



School Improvement Plan

Pine River Elementary School

Bullock Creek School District

Mrs. Debra S Bradford, Principal
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MIDLAND, MI 48640-5002

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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?

Pine River Elementary services third - fifth grade students and also has one section of Nature Kindergarten. The population is around 270 students. The free/reduced lunch percentage is about 30%. There are eleven general ed teachers, a part time special education teacher and various itinerant staff who provide music, art, library skills and physical education. The parent support and community support for the students and staff at Pine River is phenomenal.

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 vision of Bullock Creek School District is: You BELONG at Bullock Creek. This vision is for the entire district and what it says is that we accept all students and will work toward helping all students achieve to the maximum of their potential by providing high quality instruction and programs at all of the schools within the district.

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.

The past three years, Pine River Elementary has been ranked 78th percentile, 89th percentile and 69th percentile on the Top to Bottom List. This is due to the implementation with fidelity at Pine River on district approved programs. The staff at Pine River has worked tremendously hard in trainings, research and implementation of Writer's Workshop, Reader's Workshop and a new math program.

We continue to work in finding solutions to the math issue that not only Pine River, but across the state, appears to have in the area of math (data - Math MEAP scores). This past year we have continued with the second year of implementation of Math Lab; designed to help students close gaps in the area of mathematics. We also started an after school program for 3rd graders in the area of reading. Students have made great gains throughout the year in the after school program.

Additional Information

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

Pine River Elementary is a great place to send your child! Students at Pine River are exposed to excellent teaching, have a variety of specials classes, all within a safe environment.

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 are offered the opportunity to serve on the School Improvement Team. If we do not receive very much interest, we seek out parents to join the committee. Meetings are scheduled after school and early evening to accommodate work schedules and home schedules.

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

Parents on the committee offer insight as we are planning programs. In addition, parents are annually surveyed and that information is used when discussing and planning the program.

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 School Improvement Plan is posted on the website, is sent to parents via email and is also available in the building. In addition, it is presented at the Curriculum Nights which are held within the first two weeks of school.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

The enrollment data for Pine River Elementary has pretty much stayed consistent. There is a 'bubble group' of third grade students at this time, that will continue throughout the next two years unless the total number of students drops below 90 students.

Student Demographic Data

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

In our Nature Kindergarten program, there have been one or two students each year that tend to miss quite a few days of school. However, because it is kindergarten, we are not allowed to pursue truancy action.

Approximately 3% of our students miss more than the set number of 12 days of instruction without what we feel are valid reasons. Students who have known illnesses or other issues, are not considered in this percentage.

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?

Very few of the students at Pine River have behavior that would require a suspension as a consequence. Discipline referrals for student behavior frequently has to do with disrespect for other students or not following the rules. Recess time is a time for a lot of referrals regarding student-to-student interaction.

The biggest challenge is the student behavior that needs outside help in order to effect change and whether the parent will seek the counseling the student needs in order to help the behavior. So, this challenge is the frequent flyer of the student for behavior that repeats itself and parent support is minimal.

Student Demographic Data

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

Some of the students that needed to participate in the after school program for reading were unable to do so due to the inability of the parent to pick up their child from school.

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 administrator has been at the building for 10 years. Many of the teachers have many years of experience, too. Two new teachers to the building this year, but many teachers willing and able to help with mentoring the teachers. In addition, the weekly Math Lab meetings, which at the heart of the concept, is really a PLC, the teachers have constant dialogue which is centered around curriculum and instruction.

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?

Teachers are confident in the curriculum they teach and this has a positive impact on student learning.

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?

The principal is also the Title I Director. One of the Title I buildings in the district is a Focus school and this has caused the principal to be out of the building and attending many meetings at the Focus school. Naturally, this has reduced the amount of time the principal is available for walk throughs, conversations, meeting with students, etc.

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?

Teacher absences due to professional development is kept at a minimum. Sending staff to conferences out of district is a rare occurrence. PD is brought into the district. The district has five days of built in PD and the elementary uses 1/2 days as release on few occasions.

Teacher/School Leader(s) Demographic Data

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

If there were identified challenges, teachers could be reassigned to other buildings for a different teaching assignment.

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?

