



Single Building District Improvement Plan

The Greenspire School

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7

Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Abbreviated goals and plans template has been uploaded	SIPgoals17

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 Greenspire School school improvement team is contained within the board-level curriculum committee working in conjunction with a parent-led committee (Family-Teacher Council or FTC). Each committee meets on a monthly basis and reports out to the board of education. The meeting schedule for SI/curriculum is determined at the board level during the annual organizational meeting. The FTC meeting schedule is more fluid and determined monthly by parent-members based on their schedules. Monthly minutes for both meetings are maintained and reported to the board.

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

Both the board-level SI/ curriculum committee and Family-Teacher Council include board members, administrators, teachers and parents. The SI/curriculum committee members are dictated by the board at its annual organizational meeting in February. FTC membership is open to all member of the community and recruitment is ongoing. The SI/curriculum committee is chaired by a board trustee for one-year terms; FTC is chaired by a parent who is board approved annually. The improvement plan is reviewed annually by members of administration and the teaching staff before being reported out and reviewed at the SI/curriculum and FTC levels. Members of both committees review the plan for relevance and make recommendations for changes and/or improvements.

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

The annual school improvement process and final plan are shared via the district website as well as through board-level communications including board minutes (when relevant) and newsletters. Monthly meeting minutes for both the board-level SI/curriculum committee and Family-Teacher Council also update stakeholders on the progress of and final development of the plan.