015. This work formed the foundation for subsequent ongoing school improvement planning.

The School Improvement Team consists of two teachers, two parents, and the school principal. The team meets monthly throughout the school year and utilizes school data, stakeholder feedback (including student and parent surveys), and consultation from the advisory council and the original design team.

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Student and family stakeholders will have meaningful opportunities to participate in ongoing School Improvement Planning. A weekly school-wide meeting is built into the schedule, and provides an opportunity for student voice on school climate and instructional issues. Family members are invited to that meeting monthly. In addition, two parent representatives sit on the Museum School Advisory Council, which is charged with protecting the integrity of innovation strategies and monitoring student performance.

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

Communication of the final improvement plan was communicated to community partners through reporting to the Museum School Advisory Council at its quarterly meeting in June, 2016. Revisions to the plan made since that date will be reported during the September 2016 meeting.

Upon completion, the School Improvement Plan will be posted on the school website and all families will be informed of its presence there during the first week of the 2016-17 school year. Key data, goals, and opportunities for input will be reviewed at the school open house in October 2016.

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?

There is no trend data at this time. As a new school, the Public Museum School is entering its second year of operation. One area of notice worthy of careful attention is the broad diversity of students enrolling in the school. Students are admitted by application, and come from all areas of the city and surrounding school districts. We may expect levels of preparation to vary widely.

Student Demographic Data

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

There is no trend data at this time. As a new school, the Public Museum School is entering its second year of operation. The school achieved 93% attendance at a 3-day summer student retreat. The distance traveled by many students and the complexity of transportation routes mean that attendance will be a major focus.

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?

There is no trend data at this time. As a new school, the Public Museum School is entering its second year of operation. Student behavior is a focus because the task of creating a shared school culture will be important. Students are admitted by application, and come from all areas of the city and surrounding school districts. We may expect previous experiences and behavior expectations to vary widely.

During the 2015-2016 school year, the school worked through one in school suspensions and followed the posted rubrics for behavior intervention.

Student Demographic Data

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

Time has been set aside in the school schedule (65 minutes per week) for small group advisory meetings consisting of 10 students and a teacher. These advisories provide opportunities to check in with each student regarding behavior, attendance, and other issues that may be impacted by demographic data. Advisories will be supported by a Personal Learning Plan created collaboratively with each student.

Restorative Practices are being implemented school-wide. Teachers and the school principal have received training in this approach, and will attend additional PD during the school year. A weekly school-wide meeting is embedded in the school schedule in order to uphold a culture of inclusion and equity, and to foster ongoing self-reflection on school climate.

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We have embedded professional development on cultural competencies (equity and inclusion) throughout the school year. Assistance from KISD, Grand Valley State University College of Education, and other partners are sought in this effort.

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?

The Public Museum School principal and teaching staff have a wide range of experience. All staff have experience in urban, diverse school districts, as well as experience with school themes of Design Thinking and Place-based Education. The school includes a small staff, with five full-time and three part-time teachers, and one administrator. Teaching and administrative backgrounds include teaching experience in four different states, nonpublic as well as public schools, and one teacher with more than a decade in Grand Rapids Public Schools. This diversity is a strength, especially given the diversity among students, and should positively impact student achievement. That said, as a new school, close attention will need to be paid to any gaps or needs that emerge.

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?

Teaching staff at the Public Museum School range from "novice" (one part-time teacher) to "seasoned". Again, this positively impacts teaching and learning as our small team is highly focused on interdisciplinary planning and cross-curricular project-based learning. Student achievement is maximized when our teachers work collaboratively to "systematize" instruction - common language, common practice and common assessment.

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?

As a new school, the Public Museum School has only one year of previous data on school leader absences. The school principal was absent for regularly scheduled district principal PD once per month, for a total of 9 days. However, the school instructional model includes a Curriculum Integration Specialist, responsible for facilitating collaborative planning and project-based learning. This structure should reduce the impact on student achievement of any school leadership absences.

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?

As a new school, the Public Museum School has only one year of previous data on teacher absences. Between the three full time teachers there were 6 days total for teacher absences. As a district, GRPS experienced a shortage of substitute teachers in the previous school

years. At the Public Museum School, the instructional model calls for the Curriculum Integration Specialist to serve as the first resort for substitute teacher needs. This approach should reduce impact on student achievement of any teacher absences.

Teacher/School Leader(s) Demographic Data

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

The Public Museum School consists of two classrooms and two full-time classroom teachers. The presence of the Curriculum Integration Specialist as an available substitute is meant to address potential challenges regarding teacher or school leader absences. In addition, the district is working to utilize a new sub system. A more effective substitute system should provide additional support in the case of special challenges.

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?

Standard 3: Assessment is a strength for the Public Museum School. Units are backward designed with the teacher created assessments or district wide assessments as the backbone of the unit design. Assessments are given using age appropriate language and feedback is given in a timely manner. Assessment results for both teacher created, district and state tests are used to drive instruction.

Standard 5: Culture for Learning is also a strength for the Public Museum School. Students are supported by all staff, especially during the 65 minute advisory time that occurs once per week. Students, staff, parents and other community partners are given leadership roles throughout the school that establishes a culture of shared vision and leadership.

Strand IV: School, Family and Community Relations is a major strength at the Public Museum School. As a staff we communicate in a variety of ways both digitally and through physical documents. Our parent meetings have a staggered time and day to accommodate differing family schedules. We offer many programs designed with families in mind and partner with organizations to enhance both in school activities and after school activities.

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 challenges that the Public Museum School identified in the School Systems Review were concentrated around Professional Development.

Indicator L: Although all school staff receives quality professional development in the areas of Place Based Education, Design Thinking and behavior intervention at the beginning of the year, there is inconsistent follow up throughout the school year.

Indicator T: The diversity of training among Museum School staff is an underutilized professional development resource.

Indicator V: Although individual Museum School staff implements professional learning in the instructional setting, and may reflect on their practice, this learning is not shared among other staff or documented to observe impact on student achievement.

12. How might these challenges impact student achievement?

Indicator L: Without consistent feedback on professional learning, the training may fade over time causing methodologies and practices to be less pronounced leading to confusion and less impact on student achievement.

Indicator T: The wealth of knowledge within the Museum School staff is underutilized. This under utilization is not allowing powerful, readily available and

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.

Indicator L: Development of Professional Learning Plans on the new district Professional Development website will help to document school wide and individual learning initiatives and be a discussion point for instructional staff. This ongoing conversation about learning will help make practices more consistent for students.

Indicator T: Allotting the first few minutes of a staff meeting for staff lead professional learning would not only allow for this underutilized resource to be used but more importantly better establish collective responsibility for professional learning.

Indicator V: Using the Professional Learning Plan tool on the new district Professional Development website will allow school leaders to monitor adult learning and discuss with staff the impact on student learning.

Allowing for a review or sharing of professional learning at the beginning of each staff meeting would help to address these challenges. It also provides an opportunity for staff members to facilitate a mini professional development session, or to share best practice examples.

Review of professional learning goals throughout the school year in step with the evaluation process may also help staff review the professional learning that is being developed through the year.

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?

With a small overall student body and population of students with disabilities, the entire teaching and leadership staff serves as the Student Success Team. Students with disabilities are fully included in all classroom and school activities both during the school day (field trips, class projects, etc...) and after school (Title 1 and other supports/interventions, school-specific extended learning).

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

The Public Museum School will serves 6th and 7th graders. All students will have access to extended learning opportunities. The Public Museum School will partner with Grand Rapids University Preparatory Academy to offer a full range of athletics opportunities. The school has created its own extended learning program after school, called the Lyceum. This program utilizes community experts to provide classes on eclectic topics such as astronomy, botany, and poetry. As a new school, parent-facilitated programs have not yet been implemented. Parents have already expressed interest in Girls on Track and other opportunities. Additional opportunities will grow as the school moves forward.

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

Family interviews and a summer retreat were held prior to the opening of the school, in order to inform parents of the many extended learning opportunities at the school. Additionally, parents are notified through flyers, robo calls, classroom and school newsletters and in face to face meetings after school. The school's Parent-Teacher Community Council met before the first day of school and will provide additional information to families through direct communication and at tables set up during school events.

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 that standards are being implemented comes from the following:

- Scope and Sequence Documents in every subject area
- Aligned Learning Targets (clearly articulated on Scope and Sequence Documents) - District Pacing Charts
- Lesson plans
- PLC discussions and bridge to practice activities
- Classroom observations and walk-throughs

*As a new school, the Public Museum School has not yet collected evidence of improved student performance. Such data will be collected through common assessments and NWEA/MAP assessments.

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

As a new school with students coming from many different places, student achievement data are limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math.

73% lie above the median national norm in MAP Reading.

63% lie above the proficient rating in M-STEP Reading, with 23% advanced.

19b. Reading- Challenges

As a new school with students coming from many different places, student achievement data are limited. The school currently only has access to MAP percentile rankings in Reading and Math, and M-STEP Data in Reading and Math for 60 out of 120 students. Given that admission to the school is by application, but without academic criteria, we may expect a wide range of academic preparation.