Stand IV indicated the greatest strength - School, Family and Community Relations. Although, all four stands show 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?

Strand I would indicate the lowest score, but even at a 2.4, it still is a strength.

12. How might these challenges impact student achievement?

What impacts student achievement is whether teachers are teaching the core with fidelity and consistency to the board approved curriculum.

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.

Continued opportunities in Professional Development for the strategies which have been approved by the district. Continued monitoring of the prescribed curriculum by administrator to ensure fidelity in the classroom.

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?

All students have access to the programs at Pine River Elementary. Those students who are not able to stay after school for the after school program are offered the choice of using County Connection, a county bus wide transportation system. The school pays for the ticket for the student to use County Connection so that the student may attend the after school program.

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

Third grade after school reading program for identified students who are at least one grade level below the stated DRA grade level scores.

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

Students are identified by using the DRA scores. Third grade students are assessed within the first two weeks of school. Teachers then meet with the parents of students who are 1 to 2 years below grade level. At this time, parents are given the opportunity to have their child participate in the program. Students are assessed throughout the year.

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?

Multiple walk throughs. Curriculum documents.

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.

NA

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

Overall, reading is a strength at the elementary level. Based on the 2013-14 MEAP data, our lowest area of proficiency was the 6th grade students.

19b. Reading- Challenges

The challenges for reading would be our economically disadvantaged and our special ed students. However, there are less than 10 special ed students in the building.

19c. Reading- Trends

Reading proficiency has remained in the 80 - 90% range for grades 3-5.

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.

Teachers will continue to use Readers Workshop as the reading program at the elementary building. The plan is to continue with the after school program for those identified students who have a gap of 1-2 years below grade level. There has been conversation around including a few fourth grade students who may be in the range of DRA that they would be able to fit into one of the reading groups.

20a. Writing- Strengths

Writing is a strength of the building.

20b. Writing- Challenges

There are less than 10 students in the special ed category and 50% of those students are in the bottom 30% for writing. There are less than 10 students in the economically disadvantaged category and 30% of those students are in the bottom 30% for writing.

20c. Writing- Trends

Writing is an area of strength for the building.

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.

NA

21a. Math- Strengths

A strength in our math for the 2013-14 school year, is that by grade level, we were above state average. When you look at the cohort group of 4th grade, the students made quite a bit of growth.

21b. Math- Challenges

Math appears to be a challenge for a large percentage of our students, and also across the state. Specifically, there were 13 special ed students and 48% were in the bottom 30%. Twenty-nine students in special ed and 38% of those students were in the bottom 30%.

21c. Math- Trends

The trend in math is that we are steadily increasing.

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.

At Pine River Elementary, we will continue to offer Math Lab to all of our students. The goal of the Math Lab is to close the gaps of the students who are struggling with concepts that are a grade level below.

22a. Science- Strengths

Science continues to be an area of need for our students.

22b. Science- Challenges

Challenges - less than 10 students in special ed, of those 10, 30% were in the bottom 30%. For economically disadvantaged students, there are less than 10 students, but 34% of those students were in the bottom 30%.

22c. Science- Trends

The trend for science shows a slight increase, but not much. This is definitely an area that needs the focus of the teachers.

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 building needs to look at vertical alignment of science standards. In addition, the rigor and depth of science needs to increase to meet the demands of the Next Generation Science Standards.

23a. Social Studies- Strengths

Social Studies is an area the building needs to spend time on across all grade levels.

23b. Social Studies- Challenges

The achievement gap is huge between the top and bottom 30%.

23c. Social Studies- Trends

The trend shows that Pine River has higher proficiency than the state, but it is not huge.

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.

We will be providing Professional Development in the area of Depth of Knowledge. Teachers will then need to increase the level of

questioning that is used with students, especially in social studies, as in all areas.

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?

In my school my principal and teachers want every student to learn.

In my school I am learning new things that will help me.

In my school my teachers want me to do my best work.

My teachers care about students.

My principal and teachers help me to be ready for the next grade.

24b. Student Perception Data

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

My principal and teachers ask me what I think about school.

24c. Student Perception Data

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

The staff will give the students surveys three times this year and ask for the students' feedback on what they think about school.

