



School Improvement Plan

Bark River-Harris Elementary School

Bark River-Harris School District

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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?

We have 415 students in our elementary school, which is kindergarten through sixth grade. The school is located in Harris, Michigan which neighbors Bark River. There are 20 Teachers on staff, 8 Paraprofessionals, and a Title VII Coordinator. The community is extremely involved in our school events. We have a strong PTO. Title VII parent meetings are held along with Title I parent evenings, and Book Fair Family Evening events. Reading Buddies from the community volunteer to read with our students. Foster Grandparents also work in classrooms to assist students. Our school has continued to grow over the last few years with school of choice and we've also seen an increase in our students moving into district. Due to the growing school population we have recently added a 4 classroom addition to our school that will be opening in the Winter 2016.

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.

Bark River-Harris Elementary School in partnership with staff and community resolves to meet the needs of students and to cultivate a climate of learning, well being, and communication.

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.

Our reading scores have increased over the last three years. We've begun to incorporate technology into classroom instruction. We have implemented a benchmark and progress monitoring screener to assess students in math. Over the next three years we will continue to fully implement our district technology plan. We have started targeting K-1 reading and math by adding additional intensive support for early intervention.

Additional Information

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

No additional information is needed at this time.

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.

During the 2014-2015 school-year, the District Leadership Team was formed. The application process was open to all members of the teaching and support staff. Every member who indicated an interest in serving was invited to participate.

In addition to the DLT there are PLCs tasked with individualized SIP tasks. There are monthly DLT and PLC meetings held to address school improvement needs.

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

Individuals who served on the DLT and PLCs, were tasked with writing action plans that were data-driven and supported by peer-reviewed literature. These action plans include long and short term goals for successful implementation of our school improvement plan.

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 SIP is posted on the school's website. Communication about the implementation of action plans adopted by the DLT are reported to individual PLCs by the chair of that committee. The school newsletter is also used to disseminate information about work done by the DLT and PLCs in regard to the SIP.

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?

BR-H Elementary continues to grow in size. On average the size of K-6 increases 11% per year. This year we have added a four classroom expansion to our school. This has given additional space to have a Pre-school/Kindergarten wing. The new expansion has also allowed space for Title I and Title VII to have their own classrooms to service tier II and tier III students in our school.

Student Demographic Data

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

The Engagement and Enrichment PLC examined the issue of student attendance as one of its primary missions because teacher perception surveys indicated that attendance was a factor in student achievement. Despite a handful of students who are chronically absent (2% of the K-12 student body), the BR-H overall attendance rate is roughly 98%. To help target the 2% with chronic absences our school has joined forces with a truancy officer from the ISD to monitor and enforce attendance policies. This officer does home visits and offers support and resources to the family if needed.

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?

Last year's teacher perception survey indicated a dissatisfaction with the teaching staff in regards to disciplinary referrals that take place outside of the classroom. Primary teachers are often unaware of disciplinary infractions that take place in encore classes or on the playground. In fact some teachers indicated being caught unawares by disciplinary consequences (i.e. suspensions) until the student was not in the classroom.

Student Demographic Data

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

A. The building was expanded this year. Four additional classrooms were added to the existing elementary wing. This has helped with some of the crowding issues.

B. The issue of student attendance was addressed by the Engagement and Enrichment PLC. The team in conjunction with administration and the truancy officer has targeted the 2% of the student body--categorized as chronically absent.

C. The Communications PLC is working with the Dean of Students to find a more efficacious and transparent way of communicating

disciplinary issues.

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?

A review of the elementary teaching staff reveals the following data: 19% of staff has 11-15 years experience. 19% of staff has 6-10 years experience, and 62 % of staff has five or less years of experience. This relatively young staff could positively impact student achievement because of the youth and enthusiasm. There may be some negative impact in the area of organization and discipline as both of these areas tend to improve with experience. Our administrative staff in the elementary has less than ten years experience as well. The positive impact might include an ability to build trust among the younger staff.

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?

Please see the response to the previous question.

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?

Administration takes minimal personal/sick days throughout the school year. Professional learning days require time away from school to complete school improvement planning, special education planning/conference, 5D+ teacher evaluation training, and principal meetings at our local ISD.

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?

In the elementary, 45 days of school were missed by teachers for professional learning. 166.5 days were missed to illness/personal days. Because the student achievement data from the state is missing, we are unable to determine what impact, if any, these missing days might have had on student achievement.

Teacher/School Leader(s) Demographic Data

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

If the data, which is due to be released in late fall, should indicate that teacher absences are detrimental to student achievement, the administration and teaching staff will need to develop an action plan that will lessen the impact upon student success.