MAP Reading percentile rankings range from 97 to 3.

M-STEP Reading range from Not Proficient to Advanced. Effectively differentiating instruction will be an important challenge.

19c. Reading- Trends

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As a new school with students coming from many different places, student achievement data are extremely limited. The school currently only has access to MAP percentile rankings in Reading and Math for 60 out of 120 students. No trends are discernible at this time.

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.

The School Improvement Plan will provide for teacher training in culturally responsive teaching and differentiated instruction. It will include assessment of an initiative to provide after-school tutoring and other interventions for students identified with learning gaps in Reading. Careful data analysis will help the school identify additional areas of focus.

20a. Writing- Strengths

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Writing can be drawn at this time.

20b. Writing- Challenges

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Writing can be drawn at this time.

20c. Writing- Trends

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English

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Language Arts and Math for 60 out of 120 students. No conclusions about Writing can be drawn at this time.

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 School Improvement Plan will provide for teacher training in culturally responsive teaching and differentiated instruction. It will include assessment of an initiative to provide after-school tutoring and other interventions for students identified with learning gaps in Writing. Careful data analysis will help the school identify additional areas of focus.

21a. Math- Strengths

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently only has access to MAP percentile rankings in Reading and Math for 59 out of 120 students and M-STEP Reading and Math data for 60 out of 120 students .

Of those students for which data are available, 57% lie above the median national norm in MAP Math.

Of those students for which data are available, 41% lie above the proficient rating in M-STEP Math.

21b. Math- Challenges

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently only has access to MAP percentile rankings in Reading and Math for 59 out of 120 students and M-STEP data in Math and English Language Arts for 60 out of 120 students. Given that admission to the school is by application, but without academic criteria, we may expect a wide range of academic preparation. MAP Math percentile rankings range from 96 to 1. Effectively differentiating instruction will be an important challenge.

21c. Math- Trends

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As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No trends are discernible at this time.

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.

The School Improvement Plan will provide for teacher training in culturally responsive teaching and differentiated instruction. It will include assessment of an initiative to provide after-school tutoring and other interventions for students identified with learning gaps in Math. Careful data analysis will help the school identify additional areas of focus.

22a. Science- Strengths

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Science can be drawn at this time.

22b. Science- Challenges

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Science can be drawn at this time.

22c. Science- Trends

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Science can be drawn at this time.

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.

The School Improvement Plan will provide for teacher training in culturally responsive teaching and differentiated instruction. It will include assessment of an initiative to provide after-school tutoring and other interventions for students identified with learning gaps in Reading, Writing, and Math. Careful data analysis will help the school identify additional areas of focus. These efforts will impact student performance in Science through the support of core skill areas in literacy and computation.

23a. Social Studies- Strengths

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Social Studies can be drawn at this time.

23b. Social Studies- Challenges

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Social Studies can be drawn at this time.

23c. Social Studies- Trends

As a new school with students coming from many different places, student achievement data are extremely limited. The school currently has access to MAP percentile rankings in Reading and Math for 60 out of 120 students, and the M-STEP Performance Levels for English Language Arts and Math for 60 out of 120 students. No conclusions about Social Studies can be drawn at this time.

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.

The School Improvement Plan will provide for teacher training in culturally responsive teaching and differentiated instruction. It will include assessment of an initiative to provide after-school tutoring and other interventions for students identified with learning gaps in Reading, Writing, and Math. Careful data analysis will help the school identify additional areas of focus. These efforts will impact student performance in Social Studies through the support of core skill areas in literacy and computation.

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 a survey conducted in the Winter of 2016 about our after school program, Lyceum, 64% of students reported feeling that the course they participated in had a very meaningful or meaningful end product.

Based on a survey conducted in the Spring of 2016 about the final project in the last marking period, 82.5% of students stated that they Very Much Enjoyed or Enjoyed working on the project.

Based on a survey conducted in the Spring of 2016 about Personal Learning Plan time, 75.5% of students reported enjoying having PLP time. 89.8% reported they felt PLP time helped them grow academically in Reading and 49% in Math.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders

24b. Student Perception Data

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

Based on qualitative data collected through stories and interviews one area low in satisfaction among students is the options for school lunch, options for sports and a desire to engage in traditional music programs such as band, orchestra and choir.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders

24c. Student Perception Data

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

School Lunch: Due to the location and logistics of the school building last year, a sack lunch was the only option for students. A change to be implemented for the 2016-2017 school year is the installation of a warming kitchen to allow for hot lunch options.

Access to Sports: Due to the size of the school sports were offered in combination with two other local schools, with the same district options. A change to be implemented for the 2016-2017 school year is the addition of a bus route to transport students from the school building to
SY 2016-2017

School Improvement Plan

Grand Rapids Public Museum School

partner school buildings for practice and games.

Music Options: Due to the size of the school and staff we are not able to offer a diverse range of music classes. The school however is integrating elements of those courses into music class and we continue to offer options to explore learning instruments as part of our after school program, Lyceum.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders.

25a. Parent/Guardian Perception Data

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

Parents in the school community report a high satisfaction in communication, opportunities for their students, and our after school program as evident in feedback surveys and conversations with school staff.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders.

25b. Parent/Guardian Perception Data

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

Based on qualitative data collected through stories and interviews one area low in satisfaction among parents is the options for foreign language courses, options for sports and a desire to engage in traditional music programs such as band, orchestra and choir.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders

25c. Parent/Guardian Perception Data

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

Foreign Language Options: Due to the size of the school and staff we are not able to offer a diverse range of foreign language classes. The school however will continue to offer options to explore learning a new language as part of our after school program, Lyceum, or possibly establishing independent studies of language through Duolingo.

Access to Sports: Due to the size of the school sports were offered in combination with two other local schools, with the same district options. A change to be implemented for the 2016-2017 school year is the addition of a bus route to transport students from the school building to partner school buildings for practice and games.

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Music Options: Due to the size of the school and staff we are not able to offer a diverse range of music classes. The school however is integrating elements of those courses into music class and we continue to offer options to explore learning instruments as part of our after school program, Lyceum.

As the school is established and its instructional model is implemented, we will pay careful attention to emerging perceptions of all stakeholders.

26a. Teacher/Staff Perception Data

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

Based on qualitative data obtained from interviews and staff meeting conversations an area of satisfaction is the amount of planning time for collaboration. The school schedule has been creatively designed to allow for vertical and horizontal collaboration and alignment.

As the school is established and new staff are added, we will continue to pay careful attention to emerging perceptions of all stakeholders.

26b. Teacher/Staff Perception Data

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

Based on qualitative data obtained from staff meeting conversations an area with the lowest level of satisfaction among staff and teachers is the full implementation of the positive behavior interventions. Fully and consistent implementation of the adopted and modified program.

As the school is established and its instructional model is implemented, we will continue pay careful attention to emerging perceptions of all stakeholders.

26c. Teacher/Staff Perception Data

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

Ongoing practice and professional development will be needed to reinforce this area of the school community. Positive Behavior Intervention Support and Restorative Practice are part of the school's professional development plan and will be agenda items on upcoming PLC and staff meetings.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders.

27a. Stakeholder/Community Perception Data

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

Support and collaboration with the wider community has been notable. Engaging community partners in classroom experiences, excursions, projects and through the school's after school program Lyceum, our partnerships with the community continue to be mutually beneficial and fruitful.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders.

27b. Stakeholder/Community Perception Data

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

An area of low satisfaction is in the area of communication about student achievement and activities outside of projects engaged in with community partners.

As the school is established and its instructional model is implemented, we will continue to pay careful attention to emerging perceptions of all stakeholders.

27c. Stakeholder/Community Perception Data

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

Putting a plan in place to share news about the school (student achievement and classroom activities) on a quarterly basis will help to communicate with our community partners, the impact of their contributions to the school.

As we grow we will continue pay careful attention to emerging perceptions of all stakeholders.

Summary

28a. Summary

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

Demographic data suggest that students, families, and staff are engaged and motivated to succeed. Complex transportation circumstances and varied previous experiences may indicate a challenge with regard to developing a cohesive school culture and a need for cultural responsiveness among staff.

Process data is limited at the present time, little opportunity has existed to observe and evaluate school processes. The small staff and student body size are strengths, allowing the school to be responsive to emerging needs. Lack of established practices and data from previous years may pose challenges.

Achievement/outcome data is very limited, so conclusions are tentative. In general, relatively strong student performance may be considered a strength, but a large gap between the highest and lowest performing students will pose a challenge. Most of all, lack of information about all students is the most significant challenge.

Perception data at this time is positive. Stakeholders have a generally positive perception of the school, as indicated by investments/enrollment in the school. As we continue to grow creating opportunities to measure stakeholder perceptions will be a significant challenge.