25a. Parent/Guardian Perception Data

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

My child is prepared for success in the next school year.

Our school provides a safe learning environment.

All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

All of my child's teachers give work that challenges my child.

All of my child's teachers use a variety of teaching strategies and learning activities.

Our school has high expectations for students in all classes.

25b. Parent/Guardian Perception Data

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

Our school provides excellent support services.

My child has access to support services based on his/her identified needs.

25c. Parent/Guardian Perception Data

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

Provide better communication to parents regarding the support programs that are available to the students at Pine River Elementary.

26a. Teacher/Staff Perception Data

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

Our school leaders monitor data related to student achievement.

Our school leaders monitor data related to school continuous improvement goals.

Our school provides qualified staff members to support student learning.

Our school uses multiple assessment measures to determine student learning and school performance.

Our school's purpose statement is clearly focused on student success.

Our school has a continuous improvement process based on data, goals, actions, and measure for growth.

26b. Teacher/Staff Perception Data

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

Our school provides a plan for the acquisition and support of technology to support student learning.

Our school provides opportunities for students to participate in activities that interest them.

26c. Teacher/Staff Perception Data

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

Training by a computer technology person will be provided to staff.

We will be adding a robotics after school program for those students who are interested. In addition, we have Girls on the Run, there are many basketball programs available for students to participate, Battle of the Books is available and Wonderful Wednesdays is a program students can choose to participate.

27a. Stakeholder/Community Perception Data

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

The stakeholders/community are interested in working with Pine River Elementary in a partnering relationship.

27b. Stakeholder/Community Perception Data

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

Lack of opportunities to partner with Pine River Elementary.

27c. Stakeholder/Community Perception Data

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

Homer United Methodist Church has approached Pine River about partnering together for the benefit of parents, students and teachers.

Summary

28a. Summary

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

Better communication to parents regarding the vision and mission statement of the school. Broaden the opportunities to parents and community members to serve on the School Improvement Team.

Parents are pleased with the 'academic' portion of school. The survey shows that parents believe the school is providing opportunities to all students and challenges their child at all levels.

28b. Summary

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

Parents need to understand the mission and vision so that they are better able to help their child at home.

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 challenges will be met by providing parents more information and opportunities to serve on the School Improvement Team.

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	Students are tested using the Riverside Assessment in the areas of reading and math. In addition, students in grades 3-5 are also assessed with the AIMSweb math component.	

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.bcreek.k12.mi.us/forms/BCPR_14-15_Annual_Report.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This is a 3-5 building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	The school is a 3rd-5th grade building.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Debra Bradford Principal 1894 E. Pine River Road Midland, MI 989.631.5121	

School Improvement Plan

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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	www.bccreek.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	Pine River is not a Title I building.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Data is used to support the school improvement plan.	

2016-17 Pine River Elementary

Overview

Plan Name

2016-17 Pine River Elementary

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 at Pine River Elementary School will become proficient in the area of mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$16400
2	In the area of Life Science all students at Pine River Elementary will become proficient.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000
3	All students at Pine River Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2700
4	All students will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500

Goal 1: All students at Pine River Elementary School will become proficient in the area of mathematics.

Measurable Objective 1:

95% of Kindergarten, Third, Fourth and Fifth 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 at the state level in Mathematics by 06/30/2016 as measured by the 2015-16 M STEP..

Strategy 1:

Research Based Activities - Students will be given quick assessments to determine current learning gaps. All students will then be placed in groups to provide academic support for those gaps and to extend the learning of those who do not exhibit gaps. This will add an additional 35 minutes of math instruction/day.

Category:

Research Cited: Remediation and Support - Students who are not proficient in the previous year's core math standards need remediation in order to be successful with their current grade level math expectations.

Research Cited: Burns, M. (2007). About teaching mathematic: A K-8 resource. (3rd ed.). Sausalito, CA: Math Solutions Publications.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J.R., & Witzel, B (2009). Assisting students struggling with mathematics: Response to Intervention (Rti) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of EducationSciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/pracitceguides>.

Marzano, R.J., Pickering, D.J., & Pollack, J.e. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA:Association for Supervision and Curriculum Development.