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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?

Data from the School Systems Review, Standard IV (indicators K,L,M) Instructional Leadership and Standard VI (P,Q,R) Organizational Management stand out as strengths.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Data from the School Systems Review, Standard III/Indicator J (student involvement in the assessment process) is an area which stands out as a challenge.

12. How might these challenges impact student achievement?

As the state transitions to online assessment, student buy-in and commitment to the process will directly impact student achievement.

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.

The Student Engagement and Enrichment PLC has been tasked with addressing this challenge. Monthly academic and behavior assemblies take place to celebrate academic success and highlight student behavior and attendance. One student from each classroom is spotlighted for these achievements monthly and gets to partake in pizza and ice cream with the principal.

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?

At risk students receive intensive reading support through Title I. Students with IEP's receive special education pull-out throughout the school day.

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

Before and after school tutoring is available to all students. In addition students who are showing an intensive need in math are offered intensive math support after school two days a week. Reading and math small group instruction takes place in identified classrooms that need additional intensive support.

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

DIBELS testing and AIMS web Math testing are used to identify at-risk students. Letters are sent home to parents advising them of opportunities available for remediation and intervention.

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?

The district leadership team oversees PLC activity. Last year, the Math PLC successfully aligned the curriculum K-12 horizontally and vertically. This year the STEM PLC will do the same for Science with the NextGen standards.

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

Based on the 2014-15 M-STEP data % of students were ranked proficient or advanced.

19b. Reading- Challenges

___% percent of students were ranked as not proficient.

19c. Reading- Trends

Reading scores have improved each year since reading interventions have been implemented.

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.

Reading interventions will continue.

20a. Writing- Strengths

44 percent of students were ranked as proficient writers (MEAP 2014).

20b. Writing- Challenges

56 percent of students ranked below the level of proficiency. (2014 MEAP).

20c. Writing- Trends

Since 2010, there has been a 20 percent increase in student writing proficiency.

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.

N/A

21a. Math- Strengths

Based on the 2014-15 M-STEP data ____% of students were ranked proficient or advanced.

21b. Math- Challenges

Based on the 2014-15 M-STEP data ____%

21c. Math- Trends

A slight growth has been achieved by 3rd and 4th grades and a significant decline in 5th and 6th grades.

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 Math PLC spent last year aligning the curriculum both longitudinally and horizontally. This year the team will make a recommendation in regards to purchasing a math series K-12.

22a. Science- Strengths

15 percent of students were rated proficient on the 2014 MEAP Test.

22b. Science- Challenges

85 percent of students did not met the state requirment benchmark as measured by the MEAP.

22c. Science- Trends

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From 2012-2014 there was a 6.5 perent increase in student achievement in Science.

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.

This year in partnership with NMU there will be STEM training that will provide teachers and students with the tools and information necessary to positively impact student achievement.

23a. Social Studies- Strengths

In 2014, 24 perent of students were profient in social studies.

23b. Social Studies- Challenges

76 perent of students were not proficient.

23c. Social Studies- Trends

There was a slight improvement in social studies proficiency (less than 1 perent) from the previous year.

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.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The highest level of student satisfaction as indicated by student perception data was in the area of teaching and learning.

24b. Student Perception Data

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

Students showed the least level of satisfaction with the school lunch program.

24c. Student Perception Data

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

The district is making a concerted effort to address student concerns by improving lunch schedules, portion sizes, and offerings.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction by parents was with the teaching and learning environment.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction was with infrastructure needs and maintainance.

25c. Parent/Guardian Perception Data

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

Long-standing maintainance issues were addressed over the summer, and a wing was added to the building to afford the district with more classrooms and bathrooms.

26a. Teacher/Staff Perception Data

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

The staff indicated significant satisfaction with the new Professional Development Model.

26b. Teacher/Staff Perception Data

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

Staff indicated concerns related to communications issues. Some staff also indicated a desire for ISD training for the purpose of networking.

26c. Teacher/Staff Perception Data

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

The Communications PLC is drafting a Communications Protocol that should address the major concerns of the staff.

27a. Stakeholder/Community Perception Data

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

The size of the school and the community involvement in the school were areas that ranked high in stakeholder/community satisfaction.

27b. Stakeholder/Community Perception Data

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

Certain areas of infrastructure as well as classroom size ranked lowest in satisfaction.

27c. Stakeholder/Community Perception Data

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

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A new wing has been added to the school, and long-standing infrastructure issues have been address over the summer.