For purposes of data analysis, information regarding students and staff, processes, achievement, and perceptions is limited. Students enrolling in the school attended many different schools during the prior year, and the school has no achievement data for approximately half of them. As a result, this document contains inferences based on limited information and will require adjustment and reconsideration as the school year progresses. Nevertheless, it reflects a good-faith starting point for careful needs assessment and continuous improvement.

28b. Summary

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

At this time, with limited information available, the most significant challenge seems to be the risk that gaps in preparation and diversity among students may lead to an environment in which not all students' needs are being met. If challenges are not identified and addressed, student achievement may suffer for individuals or groups carrying the greatest risks of disengagement and lack of growth in achievement. All efforts will be focused on ensuring that those students at the greatest risk for disengagement and lack of progress towards proficiency receive the support and interventions necessary to succeed in our school.

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 Public Museum School has only existed for one school year. Thus, reliable data are scarce and this Data Analysis is somewhat speculative. Our biggest challenge at present is lack of information. Therefore our primary purpose in the School Improvement Plan will be to continue to carefully observe and record strengths and challenges in all school operations. Goals will be specific but relative to students' actual circumstances and growth in academic performance and school engagement. Measurable Objectives will be limited in these first years to areas that can be observed over the course of the year (such as growth on standardized assessments administered multiple times) rather than areas that must be measured year-to-year (such as attendance). Strategies and Activities will include maintaining school structures and processes that institutionalize culture-building, targeted support and interventions, and a specific focus on differentiation in the curriculum and classroom. All goals, objectives, strategies and activities will pay careful attention to impacts on all learners, so that opportunity and learning gaps between students are closed rather than widened.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	N/A This year our school only serves 6th and 7th grade students.	

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.grpm.org/grpms/	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school currently will serve only 6th and 7th grade students.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	This work will begin when our school adds an 8th grade.	

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		Policy 8015 Non-Discrimination and Complaint Procedure

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kurt Johnson Executive Director of K-12 Athletics, K-12 Physical Education Supervisor, K-12 Student Activities and Dual Enrollment Grand Rapids Public Schools 1331 Franklin SE Grand Rapids, MI 49501-0117 616.819.2010 johnsonk@grps.org	

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		GR Public Museum Parent Involvement Plan 2016-17

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Public Museum School School- Parent-Student 16- 17

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

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

As a new school, we have limited data on our students. The needs assessment for all four types of data (Achievement, Perception, Program/Process, Demographic) was conducted based on limited student data, using assessment data and stakeholder feedback from the first year of operation. No longitudinal data are available.

Achievement data that were reviewed include student growth from the Fall 2015 to Spring 2016 administration of the NWEA MAP assessment, M-Step assessment data from Spring 2016, and teacher-generated formative and summative assessments. Perception data include student feedback on the TRIPOD survey and several parent and student surveys conducted by staff throughout the school year. Program/Process data include findings of the Program Review, school attendance and discipline data, and staff reflections in surveys and meeting discussions. Demographic data include information on race/ethnicity, gender, and financial need.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

As a new school, we have very limited data. All students take the NWEA MAP test in Reading and Math in the Fall, Winter, and Spring. Students who fall below the 50th percentile or are eligible for Title I services are identified and prescribed Personal Learning Plans (PLPs). Additionally, any student identified as Not Proficient or Partially Proficient on the Spring 2016 M-Step assessment are identified. PLPs include individualized interventions in the identified areas of need. Students meet weekly with advisory teachers for progress monitoring and goal setting.

Process for Identifying Failing and At-Risk Students in the Four Core Academic Areas:

Grand Rapids Public Schools provides each school building with a list of identified at-risk students.

This list along with data from M-Step and NWEA MAP is used to target identified students for supplemental academic services.

In addition, the following processes are in place:

- Building administrators review grade reports and discuss artifacts from Professional Learning Communities, and create a plan for upcoming PLCs. Core content teachers collaborate weekly to review classroom data at the student level using Synergy/GradeBook (formative assessments, common assessments, rubric scores, participation, and homework).

- Professional Learning Communities (PLC's) in each content area review students at risk of course failure (scoring under 70%) using data recorded on Synergy/GradeBook. During the PLC's strategies will be discussed for classroom implementation to address the academic needs of at-risk students.

- Prioritization Process: At-risk students will be ranked academically by student achievement data and, therefore, need, and supplemental instruction will be provided

- Teachers and administrators meet to review and monitor at-risk student list and individual data/individual student progress. This review will be done at a minimum of once per month, but may occur more frequently, especially as new students may enroll. In addition, any child who is or who becomes homeless will be served with Title I program services.

The following criteria are considered when students have met one or more of the following:

School Improvement Plan

Grand Rapids Public Museum School

- At grade level - passing classes and common assessments
- Passing core subject areas with at least a 70% or greater (including rubric scores for projects)
- On track with classwork, assignments, and projects.
- RIT score within the grade-level range as evidenced on the MAP assessment in reading and math. (See Tables Attached in Additional Requirements Diagnostic)
- Administrators and teachers will monitor the exit criteria artifacts listed above weekly.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Math- (using the 2011 NWEA MAP Norms) 6th grade students who fall below 217.6 in the Fall would be considered below grade-level standards. 7th grade students who fall below 222.6 in the Fall would be considered below grade-level standards.

Language Use/Reading- (using the 2011 NWEA MAP Norms) 6th grade students who fall below 211.0 in the Fall would be considered below grade-level standards. 7th grade students who fall below 214.4 in the Fall would be considered below grade-level standards.

The norms referenced above are attached in the Additional Requirements Diagnostic.

Students do not take the Science portion of the MAP test but required pre tests will be given in Science and Social Studies to assess students' readiness for and progress in 6th grade content standards.

Criteria for Identifying Failing and At-Risk Students in the Four Core Academic Areas

One or more of the following criteria are considered all four core content areas when determining if a student is considered at-risk for failure:

- Identify failure rates of At-Risk students using weekly failure reports
- Below grade level in a core content area as evidenced common assessments (below 70%)
- "Not Proficient" on most recent standardized state test scores (M-Step when scores are available and released)
- Failing grades in one or more core subject areas.
- Low RIT score as evidenced on the MAP assessment in reading and math.
- Below grade-level expectations for Lexile level as tested on NWEA MAP test three times per year.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

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N/A The Grand Rapids Public Museum School currently serves only 6th and 7th grade students.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students eligible for Title 1 services in grades 6 and 7 will be participating in intervention time 4 days per week for 55 minutes. Two times per week students will receive intervention in Math and two times per week students will receive intervention in ELA, for a total intervention time of 110 minutes. Students will be working on areas of weakness identified from the MAP and M-Step assessments. Each student will develop a Personal Learning Plan based on MAP scores, IEP/504 plans (if appropriate), social goals and goals pertaining to Design Thinking and Place Based Learning.

Students will also have an opportunity to receive Title 1 Tutoring in all subjects by a certified teaching staff after school e per week for 30 minutes. Students will be identified based on MAP scores and teacher recommendation. Students will work in a small group <5 students to work on areas of weakness with their teacher. Teachers will monitor each identified student's progress and formatively and/or summatively assess each student to determine proficiency or mastery.

Daily teachers will be differentiating instruction for all students based on MAP data and classroom observations. Students will be assigned reading at their grade level via Newsela and Time for Kids, assignments will be given in chunks to students who need smaller pieces of information at a time, and one-on-one instruction will be given in class for students struggling with content.

Given the cross-curricular integration of the curriculum, Science and Social Studies content and standards will be addresses with in the Math and ELA intervention times.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for eligible students is incorporated into the existing school improvement planning process in the following ways:

All staff, including Title I funded staff are involved in the ongoing planning process.

All four types of data are gathered, disaggregated and analyzed with specific emphasis placed on the data that pertains to identifying and serving the eligible students. PLCs are explicitly dedicated to this review process.

Each SIP Goal and Objective has research-based strategies specifically chosen because of the high effect size when providing instructional support for those students most at risk for not meeting core content standards. Specific activities are chosen to support those strategies with the same end in mind. Interventions selected are high-impact interventions intended to support students achievement of standards and supplement the core instruction received by the identified students.

The classroom teachers provide the additional supports for the identified students and therefore will be spending not only core instructional time with the students but also supplemental intervention time. All teachers and two parents are part of the improvement planning team. Our SIP does and will continue to include Title I Targeted Assistance services.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

MATH- Eligible students will receive 55 minutes of intervention two times per week for a total of 110 minutes, with classroom teachers. Eligible students will develop Personal Learning Plans with their Advisor based on MAP scores, IEP/504 (if appropriate), social goals and the schools focus areas of Design Thinking and Place Based Education.

- Eligible students will be using Khan Academy on an individual iPad to attack and eliminate the skills gaps identified by observation and assessment.
- Eligible students will be working in small focus groups during intervention time.
- Eligible students will be given assignments in chunks if needed.