Resenfield, S. & Gravois, T. (1996). Instructional consultation teams: Collaborating for change. New York, NY: Routledge.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and middle school mathematics: Teaching developmentally. (&th ed.). Boston, MA: Allyn & Bacon.

Tier: Tier 3

Activity - Classroom Questioning on the Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connie Hamilton will present to the staff on Common Core Questioning and getting to Depth of Knowledge questions.	Academic Support Program, Curriculum Development	Tier 1		08/27/2015	10/09/2015	\$2400	Title II Part A	Principals, teaching staff.

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Activity - Formative Assessment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training of teachers by Steve Ventura in PLC and Formative Assessment	Professional Learning	Tier 1	Implement	09/01/2015	09/02/2015	\$14000	Title II Part A	Principal and teaching staff.

Goal 2: In the area of Life Science all students at Pine River Elementary will become proficient.**Measurable Objective 1:**

80% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of Life Science in Science by 06/10/2016 as measured by the 2015-16 M STEP..

Strategy 1:

Chippewa Nature Center Collaboration - All classrooms will attend two field trips to the Chippewa Nature Center. Within two weeks after each field trip, teachers will collaborate with the staff Chippewa Nature Naturalist and complete a follow up activity to ensure mastery of the learning target. Teachers will turn in a teacher survey to the principal and plan on sharing their experience at a future staff meeting. In addition, all grades will spend an entire week at CNC providing lessons to the students and using the resources of CNC.

Category:

Tier:

Activity - Classroom Partnership with Chippewa Nature Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will work with the School District/Chippewa Nature Center Naturalist to plan two field trips to the CNC that directly address the state learning targets in the area of Life Science. These trips will be followed up by staff presenting information to others at a staff meeting.	Field Trip	Tier 1	Monitor	09/01/2015	06/10/2016	\$5000	Other	All staff, CNC Naturalist.

Activity - Week Long Experience at CNC	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 grade levels will spend a week at the Chippewa Nature Center utilizing the facility and programs to enhance the teaching of Life Science.	Teacher Collaboration, Academic Support Program, Field Trip	Tier 1	Implement	09/08/2015	06/10/2016	\$5000	Other	Rachel Larimore, Director of CNC, teaching staff at PR and building principal.
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Goal 3: All students at Pine River Elementary will become proficient readers.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at each grade level in performing at an 80% accuracy level in English Language Arts by 06/10/2016 as measured by the 2015-16 M STEP..

Strategy 1:

Reading Workshop - Teachers will continue to implement the strategies of Reading Workshop to help students expand what it means to comprehend and to develop novice readers' abilities to manage the challenges of reading.

Category:

Research Cited: The Reading Workshop: Research to Practice, I Dr. Frank Serafini; www.frankserafini.com Improving Low Reading Skills through the use of Reader's Workshop. Hewitt, Colleen. www.eric.ed.gov/

Tier:

Activity - Reading Workshop Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have follow up training with consultants and district staff in the area of Reader's Workshop. The purpose is to continue to develop the teacher's understanding of how to develop a Reading Workshop within the classroom. Teacher will work together to develop a Reading Workshop classroom and to develop Focus Units on Read Alouds and Conferencing.	Professional Learning	Tier 1	Monitor	08/28/2013	06/10/2016	\$1500	Title II Part A	Great Lakes Bay Area Region District Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pine River Elementary School

Teachers of 3-5 will continue to utilize Thinking Maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures. In addition, all new teachers will be trained on Thinking Maps.	Direct Instruction	Tier 1		09/03/2013	06/10/2016	\$0	No Funding Required	All teaching staff
Activity - Thinking Maps Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Connie Hamilton will present to the staff on Thinking Maps and how the maps tie into the Common Core Questioning strategies that teachers learned about in August.	Professional Learning, Curriculum Development	Tier 1	Implement	10/09/2015	10/09/2015	\$1200	Title II Part A	Principals and all teaching staff.

Goal 4: All students will become proficient writers.

Measurable Objective 1:

75% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in narrative, informational and argumentative writing in English Language Arts by 06/10/2016 as measured by the 2015-16 M STEP..

Strategy 1:

Writing Workshop - Teachers will continue to implement writer's workshop using the MAISA Writing Units as a framework.