Summary

28a. Summary

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

The district is celebrating its sense of community and our relationships between school staff and our stakeholders. As the district grows, challenges will arise. We rely on our invested students, parents, and community members, to actively participate in open communication about challenges in the areas of space usage, food service, and infrastructure (or any other area) in order to create an organic and evolving school that can address the needs of our students in a timely and efficient manner.

28b. Summary

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

If students do not feel invested in the school improvement process, they may not feel the need to invest in school itself. By addressing the concerns of students and parents, the district demonstrates that it values student opinions and concerns. The school is here to serve the needs of its students, and students who feel the district is invested in their lives will flourish as a result.

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?

Every SIP goal is geared towards student achievement. The DLT and PLCs are providing resources both human and financial into the areas in which we face our greatest challenges.

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.	Yes	District assessments are conducted for Reading (DIBELS Next) and Math (AIMS Web) for students in K-6. M-STEP assessments are conducted for students in 3rd-6th grade in English Language Arts and Math.	

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	Our annual report for 2014 is posted on our website: www.brhschools.org This year the state has suspended the need to file an annual report because the department of ed has not released spring assessment data.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	EDPs are signed by parents prior to eight grade graduation. Students keep a copy of those documents in their portfolios.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Degree audits are done yearly by the school guidance counselor.	

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	Our non-discrimination policy is posted on our website. brhschools.org	

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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	Kelly Erdody BR-H Schools Harris, MI 49845 (906) 466-5321 ext 113	Nondiscrimination Policy

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	Our plan is posted on our website.	NEOLA Policy on Parental Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	The District Leadership Team has extensive archival documentation upon request.	

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?

Staff members work collaborately to provide input as we complete the CNA. The SIP team focuses on complete the CNA through the school year.

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?

M-Step data, DIBELS Next Assessment Data, AIMS Web Math Data, and SWIS Data are reviewed to determine which students are at risk of failing state academic expectations.

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.

Dibels Next Assessment data, AIMS Web Assessment Math data, and behavioral data is reviewed every six to eight weeks during grade-level meetings. Student performance results on state assessments are reviewed to determine students who are at risk of failing state mandated curriculum standards. Report cards and quarterly assessments are used to identify students struggling with curriculum standards. At-risk students are referred to the School Intervention Team designed to remediate academic short-comings and/or intervene in behavior that is negatively impacting student achievement.

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.

DIBELS Next Assessment Data, AIMS Web Assessment Math Data, and behavioral data is reviewed to determine if a student is at-risk of failing to meet state-mandated grade-level curriculum mandates. Progress monitoring in the form of formative assessments are used in math and reading as at-risk students begin the process of remediation. Report cards and quarterly assessments are also used to identify students who continue to struggle. Students are then referred to the School Intervention Team, which will formulate an intervention plan to remove obstacles to student achievement.

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.

Before and after school tutoring is provided to students as a supplemental service in all four core academic areas. Supplemental reading assistance is provide through interventions with students.

Component 3: Incorporated Into Existing School Program Planning

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

DIBELS Next Assessment for reading is administered in the fall of each school year. Students who score in the strategic or intensive category are eligible for Title I 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?

We are using research-based interventions (30 minutes daily) in addition to the 90 minutes of core instruction. Additional tiered support is provided based upon the level of risk.

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

Reading: Core reading curriculum and research-based reading interventions (Phonics for Reading, 6 Minute Solutions, Sound Partners, Read Naturally, Florida Center for Reading Research Rewards, Stepping Stones, Road to the Code, RAVO).

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

We provide a core 90 minute reading block for all students. Reading interventions for at-risk students are an additional 30 minutes. Support is offered to students who receive DIBELS scores: Tier 2 (strategic) and Tier 3 (intensive) or Tier I (enrichment). First and second grade Tier 3 students receive an additional 30 minutes of reading instruction from our Title I teacher.

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

Using the MiBlisi model for tiered intervention (90:30:30) only students with scores that indicate the need for intensive intervention are pulled for additional support. Title I also provides 30 minutes of push-in support to all first and second grade classrooms to close learning gaps early.

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?

The Title I teacher meets with regular education teachers every six weeks to discuss the progress monitoring and benchmark data. The team makes decisions about intervention placements in order to best meet the needs of each individual student.

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.

N/A

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	All para-professionals meet the NCLB requirements for highly qualified.	

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 teachers meet the NCLB requirements for highly qualified.	

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?

Local professional development will focus on CCSS and alignment. The district will also provide professional development in technology. The DSISD typically offers DIBELS Next training during the summer.

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?

N/A

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	The professional development calendar has been established. There will be two full PD days on September 2 and 3rd, 2015. A third all-day PD day will be held on November 13th. There will be an after-school meeting on September 15 that will be 1.28 minutes and then each month thereafter the PD will occur on the second Tuesday of the month.	