ELA- Eligible students will receive 55 minutes of intervention two times per week for a total of 110 minutes, with classroom teachers. Students will develop Personal Learning Plans with their Advisor based on MAP scores, IEP/504 (if appropriate), social goals and the schools focus areas of Design Thinking and Place Based Education.

- Eligible students will be using Newsela to tailor news articles and informational text to their reading level.
- Eligible students will be engaging in literature circles in order to expose students to literature within their Lexile level.
- Eligible students will be working in small focus groups during intervention time.
- Eligible students will be using Khan Academy on an individual iPad to to attack and eliminate the skills gaps identified by observation and assessment.
- Eligible students will be given rubrics for writing assignments and given graphic organizers to organize their pre-writing thoughts.
- Eligible students will be using reading clues such as think-alouds, THIEVES, and pre and post reading strategies.

Social Studies

- Eligible students will be given rubrics for writing assignments and given graphic organizers to organize their pre-writing thoughts.
- Eligible students will be using reading clues such as think-alouds, THIEVES, and pre and post reading strategies.

Science

- Eligible students will be given rubrics for writing assignments and given graphic organizers to organize their pre-writing thoughts.
- Eligible students will be using reading clues such as think-alouds, THIEVES, and pre and post reading strategies.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement are:

STRATEGY: DIFFERENTIATED INSTRUCTION

Strategy Research:

Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School SY 2016-2017

Association Journal, February 26, 2011.

STUDENT ENGAGEMENT

Strategy Research:

Pickering, Debra J., and Marzano, Robert J. (2011). *The Highly Engaged Classroom*. Marzano Research Laboratory.

DESIGN THINKING

Kolodner, Janet L., Paul J. Camp, David Crismond, Barbara Fasse, Jackie Gray, Jennifer Holbrook, Sadhana Puntambekar, and Mike Ryan. 2003. "Problem-Based Learning Meets Case-Based Reasoning in the Middle-School Science Classroom: Putting Learning by Design™ into Practice." *The Journal of the Learning Sciences* 12 (4): 495-547.

Mehalik, Matthew M., Yaron Doppelt, and Christian D. Schuun. 2008. "Middle-School Science Through Design-Based Learning versus Scripted Inquiry: Better Overall Science Concept Learning and Equity Gap Reduction." *Journal of Engineering Education* 97 (1): 71-85.

Puntambekar, Sadhana, and Janet L. Kolodner. 2005. "Toward Implementing Distributed Scaffolding: Helping Students Learn Science from Design." *Journal of Research in Science Teaching* 42 (2): 185-217. doi:10.1002/tea.20048.

PLACE-BASED EDUCATION

Basu, Sreyashi Jhumki, and Angela Calabrese Barton. 2007. "Developing a Sustained Interest in Science among Urban Minority Youth." *Journal of Research in Science Teaching* 44 (3): 466-89. doi:10.1002/tea.20143.

DeFelice, Amy, Jennifer D. Adams, Brett Branco, and Pieranna Pieroni. 2014. "Engaging Underrepresented High School Students in an Urban Environmental and Geoscience Place-Based Curriculum." *Journal of Geoscience Education* 62 (1): 49-60. doi:10.5408/12-400.1.

Lim, Miyoun, and Angela Calabrese Barton. 2005. "Science Learning and a Sense of Place in a Urban Middle School." *Cultural Studies of Science Education* 1 (1): 107-42. doi:10.1007/s11422-005-9002-9.

Zimmerman, Heather Toomey, and Susan M. Land. 2014. "Facilitating Place-Based Learning in Outdoor Informal Environments with Mobile Computers." *TechTrends: Linking Research & Practice to Improve Learning* 58 (1): 77-83. doi:10.1007/s11528-013-0724-3.

PROJECT-BASED LEARNING AND ASSESSMENT

Kanter, David E. 2010. "Doing the Project and Learning the Content: Designing Project-Based Science Curricula for Meaningful Understanding." *Science Education* 94 (3): 525-51.

Maxwell, Nan L., John R. Mergendoller, Yolanda Bellissimo, and Peter Kennedy. 2005. "Problem-Based Learning and High School Macroeconomics: A Comparative Study of Instructional Methods." *Journal of Economic Education* 36 (4): 315-31.

Schneider, Rebecca M., Joseph Krajcik, Ronald W. Marx, and Elliot Soloway. 2002. "Performance of Students in Project-Based Science Classrooms on a National Measure of Science Achievement." *Journal of Research in Science Teaching* 39 (5): 410-22. doi:10.1002/tea.10029.

Vahey, Philip, Ken Rafanan, Charles Patton, Karen Swan, Mark Hooft, Annette Kratcoski, and Tina Stanford. 2012. "A Cross-Disciplinary Approach to Teaching Data Literacy and Proportionality." *Educational Studies in Mathematics* 81 (2): 179-205. doi:10.1007/s10649-012-9392-z.

SCHOOL CONNECTEDNES

Centers for Disease Control and Prevention. *School Connectedness: Strategies for Increasing Protective Factors Among Youth*. Atlanta, GA: U.S. Department of Health and Human Services. 2009.S

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Eligible students who are identified through the MAP test or through in class assessments as needing additional additional support will be invited to our after school tutoring program. Classroom teachers will meet with students for 30 minutes after school hours to work on areas of need. Teachers will reteach, reassess, reinforce and/or help students master skills that they are lacking. Teachers will use a variety of progress monitoring tools appropriate to the specific teas and content area to assure that students are making gains in the areas that are being worked on. These benchmark tests may include M-Step data, the Winter and SPRING NWEA MAP test, and other assessments.

A weekly review of progress by the school team will insure progress towards grade-level and above achievement. Adjustments to interventions and supplemental instructional will be made based on observation of student performance and assessments and/or rubric scores.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Every student is receiving 110 minutes of "Dedicated Math/ELA" every week. This intervention time is separate from the scheduled Math, Social Studies, ELA and Science time. Students are all working from a Personal Learning Plan that is designed using the MAP test, IEP/504 Plans (if appropriate), Social goals as well as the schools focus areas of Design Thinking and Place Based Education. This Title I time does not interfere with the regular core instructional time instruction. This "dedicated or direct" instruction time is supplemented with the after school tutoring or re-teaching period.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Our classroom teachers will be supplying the Title I services during an intervention time of 110 of Math and 110 minutes of ELA each week. Our classroom teachers will also be supplying the Title 1 tutoring after school. Therefore, communication will be limited to discussions as a team during our regularly scheduled coordinated planning time at the end of the day each day.

Students with LEP will be in an advisory group once per week with one of our regular classroom teachers who is certified Spanish (FF) and Bilingual Spanish (YF). This teacher will be monitoring progress during the intervention time as well as within advisory. This teacher is also available for after school tutoring as part of Title I.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

The Grand Rapids Public Museum School does not serve Kindergarten students.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	At this time, however, instructional paraprofessionals are not part of the school team.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teachers meet the requirements of NCLB Abbie Marr - Elementary K-5 All Subjects (K-8 Self Contained) Spanish (FF) Bilingual Spanish (YF) Thomas Gibson- Elementary K-5 All Subjects (K-8 Self Contained) Kaellen Williams- Elementary K-5 All Subjects (K-8 Self Contained) English (6-12) Psychology (6-12) Micah Herrboldt- Elementary K-5 All Subjects (K-8 Self Contained) Kim Rowland- Elementary K-5 All Subjects (K-8 Self Contained) Integrated Science (DI) K-8	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Literacy across content areas, Differentiated Instruction, Direct Vocabulary Instruction (Tier 2 and Tier 3 words)

Data Analysis to inform instruction

Grand Rapids Public Schools requires 30 hours of professional development in the course of a year. Teachers will be encouraged to attend professional development geared towards differentiation, and motivating at-risk students. Teachers will also be participating in continued professional development around Positive Behavior Intervention Support, Design Thinking, Restorative Practice and Place Based Education.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Parent University (parents.grps.org) is a community collaborative to help parents become full partners in their child's education. The Parent University offers modules, activities, workshops, classes, conferences, mentoring and coaching to equip parents for success. Staff are encouraged to participate in these classes to increase their competence in support each student's success.

The classes available (100+ without charge) fall within the following parent requested categories:

Effective Parenting

Navigating the Educational System

Personal Growth and Development

Health and Wellness

Specifically, at the Grand Rapids Public Museum School, monthly parent meetings are structured as mutual learning learning experiences.

Parent University classes in computer literacy and other topics as requested by families will also be offered on site.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Public Museum School Professional Development Plan 2016-17

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Beginning in the Spring and Summer of 2015, parents and families partnered with the Grand Rapids Museum School to begin design the program using the following process:

Student and family stakeholders have been involved in planning for the school since the earliest time possible. The first class of students was admitted to the school in March 2015. The second class of students was admitted in March 2016. In June 2015 and June 2016 interviews were held with each student and a parent/guardian. Student and parent/guardian feedback was gathered at that time and influenced curriculum and program decisions. An initial meeting of the Parent-Teacher Community Council is held in August of each year, and a Parent Action Leader is selected at that time by those present. Also a Title I information meeting is held in connection with orientation each August. Additional parent events, student conferences, exhibition nights, and school-wide meetings have been scheduled throughout the 2016-17 academic year. All parents were invited to the initial PTCC meeting, and all subsequent meetings are included on the school calendar and communicated to parents directly in preparation for each event, via email and letters sent home with students. Meetings and conferences are scheduled on alternating days and also alternate between afternoon and evening times. Morning meetings will be scheduled if feedback from families suggests that they would be more convenient.

