



Single Building District Improvement Plan

Leelanau Montessori Public School Academy

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

Improvement Plan Assurance

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

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.

Parents, teachers, and administrators collaborated to develop our overall improvement plans. Our school participated in a capacity building process that provided an assessment for select stakeholders of parents, teachers, and administration. The results from the assessment were then evaluated by the team and target areas were isolated. Academic achievement was one of the areas to be addressed. This information continues to be inputted into a logic model and developed into a long-term strategic plan.

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

Our school improvement team consisted of the lead school administration, parents, parents who are on our board, and faculty/staff input. This configuration provided a wide range of ideas and supports from the school's stakeholders. All representatives on the team had equal say and voice, while specific duties were delegated according to stakeholders talents and expertise.

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

The final improvement plan will be communicated through parent newsletters, board meeting reports, and updates at faculty meetings. This will be an ongoing process that is updated on a monthly basis.