Component 8: Strategies to Increase Parental Involvement

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

Parent meeting at the beginning of the school year.

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

NA

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?	No	Parents are not involved in the evaluation.	

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

Open-house
 Parent-teacher conferences
 PTO
 Volunteers
 Reading Buddies
 Math/Science/Social Studies Family Night
 Young Author's day
 Wellness Committee
 Field Trips
 Parents serving on the committee to review the elementary code of conduct

5. Describe how the parent involvement activities are evaluated.

Currently we are working on increasing parental involvement. (Engaement PLC)

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

Currently we have school-parent compact created by the principal and Title I teacher.

School Improvement Plan

Bark River-Harris Elementary School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	see attachment	

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

The school provides individual student academic assessment results in a language parents can understand. We meet with parents at conferences and hold student intervention team meetings (SIT) to explain academic assessment data results in a manner parents can understand. Parents of students in grades K-2 will be given a parent guide to understanding the CCSS in a user-friendly language

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See Kristie Latsch.	

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

The parent compact is handed out at parent/teacher conferences. The compact's expectations are then reviewed during the conference.

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.

The Title I program is targeted K-2. The local program is serving our most intensive students who are at-risk of failing state-mandated core curriculum standards in reading and mathematics. Students are eligible based on academic need as determined by assessment data and/or students meeting at-risk qualifications.

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 plan needs to look at coordinating and integrating Federal, State, and local programs and services applicable to grade levels.

Component 10: Ongoing Review of Student Progress

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

Every two weeks students are progress-monitored using the DIBELS Next Assessment program to gauge student progress and adjust instruction. Three times each school year, students are assessed to ensure they are meeting grade-level content expectations.

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.

The K-2 Targeted Assistance Program is flexible with student grouping and is adjusted based upon student performance needs.

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.

Teachers continually update their training in reading interventions and math strategies. Student assessment data is used to drive classroom instruction.

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.

At the beginning of the school year, the staff collaboratively sets goals for the building K-6, grade levels, and classrooms. Throughout the school year these goals are revisited and reviewed to ensure we are on track to meet our targeted goals. At leadership team meetings, grade-level meetings, and PLC meetings progress is reviewed.

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.

State assessment data is analyzed for gap assessments. Instruction is fine-tuned based upon the data in order to close the gaps.

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.

During this school year, the Targeted Assistance Program will use the state's Program Evaluation Tool to determine the program's effectiveness.

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.

After completing the Program Evaluation Tool this year, any gaps found with the data will be reviewed by the DLT and if necessary a PLC will be established to close the gap.

2015-2016 SIP Goals

Overview

Plan Name

2015-2016 SIP Goals

Plan Description

Goals for Core Areas.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$51000
2	All students will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students will be proficient in ELA.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5000

Goal 1: All students will be proficient in Math.

Status	Progress Notes	Created On	Created By
N/A	This goal has not been updated because state data for the previous year has not been released.	August 26, 2015	Mr. Darren Bray

Measurable Objective 1:

A 30% increase of Bottom 30% students will demonstrate a proficiency increase in Mathematics by 06/01/2015 as measured by State standardized assessment..

Strategy 1:

AIMS WEB Benchmarking & Progress Monitoring - Students will be benchmark tested 3 times per year and progress monitored every month in order to monitor achievement levels and growth.

Students will be placed in appropriate intervention skill building groups as measured by the AIMS Web Assessment.

Students in grades third, fourth, fifth, and sixth will use Simple Solutions to reinforce common core concepts.

Moby Max is being used in several grades to monitor students progress.

Category:

Research Cited: AIMS WEB, Pearson

Tier: Tier 1

Activity - Teacher Training on ipads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers on iPad and instructional strategies.	Professional Learning	Tier 1	Implement	09/20/2013	05/16/2014	\$1000	General Fund	Administration, Teachers

Strategy 2:

Differentiated Math Rotation Centers - Teachers will incorporate differentiated math rotations into the math block to target and enhance skills.

School Improvement Plan

Bark River-Harris Elementary School

Category:

Research Cited: Teachers will utilize research based core curriculum materials in order to design coherent classroom instruction.

Tier: Tier 1

Activity - Purchase Math Core Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district is piloting a new math core curriculum that is research based with differentiated instructional materials.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$35000	Title I School Improvement (ISI)	Principal

Activity - Professional Development on Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained throughout the school year on the math curriculum.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$5000	Title I School Improvement (ISI)	Principal

Strategy 3:

After School Math Tutoring - Teachers will instruct an after school math program two days a week (Monday and Thursday) for an hour each session. AIMS Web will be used to monitor progress every other week in math.