Two parents were selected from among volunteers to serve on the School Improvement Team. These parents attend regular team meetings throughout the year and provide direct input into all aspects of the plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Grand Rapids Public Museum School will encourage parents to assist in the implementation of the Targeted Assistance program plan as aligned to the components of the plan by:

Component 1: Comprehensive Needs Assessment

Attending PTCC meetings, completing parent surveys, attending community meetings to provide feedback, participation on School Improvement Team.

Component 2: Reform Strategies

Attending orientation and conferences to learn about the Targeted Assistance program plan and how the goals, objectives, strategies and activities impact their child's educational experience at Grand Rapids Public Museum School, participation on School Improvement Team and Museum School Advisory Council.

Component 3: Instruction by Highly Qualified Staff

Responding to school (teacher, principal, support staff) outreach and communication regarding their child's progress, participation by a parent representative on all hiring teams.

Component 4: Strategies to Attract Highly Qualified Teachers

Participation by a parent representative on all hiring teams.

Component 5: High Quality and Ongoing Professional Development

Staying connected through school social media sites and attending a Parent University class, participation on School Improvement Team.

Component 6: Strategies to Increase Parental Involvement

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Being aware of the Parent Involvement Plan and making a commitment to their child's education through signing and following through on the Parent Compact, participation on School Improvement Team.

Component 7: Preschool Transition Strategies (High School - 8th to 9th grade transition and progression towards graduation)

Attending grade-level parent meetings.

Component 8: Teacher Participation in Making Assessment Decisions

Monitoring the online gradebook and understanding the impact of classroom, school, district and state assessments by reading school communications and attending parent meetings, participation on School Improvement Team.

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

Contacting the school when their child reports experiencing difficulty. Asking for support. Attending IEP meetings and Student Success meetings, as needed, participation on School Improvement Team.

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

Supporting the unique partnerships at Grand Rapids Public Museum School, participation on School Improvement Team

Additional ways parents will be involved in the implementation of the Targeted Assistance program plan which support several components.

- Attendance and participation at school functions. This includes, but is not limited to, the Parent Teacher Community Council (PTCC), family nights, and other school-sponsored events.

- The provision of academic support in the form of parent volunteerism. Involvement may include in-class or after-school support.

As a school we will support parents work at home by communicating with parents regarding students Personal Learning Plan, Student advisory groups, and student progress in the classroom. We also will encourage parents to participate in the Grand Rapids Public Schools Parent University which focuses on Effective Parenting, Navigating education, Personal Growth, Health and Wellness and Professional Development.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	We partner with parents to evaluate our Targeted Assistance Program. Parents have opportunities to complete surveys online and at parent events throughout the school year, including student work expositions. Parent meetings and parent focus groups will be structured to provide for two-way feedback and communications regarding the effectiveness, and therefore, of the Targeted Assistance Program. Changes and/or modifications of the Targeted Assistance Program will be made annually or more frequently as needed, with input from parent members of the School Improvement Team.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Part I. School Parental Involvement Plan: Section 1118 (b)

The Grand Rapids Public Museum School Title I Targeted Assistance Parent Involvement Plan was created as a collaborative effort between

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parents and staff. Parents play a key role in developing and implementing this plan and we will continue to utilize their feedback and suggestions in order to update and improve our Targeted Assistance Title I Program.

Convene an annual, (Title I) meeting: 1118 (c) (1)

Grand Rapids Public Museum School will:

- Hold a Title I Meeting at the beginning of each school year (August/September, 2016)
- Hold a Title I Meeting at the closure of the school year (May, 2016)

Offer a flexible number of meetings: Section 1118 (c) (2)

Grand Rapids Public Museum School will ensure the involvement of all parents by offering the following meetings/activities:

- PTTC (Parent, Teacher, Community Council) meetings planned by the Curriculum Integration Specialist, parent action leader and school administrator on a monthly basis
- 4-5 Parent Nights (Summer Orientation, Fall Orientation, Open House, Family Nights, Academic Nights)
- Weekly "Coffee with the Principal" meetings, on rotating mornings
- Learner Growth Reviews (academic conferences) as well as Individual Student Success Team meetings
- Learner Project Exhibitions (4 times yearly)

Involve parents in planning, reviewing, and improving the Targeted Assistance Title 1 program, including the School and District Parent Involvement Policy: Section 1118 (c) (3)

Grand Rapids Public Museum School will ensure the involvement of parents in planning and reviewing the Targeted Assistance Title 1 program by:

- Holding a Title I Meeting at the beginning of the school year (August/September, 2016)
- Holding a Title I Meeting at the closure of the school year (May, 2016)
- Review progress on the Title I plan during monthly PTCC meetings
- Include parents in the planning of the Title 1 plan through the PTCC structure
- Involve the Parent Action Leader (PAL) in the review and planning of the Title 1 plan and encourage parental involvement through the PAL structure
- Power Parent Morning Meetings (3-4 times yearly)

Provide timely information about the Targeted Assistance Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: Section 1118 (c) (4) (A) and Section 1118 (c) (4) (B)

Grand Rapids Public Museum School will provide timely information through:

- October parent/teacher conferences
- February parent/teacher conferences
- Academic evening events: Lyceum (after school) learner exhibitions, summer retreat Title 1 meeting, monthly school-wide morning meetings

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the Targeted Assistance Plan to meet student and parent need and share revisions with LEA: Section 1118 (c) (4) (C) and Section 1118 (c) (5)

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Grand Rapids Public Museum School will provide parents an opportunity to interact with their children's school by:

- Conference Nights in October and February
- Individual Student Success Team meetings (scheduled at the request of teachers, parents or administrators)
- Annual Parent Survey
- Monthly PTCC (Parent, Teacher, Community Council) Meetings
- Power Parent Morning Meetings (3-4 times yearly)

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: Section 1118 (d) (1) and Section 1118 (d) (2) (A)

Grand Rapids Public Museum School will develop a School/Parent/Student compact:

- The compact is collaboratively developed with the PTTC/PAL (Parent Action Leader(s))
- The compact will be presented to parents at Orientation and Open House in August and September
- The compact will be discussed with parents at Fall Conferences and when new students enroll at Grand Rapids Public Museum School
- The compact will be reviewed and revised during PTCC and Power Parent meetings when appropriate to ensure the continued support of all parties

Provide frequent reports to parents on their children's progress: Section 1118 (d) (2) (B)

Grand Rapids Public Museum School will provide various academic reports to parents:

- Report cards will be completed 4 times yearly
- Interim progress reports will be issued 4 times yearly
- All NWEA/MAP, M-Step and WIDA reports will be provided to parents
- Student Success Team Meetings will provide opportunities for frequent reporting and discussion about academic/behavioral progress

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom:

Section 1118 (d) (2) (C)

Grand Rapids Public Museum School has an open door policy for parents to visit classrooms. In addition, parents are encouraged to participate in the following activities:

- Parent Meetings
- Student Success Team Meetings
- Individual teacher/administrator meetings
- Monthly Celebrations
- Field Trips
- Volunteer Opportunities when available
- Working with students on nightly homework, signing planners and writing to teachers in their child's Communication Folders
- Daily study hall available (Monday-Thursday) for one hour after school
- Invitation to participate in Lyceum after-school program

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: Section 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Grand Rapids Public Museum School will provide the following:

- Information regarding the implementation of Common Core State Standards
- Results of academic assessments such as M-Step, NWEA/MAP/ WIDA, DIBELS and opportunities to discuss the results of these assessments in relation to state and local academic standards.
- Opportunities during Power Parent Meetings to discuss scores, reports and standards

Provide materials and training to parents: Section 1118 (e) (2)

Grand Rapids Public Museum School offers training and materials to parents through the following events and activities:

- Summer retreat orientation
- Learner Project Exhibitions
- Learner Growth Reviews
- Fall orientation
- Parent Meetings
- Attend courses offered through GRPS Parent University (Building Power Parents)

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: Section 1118 (e) (3)

The staff at Grand Rapids Public Museum School will be educated by:

- The use of the District Parent Involvement structure; GRPS Parent University
- Meetings with community partners to help enlist parents and community members in their support of Grand Rapids Public Museum School students

Coordinate parent involvement activities with other programs: Section 1118 (e) (4)

Grand Rapids Public Museum School will work to coordinate programs to ensure success for all:

- The use of community partners to help problem solve barriers for parent involvement
- The use of community partners to provide supports, materials and incentives for increased parent involvement and parent events
- The activation of an "Outreach Committee" to help enlist parent support through monthly celebrations, parent meetings and individual parent meetings

Inform parents of school and parent programs in a timely and practical format in a language they can understand: Section 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Grand Rapids Public Museum School will provide:

- Monthly Newsletters and follow up reminders of parent nights, conferences and individual student meetings
- Translation of newsletters when possible in Spanish
- Robo-calls for parent events translated in Spanish

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- Reminders sent via classroom staff through email and text messaging

Provide support for parental involvement at their request: Section 1118 (e) (14)

Grand Rapids Public Museum School will make every effort to support our parents and make sure their needs are met:

- We will provide opportunities for all parents to successfully participate in school activities
- Keep all parents informed of school activities in timely and practical language formats
- Help with transportation and communication when necessary
- Approach each family as unique - with varying capacity for involvement but with genuine interest and concern about their child's academic success

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language:

Section 1118 (f)

Grand Rapids Public Museum School will provide:

- Translators for conferences
- Newsletters and Robo-calls in Spanish when possible
- Provide information in visual form such as graphs and charts
- Ramp accessibility and elevators to allow access to all floors of the building
- Information on the structure of school and the educational process for parents of migrant students

5. Describe how the parent involvement activities are evaluated.

The school's Parent Teacher Community Council meets once per month to discuss fundraising opportunities, school events, and community issues, where notes will be recorded and shared with families on our website. At least twice per year parents complete feedback surveys (during or after parent nights and Learner Growth Reviews) to ensure that we met the goals set by the event planning committee, as well as seek suggestions for the coming events. In addition, small focus groups will be conducted in a formal and informal manner to receive feedback and provide follow-up to parents about their input.

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

We developed our original school-parent-student compact within a group of school and community partners with the idea that the compact would be revised after the first year to reflect the partnership between school and home. Stakeholder feedback and parent participation on

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the School Improvement Team contributed to modifications made to the compact prior to the second year of operation. This compact will be refined during the 2016-17 school year.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Public Museum School School-Parent-Student 16-17

8. How does the school provide individual student academic assessment results in a language parents can understand?

We will send home an information letter prior to proctoring the MAP test in the fall explaining the type of test that students will be taking and how the scores will be calculated.

After students have taken the MAP test in Reading and Math, we will gather parents for an information night. We will distribute individual scores to parents and walk parents through how to read the results, using fictitious students as an example. We will also discuss scores with parents at Learner Growth Reviews in the Fall and Spring.

In addition, opportunities for reaching out to parents and families in non-traditional ways will be created after asking for input from all families, in particular, with outreach to families whose children are eligible for Title I services to be sure that their needs are met and that their input is received and valued.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		GR Public Museum Parent Involvement Plan 2016-17 Policy 7175 Parents-Guardians Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

In the summer prior to each school year we met with each new family (60) to discuss the compact and asked parents to sign the compact prior to the beginning of the school year. The compact is reviewed during Fall and Spring Learner Growth Reviews, and each with any family at risk of not fulfilling the compact obligations.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Programs and resources are coordinated and integrated.

The Grand Rapids Museum School uses a combination of federal, state, and local funding to provide staff and resources to address the needs of students. All staff assigned to the building work toward building a cohesive learning environment that supports the academic needs for all students, including Title I eligible students.

School funds and processes are utilized to support the implementation, monitoring, and assessment of the building's school improvement plan.

The staff collaborates and plans together in Professional Learning Communities (PLCs) and in Instructional Leadership Team (ILT) meetings the on ways to increase overall achievement and meet the goals defined in the school improvement plan. The strategies and activities directly support the achievement of eligible students with a particular focus on students not meeting the expected achievement standards. Resources have been identified to help support the goals based on the guidelines provided with the funding sources.

General Funds

General funds provide for classroom teachers in all content areas and all programs. Instructional supplies, textbooks, technology to support instruction, and office supplies are also funded through this source. In addition, the general fund supports the services of a school nurse for the students at the Grand Rapids Public Museum School.

Title I, Part A

Title IA provides for additional supports to students. These supports include after-school tutors to support the development of foundational skills, technology, materials, and supplies. In addition, this funding source is used to support parent involvement activities, and pay for stipends for professional learning communities in which the staff discusses and acts upon the needs of the students.

Section 31a - Not currently appropriated to the Grand Rapids Public Museum School.

Title II - Title II funds do support district-wide professional development accessed by Grand Rapids Public Museum School staff. Staff also are able to provide input to the district through representation of the Professional Development Design Team regarding the professional development needed to support school improvement goals. Title II also funds new and newer teacher professional development at Grand Rapids Museum.

Title III - Grand Rapids Public Museum School has not been identified Cultural Center within Grand Rapids Public Schools and does not receive Title III funds to directly support students, However, Title III consultants within the district are available to provide direction and programming/curriculum support and guidance to administrators and teachers as requested to meet the needs of English Language Learners. Translation services for parent events and other circumstances as needed are provided through Title III.

Other Local Programs/Resources

The PTCC (Parent Teacher Community Council) conducts fundraisers and provides support for academic programs at Grand Rapids Public Museum School.

Community partners provide materials, supplies, and support, such as place-based learning opportunities to the students at Grand Rapids Museum School.

These partners include, but are not limited to:

Grand Valley State University

Ferris State University

Kendall College of Art and Design

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school utilizes Positive Behavior Intervention Supports (PBIS) as well as Restorative Practices. About 50% of our students receive free or reduced lunches. We also have a breakfast program on site.

Our plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the current grade levels of the school (6th and 7th grades) by the support of district level staff in coordination with the building-level staff. Support includes, but is not limited to, Positive Behavior Intervention Supports (PBIS) as well as Restorative Practices and other services as needed such as nutrition services, homeless services, violence prevention services. We also have a breakfast and lunch program on site.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

All students take the NWEA MAP test three times per year (Fall, Winter and Spring). Teachers meet to analyze the data during a weekly co-planning time and during dedicated PLCs. Teachers are also discussing student growth in content areas, behavior and social goals set by the student. Once per month an evaluation of services is done at a school wide staff meeting. More frequent Student Success Team meetings are held to ensure progress of eligible students. If a review of the data indicates additional students qualify for assistance, that determinate will be made and acted upon. If eligible students have met the exit criteria and have sustained that progress and level of achievement, a review of that data will determine what is in the best interest of the student.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Targeted Assistance programs are evaluated and changed based on student growth outcomes, and parent feedback. Supplemental learning opportunities to enable participating children to meet the State's challenging student achievement standards are revised based on assessment and observed data (attendance, etc.).

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The Grand Rapids Public Museum School's Curriculum Integration Specialist trains staff in the use of diagnostic, formative and summative assessments that are aligned to state standards. Within this training are embedded the strategies necessary to identify students who need additional assistance.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The MDE Program Evaluation Tool and Program Implementation Tool will be used to evaluate the Targeted Assistance Program in the Spring of 2017. All staff will be trained on the use of this tool and on the data collection process needed to complete this tool.

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

We will use the MDE Program Evaluation Tool to evaluate the implementation of TA programs in the Spring of 2017.

As we progress through the school year, data collection, monitoring and analysis will provide us with indicators of success or the need for possible re-direction.

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

Information from eligible student achievement data monitored on a daily basis - standardized test scores, grades, common and formative assessments - will provide us with clear information about the level of success our efforts are having on increasing the achievement of eligible students who are furthest from achieving the standards.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Based on the information from eligible student achievement data which will be monitored on a daily basis - standardized test scores, grades, common and formative assessments, the the level of success our efforts on increasing the achievement of eligible students who are furthest from achieving the standards will be addressed with in the Student Success Team meetings. If the plan needs to be revised based on the analysis of the data, that revision will happen quickly so as not to lose valuable time in meeting student needs.

Grand Rapids Public Museum School Goals and Plans 2016_2017

Overview

Plan Name

Grand Rapids Public Museum School Goals and Plans 2016_2017

Plan Description

Grand Rapids Public Museum School Goals and Plans 2016_2017

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 Grand Rapids Museum School students will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
2	All Grand Rapids Public Museum School students will be proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$4238
3	All Grand Rapids Public Museum School students will be proficient in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4238
4	All students at the Grand Rapids Public Museum School will experience a positive culture for learning in the classroom and school community.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$222
5	All students at the Grand Rapids Public Museum School will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
6	All students at the Grand Rapids Public Museum School will experience a culture of collaborative problem-solving that utilizes Design Thinking and Place-based Education.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$4000
7	All students at the Grand Rapids Public Museum School will experience a culture of mutual respect and support.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$200
8	All students at the Grand Rapids Public Museum School will experience a culture that empowers them to engage positively in museum and community partnerships.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$20000

Goal 1: All Grand Rapids Museum School students will be proficient in Science.

Measurable Objective 1:

85% of Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance demonstrating artifacts of strategic and extended thinking (Depth of Knowledge (DoK) Levels 3 and 4) in Science by 06/30/2017 as measured by DOK Levels in Science rubric, based on Webb (Karen Hess, 2007)..