Category:

Research Cited: <http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Tier:

Activity - MAISA Professional Learning for Literacy Leaders Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend the ELA Model Curriculum: MAISA Professional Learning for Literacy Leaders Conference. Teachers will gain knowledge of current reading and writing theory and practice that support the implementation of writing workshop using the MAISA units as a framework for instruction. Teachers attending the training will share information, strategies and new learning with the teaching staff during scheduled professional development activities.	Professional Learning	Tier 1	Implement	08/28/2013	06/10/2016	\$1500	Title II Part A	K-5 teachers, Great Lakes Bay Area Region, Building Principal
Activity - Unit Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will collect a high, medium and low writing sample three times a year: November, March and May. These samples will be shared with the principal to provide an opportunity to gather information on unit completion and pacing of the units. Teachers will include a pacing calendar with their samples to show their progression through the units.	Other, Direct Instruction	Tier 1		09/03/2013	06/10/2016	\$0	No Funding Required	All teachers, Building Principal
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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
Unit Writing Samples	Teachers will collect a high, medium and low writing sample three times a year: November, March and May. These samples will be shared with the principal to provide an opportunity to gather information on unit completion and pacing of the units. Teachers will include a pacing calendar with their samples to show their progression through the units.	Other, Direct Instruction	Tier 1		09/03/2013	06/10/2016	\$0	All teachers, Building Principal
Thinking Maps	Teachers of 3-5 will continue to utilize Thinking Maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures. In addition, all new teachers will be trained on Thinking Maps.	Direct Instruction	Tier 1		09/03/2013	06/10/2016	\$0	All teaching staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Partnership with Chippewa Nature Center	All classrooms will work with the School District/Chippewa Nature Center Naturalist to plan two field trips to the CNC that directly address the state learning targets in the area of Life Science. These trips will be followed up by staff presenting information to others at a staff meeting.	Field Trip	Tier 1	Monitor	09/01/2015	06/10/2016	\$5000	All staff, CNC Naturalist.
Week Long Experience at CNC	All grade levels will spend a week at the Chippewa Nature Center utilizing the facility and programs to enhance the teaching of Life Science.	Teacher Collaboration, Academic Support Program, Field Trip	Tier 1	Implement	09/08/2015	06/10/2016	\$5000	Rachel Larimore, Director of CNC, teaching staff at PR and building principal.

School Improvement Plan

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment Professional Development	Training of teachers by Steve Ventura in PLC and Formative Assessment	Professional Learning	Tier 1	Implement	09/01/2015	09/02/2015	\$14000	Principal and teaching staff.
Thinking Maps Professional Development	Connie Hamilton will present to the staff on Thinking Maps and how the maps tie into the Common Core Questioning strategies that teachers learned about in August.	Professional Learning, Curriculum Development	Tier 1	Implement	10/09/2015	10/09/2015	\$1200	Principals and all teaching staff.
Classroom Questioning on the Common Core	Connie Hamilton will present to the staff on Common Core Questioning and getting to Depth of Knowledge questions.	Academic Support Program, Curriculum Development	Tier 1		08/27/2015	10/09/2015	\$2400	Principals, teaching staff.
MAISA Professional Learning for Literacy Leaders Conference	Teachers will attend the ELA Model Curriculum: MAISA Professional Learning for Literacy Leaders Conference. Teachers will gain knowledge of current reading and writing theory and practice that support the implementation of writing workshop using the MAISA units as a framework for instruction. Teachers attending the training will share information, strategies and new learning with the teaching staff during scheduled professional development activities.	Professional Learning	Tier 1	Implement	08/28/2013	06/10/2016	\$1500	K-5 teachers, Great Lakes Bay Area Region, Building Principal
Reading Workshop Professional Development	Teachers will have follow up training with consultants and district staff in the area of Reader's Workshop. The purpose is to continue to develop the teacher's understanding of how to develop a Reading Workshop within the classroom. Teacher will work together to develop a Reading Workshop classroom and to develop Focus Units on Read Alouds and Conferencing.	Professional Learning	Tier 1	Monitor	08/28/2013	06/10/2016	\$1500	Great Lakes Bay Area Region District Staff