Category:

Research Cited: AIMS Web is a research based assessment tool. Teachers are providing additional instruction to target moving our bottom 30% students up. The focus is on our tier 3 students scoring intensive.

Tier: Tier 3

School Improvement Plan

Bark River-Harris Elementary School

Activity - After School Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide additional instruction in math after school on Mondays and Thursday each week to target our bottom 30% of students scoring intensive in math.	Academic Support Program	Tier 3	Implement	10/06/2014	04/30/2015	\$10000	Other	Principal

Goal 2: All students will be proficient in Science.

Status	Progress Notes	Created On	Created By
N/A	This goal has not been updated because state data for the previous year has not been released.	August 26, 2015	Mr. Darren Bray

Measurable Objective 1:

A 39% increase of Fifth grade Bottom 30% students will demonstrate a proficiency increase in Science by 06/01/2015 as measured by State Science Assessment.

Strategy 1:

Next Generation Science Standards - Teachers will be trained to implement the new Next Generation Science Standards. Teachers will incorporate more hands-on learning activities to encourage problem solving with their students.

Category:

Research Cited: The Next Generation Science Standards

2013 Achieve, INC.

Tier:

Activity - Next Generation Science Standard Training for the Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on implementing the Next Generation Science Standards.	Professional Learning			08/28/2013	04/25/2014	\$0	No Funding Required	Administration and Teacher Leaders

Goal 3: All students will be proficient in Social Studies.

Status	Progress Notes	Created On	Created By
N/A	This goal has not been updated because state data for the previous year has not been released.	August 26, 2015	Mr. Darren Bray

Measurable Objective 1:

20% of Bottom 30% students will demonstrate a proficiency increase in Social Studies by 06/01/2015 as measured by State Social Studies Assessment-20% of students in the Bottom 30% will increase annually over three years.

Strategy 1:

Implement MC3 Social Studies Curriculum - Teachers will become familiar using Curriculum Crafter to access Michigan Citizenship Collaborative Curriculum (MC3) units. Teachers can utilize these units to develop local quarterly assessments with Data Director.

Category:

Research Cited: Michigan Citizenship Collaborative Curriculum (MC3)

Tier:

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on social studies content area skills.	Academic Support Program	Tier 3	Getting Ready	09/22/2014	05/04/2015	\$0	Other	Principal

Goal 4: All students will be proficient in ELA.

Status	Progress Notes	Created On	Created By
N/A	This goal has not been updated because state data for the previous year has not been released.	August 26, 2015	Mr. Darren Bray

School Improvement Plan

Bark River-Harris Elementary School

Measurable Objective 1:

20% of Bottom 30% students will demonstrate a proficiency increase to proficient in Writing by 06/01/2015 as measured by State Writing Assessment-20% of students in the Bottom 30% will increase by 20% annually over the next three years.

Strategy 1:

Writing Support - Students will receive support in writing in small groups in second, third, and fourth grade. This will be a pilot study to provide interventions in specific grade levels to increase writing skills.

Category:

Research Cited: 6 + 1 Writing Traits, Power writing, Teach the Traits of Effective Writing

Tier: Tier 1

Activity - Teacher Training on Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in kindergarten through sixth grade will receive training on the program Teach the Traits of Effective Writing to implement in their classroom.	Professional Learning	Tier 1	Implement	09/22/2014	06/05/2015	\$2000	Title II Part A	Administration and Teachers

Strategy 2:

DIBELS AD - DIBELS AD will be administered in the spring of 2015 for all students. This will determine if effective instruction has been implemented based on the student growth throughout the school year.

Category:

Research Cited: DIBELS AD is research based through the Dynamic Measurement Group.

Tier: Tier 1

Activity - DIBELS AD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS AD will be used again next spring 2015 again to determine if appropriate instruction has been provided for each student.	Materials	Tier 1	Monitor	05/01/2015	06/01/2015	\$1000	General Fund	Principal

School Improvement Plan

Bark River-Harris Elementary School

Activity - DIBELS Next Benchmarking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS Next Benchmarking is administered to all students in kindergarten through sixth grade.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$1000	General Fund	Principal

Activity - DIBELS Next Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS Next Progress Monitoring will be administered after the fall benchmark assessment in September of 2014 for students that score in the strategic and intensive range. These identified students will be assessed on a bi-weekly basis to monitor their progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/01/2015	\$1000	General Fund	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Next Generation Science Standard Training for the Professional Learning Community	Teachers will receive training on implementing the Next Generation Science Standards.	Professional Learning			08/28/2013	04/25/2014	\$0	Administration and Teacher Leaders