Strategy 1:

STUDENT ENGAGEMENT - “Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling.”

The school staff and community partners will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content in order to plan, create, and present a comprehensive, self-produced portfolio.

Category: Science

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

Tier: Tier 1

Activity - Project Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Materials, Direct Instruction, Curriculum Development, Field Trip, Technology, Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Other	All instructional staff, community partners, and administration.

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Strategy 2:

DIFFERENTIATED INSTRUCTION - "Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

The school staff will implement and participate in a variety of academically rigorous activities such as: professional learning in areas of project learning, fluency and skill development, SIOP, data analysis, and use PLCs to enable them to differentiate instruction to meet the individualized needs of all students. As a result, students will experience rigorous lessons and units that have a clear structure which allows for diverse pathways according to individual student needs and interests.

Category:

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Other	All instructional staff and administrators

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Other	All instructional staff and administration.

Goal 2: All Grand Rapids Public Museum School students will be proficient in Mathematics.

Measurable Objective 1:

A 5% increase of Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by the number of students scoring at or above grade-level in Mathematics by 06/30/2017 as measured by achieving at the 50th NP on the NWEA MAP Mathematics test as a proxy for "grade-level".

Strategy 1:

STUDENT ENGAGEMENT - "Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

The school staff and community partners will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content in order to plan, create, and present a comprehensive, self-produced portfolio.

Category: Mathematics

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

Tier: Tier 1

Activity - Quality Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will develop high-quality questions which will increase both student engagement and support a deeper understating of the content being taught through the use of complex text.	Curriculum Development, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	All instructional staff and administrators

Activity - Non-Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grand Rapids Public Museum School

The teaching staff will use non-linguistic representation tools such as Thinking Maps and graphic organizers to enable students to organize their thinking in a way that will allow them to be more deeply engaged with the content.	Materials, Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	All instructional staff and administrators
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Strategy 2:

Differentiated Instruction - "Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

The school staff will implement and participate in a variety of academically rigorous activities such as: professional learning in areas of project learning, fluency and skill development, SIOP, data analysis, and use PLCs to enable them to differentiate instruction to meet the individualized needs of all students. As a result, students will experience rigorous lessons and units that have a clear structure which allows for diverse pathways according to individual student needs and interests.

Category: Mathematics

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

Tier: Tier 1

Activity - Project-based Learning and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$4238	Title I Part A, Section 31a	All instructional staff and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.
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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in Data Reviews based on the Instructional Learning Cycle to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	All instructional staff and administrators

Goal 3: All Grand Rapids Public Museum School students will be proficient in English Language Arts.

Measurable Objective 1:

A 5% increase of Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency (using the 50th national percentile as proxy for proficiency) in Reading by 06/30/2017 as measured by the fall 2015 and the spring 2016 NWEA MAP Reading Assessment..

Strategy 1:

STUDENT ENGAGEMENT - "Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is

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being addressed in class. Student engagement has long been recognized as the core of effective schooling.”

The school staff will incorporate a variety of activities which will promote and increased student engagement which will allow students to actively reason about concepts and/or content.

Category: English/Language Arts

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

Tier: Tier 1

Activity - Pillars of Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the 2015-2016 Grand Rapids Way of Instruction using high impact before, during, and after reading strategies across content areas to support literacy. Teachers will provide daily opportunities for students to read closely and critically while analyzing complex and challenging text. Staff will teach the guided highlighted reading technique to support each student's ability to synthesize complex text and summarize orally and in written form. Teachers will assist students in acquiring strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content. Teachers will provide frequent quality, student-friendly feedback to students to reach mastery on targeted goals.	Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Other	All instructional staff and administrators.
Activity - Inquiry Based Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create opportunities for students to develop quality questions and engage in inquiry based discussions. During inquiry based discussions, collaboration, use of accountable talk, and academic vocabulary will be monitored through teacher observation and participation rubrics.	Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Other	All instructional staff and administrators.

Strategy 2:

Vocabulary and Comprehension Skill Development - The staff will use NWEA MAP data to determine gaps in vocabulary and comprehension skills for students whose national percentile ranking is below the 50th percentile in Reading.

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Category: English/Language Arts

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

Tier: Tier 2

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will use NWEA MAP data to determine gaps in vocabulary and comprehension skills for students whose national percentile ranking is below the 50th percentile in Reading. The staff will develop skill based lessons to address the challenged areas of skill development and progress monitor bi-weekly to inform instructional decisions.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level.</p> <p>This activity will be enhanced by the professional learning from the Michigan Reading Association Conference and the MACUL (The Michigan Association of Computer Users in Learning). These conferences provide state of art literacy and technology integration options for at-risk learners.</p>	Direct Instruction, Curriculum Development, Technology, Parent Involvement, Professional Learning, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/08/2015	06/30/2017	\$4238	Title I Part A, Section 31a	All teachers and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.

Goal 4: All students at the Grand Rapids Public Museum School will experience a positive culture for learning in the classroom and school community.

Measurable Objective 1:

collaborate to collaborate to support the needs of the whole student by 06/10/2016 as measured by classroom observations, attendance data, and parent/student surveys..

Strategy 1:

SCHOOL CONNECTEDNESS - The school will implement School Connectedness with the belief that students who are supported by important adults in their lives are likely to be more engaged in school and learning. Through the "advisory" period, students will receive personalized attention and support to feel connected and valued at school.

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Category:

Research Cited: Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services. 2009.

Tier: Tier 1

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in a implement a continuum of restorative practices including: affective statements, restorative questioning, small impromptu conferencing and restorative circles.	Teacher Collaboration, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Other	All staff including instructors and administrators.
Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be engaged in the school community in support of each other and the students. School Connectedness is increased as the school family is engaged with the work of supporting students.	Parent Involvement, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/01/2015	06/10/2016	\$222	Title I Part A	All staff and administrators

Goal 5: All students at the Grand Rapids Public Museum School will be proficient in Social Studies.

Measurable Objective 1:

85% of Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance demonstrating artifacts of strategic and extended thinking (Depth of Knowledge (DoK) Levels 3 and 4) with a portfolio of self-produced work in Social Studies by 06/30/2017 as measured by DOK Levels in Social Studies rubric, based on Webb (Karen Hess, 2007).

Strategy 1:

STUDENT ENGAGEMENT - "Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is

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being addressed in class. Student engagement has long been recognized as the core of effective schooling.”

The school staff and community partners will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively reason about concepts and/or content in order to plan, create, and present a comprehensive, self-produced portfolio.

Category: Social Studies

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom. Marzano Research Laboratory.

Tier: Tier 1

Activity - Project Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Materials, Direct Instruction, Curriculum Development, Field Trip, Technology, Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	All instructional staff, support staff, administration, and community partners.

Strategy 2:

DIFFERENTIATED INSTRUCTION - "Offering each student the chance to learn the subject material in ways that address each student individually can benefit children in retaining information that will later be necessary to become thoughtful, productive adults. Through differentiation combined with curriculum layering, teachers can create a student-centered classroom that is supportive to each student."

The school staff will implement and participate in a variety of academically rigorous activities such as: professional learning in areas of project learning, fluency and skill development, SIOP, data analysis, and use PLCs to enable them to differentiate instruction to meet the individualized needs of all students. As a result, students will experience rigorous lessons and units that have a clear structure which allows for diverse pathways according to individual student needs and interests.

Category: Social Studies

Research Cited: Beach, T.A. (2010). Combine Methodologies of Differentiated Instruction in the Heterogeneous Classroom. South Carolina Middle School Association Journal, February 26, 2011.

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Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Other	All instructional and administrative staff.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Other	All instructional and administrative staff.

Goal 6: All students at the Grand Rapids Public Museum School will experience a culture of collaborative problem-solving that utilizes Design Thinking and Place-based Education.

Measurable Objective 1:

achieve college and career readiness by developing capacities for collaboration, communication, and problem-solving by 06/14/2017 as measured by student completion of multiple collaborative projects.

Strategy 1:

Project-based Learning - All students will complete multiple collaborative projects that integrate curriculum content from all core subject areas.

Category: Career and College Ready

Research Cited: Linda Darling-Hammond, Soung Bae, Channa M. Cook-Harvey, Livia Lam, Charmaine Mercer, Anne Podolsky, and Elizabeth Stosich, Pathways to

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New Accountability Through the Every Student Succeeds Act (Palo Alto: Learning Policy Institute, 2016).

Elena Silva, "Measuring skills for the 21st century" (Washington, D.C.: Education Sector, 2008).

Tier: Tier 1

Activity - Assessment Using Project Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and implement project-based rubrics to assess all student project work.	Curriculum Development	Tier 1	Implement	08/31/2016	06/14/2017	\$0	No Funding Required	Principal and Curriculum Integration Specialist

Activity - Professional Development in Design Thinking and Place-based Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will experience a minimum of six hours of professional learning related to Design Thinking and/or Place-based Education each year.	Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/01/2016	07/31/2017	\$4000	General Fund	Principal and teachers

Goal 7: All students at the Grand Rapids Public Museum School will experience a culture of mutual respect and support.