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS Next Progress Monitoring	DIBELS Next Progress Monitoring will be administered after the fall benchmark assessment in September of 2014 for students that score in the strategic and intensive range. These identified students will be assessed on a bi-weekly basis to monitor their progress.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/01/2015	\$1000	Principal
Teacher Training on ipads	Train all teachers on iPad and instructional strategies.	Professional Learning	Tier 1	Implement	09/20/2013	05/16/2014	\$1000	Administration, Teachers
DIBELS Next Benchmarking	DIBELS Next Benchmarking is administered to all students in kindergarten through sixth grade.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$1000	Principal
DIBELS AD	DIBELS AD will be used again next spring 2015 again to determine if appropriate instruction has been provided for each student.	Materials	Tier 1	Monitor	05/01/2015	06/01/2015	\$1000	Principal

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Math Curriculum	Teachers will be trained throughout the school year on the math curriculum.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$5000	Principal

School Improvement Plan

Bark River-Harris Elementary School

Purchase Math Core Curriculum	Our district is piloting a new math core curriculum that is research based with differentiated instructional materials.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/01/2015	\$35000	Principal
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Writing	Teachers in kindergarten through sixth grade will receive training on the program Teach the Traits of Effective Writing to implement in their classroom.	Professional Learning	Tier 1	Implement	09/22/2014	06/05/2015	\$2000	Administration and Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math Tutoring	Teachers will provide additional instruction in math after school on Mondays and Thursday each week to target our bottom 30% of students scoring intensive in math.	Academic Support Program	Tier 3	Implement	10/06/2014	04/30/2015	\$10000	Principal
After School Program	Students will work on social studies content area skills.	Academic Support Program	Tier 3	Getting Ready	09/22/2014	05/04/2015	\$0	Principal

BRH Elementary 2016-2017 Plan

Overview

Plan Name

BRH Elementary 2016-2017 Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$60000
2	All students will be proficient in Science.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0
3	All students will be proficient in ELA.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$8000
4	All students will improve behavior across all settings of the building.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$500

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

A 30% increase of Bottom 30% students will demonstrate a proficiency increase in Mathematics by 06/01/2015 as measured by State standardized assessment..

Strategy 1:

AIMS WEB Benchmarking & Progress Monitoring - Students will be benchmark tested 3 times per year and progress monitored every month in order to monitor achievement levels and growth.

Students will be placed in appropriate intervention skill building groups as measured by the AIMS Web Assessment.

Students in grades third, fourth, fifth, and sixth will use Simple Solutions to reinforce common core concepts.

Moby Max is being used in several grades to monitor students progress.

Category: Mathematics

Research Cited: AIMS WEB, Pearson

Tier: Tier 1

Activity - Differentiated instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction based on individual learning needs within each classroom	Technology, Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1000	General Fund	Administration, Teachers, Support staff

Strategy 2:

Universal Alignment and Implementation of a Common Instructional Resource - Teachers will be trained on a new math curriculum resource to help align instruction in kindergarten through sixth grade.

Category: Mathematics

Research Cited: Teachers will utilize research based core curriculum materials in order to design coherent classroom instruction.

Tier: Tier 1

Activity - Purchase Math Core Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bark River-Harris Elementary School

Our district Math PLC is researching what other successful school districts are utilizing for core instruction as well as tier 2 and tier 3 interventions.	Materials, Direct Instruction, Technology	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$35000	General Fund	Math PLC, Administration
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Activity - Professional Development on Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained throughout the school year on the math curriculum.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$5000	Title II Part A	Administration

Strategy 3:

After School Math Tutoring - Teachers will instruct an after school math program two days a week (Monday and Thursday) for an hour each session. AIMS Web will be used to monitor progress every other week in math.

Category: Mathematics

Research Cited: AIMS Web is a research based assessment tool. Teachers are providing additional instruction to target moving our bottom 30% students up. The focus is on our tier 3 students scoring intensive.

Tier: Tier 3

Activity - After School Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide additional instruction in math after school on Mondays and Thursday each week to target our bottom 30% of students scoring intensive in math.	Academic Support Program, Technology	Tier 3	Implement	09/01/2015	06/01/2016	\$10000	Other	Administration, Teachers

Strategy 4:

NWEA Assessment - All students will be assessed using the NWEA assessment three times throughout the school year. Students will be tested in the fall, winter, and spring. These assessments will help our staff differentiate instruction according to student performance on the targeted strand data indicators.

Category: Mathematics

Research Cited: NWEA is a universal screener and normed referenced assessment to support, monitor, and adjust instruction based on the students performance on the assessment. NWEA helps teachers inform instruction for all learners. This assessment supports the MTSS process, which we use to support student learning.

Tier: Tier 1

Activity - Teacher Training on NWEA Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bark River-Harris Elementary School

Teachers will be trained on how to administer and interpret NWEA assessments.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$3000	Title II Part A	Administration
Activity - Purchase NWEA Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase NWEA Assessments	Materials, Technology	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$6000	General Fund	Administration

Goal 2: All students will be proficient in Science.

Measurable Objective 1:

A 20% increase of Fourth grade Bottom 30% students will demonstrate a proficiency increase in Science by 06/01/2016 as measured by State Science Assessment.

Strategy 1:

State Science Standards Training - The 4th Grade Science Teacher, 2nd, 3rd and 5th grade Teachers will be trained on the State Science Standards. Teachers will be completing alignment vertically with the state science standards across each grade band. Upon completion of this training the teachers will be leading the science standards curriculum alignment for K-6.

Category: Science

Research Cited: State Science Standards

Tier: Tier 1

Activity - State Science Standards Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on implementing the State Science Standards and will vertically align the science curriculum across K-6.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$0	No Funding Required	Administration and Teachers

Measurable Objective 2:

100% of Fourth grade students will increase student growth by 8% to meet the target 85% proficiency by 2023-2024 in Science by 06/01/2017 as measured by State Science Assessment.

Strategy 1:

State Science Standards Tier 1 Training - The 4th Grade Science Teacher, 2nd, 3rd and 5th grade Teachers will be trained on the State Science Standards. Teachers will be completing alignment vertically with the state science standards across each grade band. Upon completion of this training the teachers will be leading the science standards curriculum alignment for K-6.

School Improvement Plan

Bark River-Harris Elementary School

Category: Science

Research Cited: Recent M-STEP data showed no growth in bottom 30% and low proficiency rating across all 4th grade students in the area of Science.

Tier: Tier 1

Activity - Training on Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2-5 teachers that have participated in Science State Standard training will train teachers on strategies for teaching new standards.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$0	Other	2-5th grade Science/General education teachers.

Goal 3: All students will be proficient in ELA.

Measurable Objective 1:

20% of Bottom 30% students will demonstrate a proficiency increase to proficient in Writing by 06/01/2015 as measured by State Writing Assessment-20% of students in the Bottom 30% will increase by 20% annually over the next three years.

Strategy 1:

Writing Support - Students will receive support in writing in small groups in second, third, and fourth grade. This will be a pilot study to provide interventions in specific grade levels to increase writing skills.

Category:

Research Cited: 6 + 1 Writing Traits, Power writing, Teach the Traits of Effective Writing

Tier: Tier 1

Activity - Teacher Training on Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in kindergarten through sixth grade will receive training on the program Teach the Traits of Effective Writing to implement in their classroom.	Technology, Professional Learning	Tier 1	Implement	09/22/2014	06/05/2015	\$2000	Title II Part A	Administrators and Teachers

Strategy 2:

DIBELS AD - DIBELS AD will be administrated in the spring of 2015 for all students. This will determine if effective instruction has been implemented based on the student growth throughout the school year.

Category:

School Improvement Plan

Bark River-Harris Elementary School

Research Cited: DIBELS AD is research based through the Dynamic Measurement Group.

Tier: Tier 1

Activity - DIBELS AD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS AD will be used again next spring 2015 again to determine if appropriate instruction has been provided for each student.	Materials, Technology	Tier 1	Monitor	05/01/2015	06/01/2015	\$1000	General Fund	Principal

Activity - DIBELS Next Benchmarking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS Next Benchmarking is administered to all students in kindergarten through sixth grade.	Academic Support Program, Technology	Tier 1	Monitor	09/02/2014	06/01/2015	\$1000	General Fund	Principal

Activity - DIBELS Next Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DIBELS Next Progress Monitoring will be administered after the fall benchmark assessment in September of 2014 for students that score in the strategic and intensive range. These identified students will be assessed on a bi-weekly basis to monitor their progress.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/01/2015	\$1000	General Fund	Principal

Strategy 3:

Teacher Training ELA - Teachers will learn explicit instructional strategies to enhance student performance.

Category: English/Language Arts

Research Cited: Anita Archer

Tier: Tier 1

Activity - Teacher Training ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training ELA	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$3000	Title II Part A	Administration, Title I Teacher

Goal 4: All students will improve behavior across all settings of the building.

Measurable Objective 1:

collaborate to increase supervision with personnel as students enter the building, during transitions, and exiting the building to reduce behavioral referrals. by 06/02/2017 as measured by The number of behavioral referrals at the end of the school year..