Measurable Objective 1:

demonstrate a behavior of respect and support for students by 06/14/2017 as measured by discipline referral data and student feedback.

Strategy 1:

Restorative Practices - A comprehensive policy of Restorative Practices will be implemented school-wide. The policy will include guidelines and procedures for responding to incidents, structures for student voice (peer mediators and student jury), explicit training for staff and students, and clear and consistent documentation (posters, forms, etc....)

Category: School Culture

Research Cited: Tevor Fronius, et al..., "Restorative Practices in U.S. Schools: A Research Review" (San Francisco: WestEd, 2016).

Tier: Tier 1

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Activity - Staff Training on Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will experience at least 3 ours of professional development related to Restorative Practices prior to the beginning of the 2016-17 school year.	Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	09/06/2016	\$0	No Funding Required	Principal and teachers
Activity - Guidelines and Procedures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific procedures for utilizing restorative practices to address behavior and climate issues will be developed and disseminated to all staff and students.	Policy and Process, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	08/01/2016	06/14/2017	\$200	General Fund	Principal, all teachers

Goal 8: All students at the Grand Rapids Public Museum School will experience a culture that empowers them to engage positively in museum and community partnerships.

Measurable Objective 1:

achieve college and career readiness by creating sustained, intensive opportunities for engagement within the Grand Rapids Public Museum and other community institutions by 06/14/2017 as measured by student project completion and stakeholder feedback.

Strategy 1:

Community Partnerships - Student experiences will include multiple forms of engagement with community partners, including extended learning opportunities, higher education partnerships, and collaborative project work. An extended learning program will utilize community partners to provide instruction. Existing higher education partners will bring faculty and students into the school to collaborate directly with Museum School learners. School staff will reach out to community partners to facilitate student project work.

Category: Career and College Ready

Research Cited: J. Strobel and A. van Barneveld, "When is PBL More Effective: A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," The Interdisciplinary Journal of Problem-Based Learning (Volume 3, Issue 1, 2009).

Tier:

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Activity - Lyceum Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lyceum is an after-school program that will invite community partners to propose courses on a range of topics. Proposals will be reviewed by school staff and courses will be supervised by school staff. The program will take place after the regular school day and include all students.	Career Preparation /Orientation , Extra Curricular, Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$20000	General Fund	Principal, Curriculum Integration Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Events	Parents will be engaged in the school community in support of each other and the students. School Connectedness is increased as the school family is engaged with the work of supporting students.	Parent Involvement, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/01/2015	06/10/2016	\$222	All staff and administrators
Project-based Learning and Assessment	All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$2119	All instructional staff and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.

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Differentiated Instruction	<p>The staff will use NWEA MAP data to determine gaps in vocabulary and comprehension skills for students whose national percentile ranking is below the 50th percentile in Reading. The staff will develop skill based lessons to address the challenged areas of skill development and progress monitor bi-weekly to inform instructional decisions.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level. This activity will be enhanced by the professional learning from the Michigan Reading Association Conference and the MACUL (The Michigan Association of Computer Users in Learning). These conferences provide state of art literacy and technology integration options for at-risk learners.</p>	Direct Instruction, Curriculum Development, Technology, Parent Involvement, Professional Learning, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/08/2015	06/30/2017	\$2119	All teachers and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Differentiated Instruction	<p>The staff will use NWEA MAP data to determine gaps in vocabulary and comprehension skills for students whose national percentile ranking is below the 50th percentile in Reading. The staff will develop skill based lessons to address the challenged areas of skill development and progress monitor bi-weekly to inform instructional decisions.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level.</p> <p>A variety of vocabulary and comprehension skill building strategies and activities will be utilized to improve student achievement. The students will practice skills daily so that they can flexibly engage with the content at a higher level. This activity will be enhanced by the professional learning from the Michigan Reading Association Conference and the MACUL (The Michigan Association of Computer Users in Learning). These conferences provide state of art literacy and technology integration options for at-risk learners.</p>	Direct Instruction, Curriculum Development, Technology, Parent Involvement, Professional Learning, Academic Support Program, Supplemental Materials	Tier 2	Implement	09/08/2015	06/30/2017	\$2119	All teachers and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.
Project-based Learning and Assessment	All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$2119	All instructional staff and administrators. Tutors will support student success in achieving the standards embedded in the project-based learning activities.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Project Learning	All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Materials, Direct Instruction, Curriculum Development, Field Trip, Technology, Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff, support staff, administration, and community partners.
Assessment Using Project Rubrics	Teachers will create and implement project-based rubrics to assess all student project work.	Curriculum Development	Tier 1	Implement	08/31/2016	06/14/2017	\$0	Principal and Curriculum Integration Specialist
Quality Questioning	The teaching staff will develop high-quality questions which will increase both student engagement and support a deeper understanding of the content being taught through the use of complex text.	Curriculum Development, Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All instructional staff and administrators

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Non-Linguistic Representation	The teaching staff will use non-linguistic representation tools such as Thinking Maps and graphic organizers to enable students to organize their thinking in a way that will allow them to be more deeply engaged with the content.	Materials, Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff and administrators
Data Analysis	The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in Data Reviews based on the Instructional Learning Cycle to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff and administrators
Staff Training on Restorative Practices	All staff will experience at least 3 hours of professional development related to Restorative Practices prior to the beginning of the 2016-17 school year.	Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2016	09/06/2016	\$0	Principal and teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Guidelines and Procedures	Specific procedures for utilizing restorative practices to address behavior and climate issues will be developed and disseminated to all staff and students.	Policy and Process, Behavioral Support Program, Supplemental Materials	Tier 1	Implement	08/01/2016	06/14/2017	\$200	Principal, all teachers
Professional Development in Design Thinking and Place-based Education	All teachers will experience a minimum of six hours of professional learning related to Design Thinking and/or Place-based Education each year.	Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	08/01/2016	07/31/2017	\$4000	Principal and teachers
Lyceum Program	Lyceum is an after-school program that will invite community partners to propose courses on a range of topics. Proposals will be reviewed by school staff and courses will be supervised by school staff. The program will take place after the regular school day and include all students.	Career Preparation/Orientation, Extra Curricular, Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$20000	Principal, Curriculum Integration Specialist

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional and administrative staff.
Restorative Practices	Teachers will be trained in a implement a continuum of restorative practices including: affective statements, restorative questioning, small impromptu conferencing and restorative circles.	Teacher Collaboration, Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All staff including instructors and administrators.

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Data Analysis	The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All instructional staff and administration.
Data Analysis	The staff will analyze data from formative and summative assessments as well as common District assessments to determine the academic needs of all students in order to differentiate their instruction. Teaching staff will provide feedback to students on academic areas which need improvement and develop interventions or student groups that will support their needs. Staff will participate in (Data Dialogues, Governance Boards) to review, reflect and communicate the academic progress in their classroom and identify which activities they are implementing to support continued student achievement.	Technology, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional and administrative staff.
Inquiry Based Discussion	Teachers will create opportunities for students to develop quality questions and engage in inquiry based discussions. During inquiry based discussions, collaboration, use of accountable talk, and academic vocabulary will be monitored through teacher observation and participation rubrics.	Direct Instruction, Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff and administrators.

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Pillars of Literacy Instruction	Teachers will implement the 2015-2016 Grand Rapids Way of Instruction using high impact before, during, and after reading strategies across content areas to support literacy. Teachers will provide daily opportunities for students to read closely and critically while analyzing complex and challenging text. Staff will teach the guided highlighted reading technique to support each student's ability to synthesize complex text and summarize orally and in written form. Teachers will assist students in acquiring strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content. Teachers will provide frequent quality, student-friendly feedback to students to reach mastery on targeted goals.	Direct Instruction, Curriculum Development, Technology, Professional Learning, Teacher Collaboration, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff and administrators.
Project Learning	All staff will provide opportunities throughout the school year for students to be engaged in a variety of project learning activities that support the instructional goals. These projects will be differentiated in nature and provide choice to students regarding the type of project they will complete and will be rigorous and challenging for all students.	Materials, Direct Instruction, Curriculum Development, Field Trip, Technology, Parent Involvement, Professional Learning, Teacher Collaboration, Community Engagement, Supplemental Materials	Tier 1	Implement	09/08/2015	06/30/2017	\$0	All instructional staff, community partners, and administration.
Professional Learning Communities	The staff will actively participate in PLCs to review and reflect on teaching practices, student achievement, differentiated instruction techniques and implementation of instructional moves and goals. The staff will design next steps (bridge to practice) that will then be implemented by PLC members in their classrooms as a tool to monitor overall effectiveness on student achievement.	Curriculum Development, Professional Learning, Teacher Collaboration, Community Engagement	Tier 1	Implement	09/08/2015	06/10/2016	\$0	All instructional staff and administrators