Strategy 1:

Increase Staff Supervision - Staff members will escort students to class, to itinerant classes, recess, and at dismissal.

Category: Other - Behavior

Research Cited: As there is an increase of staff supervision in unstructured settings, there should be a correlation with a decrease of student discipline referrals.

Tier: Tier 1

Activity - School Expectation Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dean of Students will go into each classroom quarterly and give reminders about school expectations and proper behavior to decrease discipline problems as measured by the behavior management system. These classroom visits will consist of impromptu question and answer sessions. The sessions will be focused on a topic of concern or general expectations depending on the need of each classroom.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$500	General Fund	Administration and Dean of Students
Activity - Lunch Buddies Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highest need students will have lunch with a high school buddy to visit with the child and review school rules.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/02/2017	\$0	Other	Administration and Dean of Students
Activity - Peer Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school teachers would be paired up with an elementary teacher in first through sixth grade. High school students will provide positive peer interaction.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$0	Other	Administration and Dean of Students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
State Science Standards Training	Teachers will receive training on implementing the State Science Standards and will vertically align the science curriculum across K-6.	Technology, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$0	Administration and Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS AD	DIBELS AD will be used again next spring 2015 again to determine if appropriate instruction has been provided for each student.	Materials, Technology	Tier 1	Monitor	05/01/2015	06/01/2015	\$1000	Principal
Differentiated instruction	Differentiated instruction based on individual learning needs within each classroom	Technology, Professional Learning	Tier 1	Implement	09/01/2015	06/01/2016	\$1000	Administration, Teachers, Support staff
School Expectation Review	The Dean of Students will go into each classroom quarterly and give reminders about school expectations and proper behavior to decrease discipline problems as measured by the behavior management system. These classroom visits will consist of impromptu question and answer sessions. The sessions will be focused on a topic of concern or general expectations depending on the need of each classroom.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$500	Administration and Dean of Students
DIBELS Next Progress Monitoring	DIBELS Next Progress Monitoring will be administered after the fall benchmark assessment in September of 2014 for students that score in the strategic and intensive range. These identified students will be assessed on a bi-weekly basis to monitor their progress.	Academic Support Program, Technology	Tier 2	Monitor	09/02/2014	06/01/2015	\$1000	Principal

School Improvement Plan

Bark River-Harris Elementary School

Purchase Math Core Curriculum	Our district Math PLC is researching what other successful school districts are utilizing for core instruction as well as tier 2 and tier 3 interventions.	Materials, Direct Instruction, Technology	Tier 1	Getting Ready	09/02/2016	06/02/2017	\$35000	Math PLC, Administration
DIBELS Next Benchmarking	DIBELS Next Benchmarking is administered to all students in kindergarten through sixth grade.	Academic Support Program, Technology	Tier 1	Monitor	09/02/2014	06/01/2015	\$1000	Principal
Purchase NWEA Assessments	Purchase NWEA Assessments	Materials, Technology	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$6000	Administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training ELA	Teacher Training ELA	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$3000	Administration, Title I Teacher
Professional Development on Math Curriculum	Teachers will be trained throughout the school year on the math curriculum.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$5000	Administration
Teacher Training on Writing	Teachers in kindergarten through sixth grade will receive training on the program Teach the Traits of Effective Writing to implement in their classroom.	Technology, Professional Learning	Tier 1	Implement	09/22/2014	06/05/2015	\$2000	Administration and Teachers
Teacher Training on NWEA Assessments	Teachers will be trained on how to administer and interpret NWEA assessments.	Technology, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/02/2017	\$3000	Administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lunch Buddies Program	Highest need students will have lunch with a high school buddy to visit with the child and review school rules.	Behavioral Support Program	Tier 3	Implement	09/06/2016	06/02/2017	\$0	Administration and Dean of Students
After School Math Tutoring	Teachers will provide additional instruction in math after school on Mondays and Thursday each week to target our bottom 30% of students scoring intensive in math.	Academic Support Program, Technology	Tier 3	Implement	09/01/2015	06/01/2016	\$10000	Administration, Teachers

School Improvement Plan

Bark River-Harris Elementary School

Peer Mentoring	High school teachers would be paired up with an elementary teacher in first through sixth grade. High school students will provide positive peer interaction.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/02/2017	\$0	Administration and Dean of Students
Training on Science Standards	2-5 teachers that have participated in Science State Standard training will train teachers on strategies for teaching new standards.	Academic Support Program, Technology	Tier 1	Getting Ready	09/01/2015	06/01/2016	\$0	2-5th grade Science/General education teachers.