



School Improvement Plan

Pine River Elementary School

Bullock Creek 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?

Pine River Elementary services third - fifth grade students. The population is around 240 students. The free/reduced lunch percentage is about 30%. There are nine 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 year Pine River Elementary moved from the 78th percentile on the Top to Bottom list to the 89th percentile. 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 year we will be implementing a Math Lab program at the building to address the math needs of all students - whether proficient or not proficient on Math MEAP.

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!

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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

The enrollment at Pine River Elementary has remained very consistent. Every few years there is what we refer to as a 'bubble group.' This means that a particular grade level has a larger enrollment and we need to staff that grade level by one more teacher. Quite often that teacher may follow that group until another position opens up and the 'bubble teacher' can remain at a grade level.

How do student enrollment trends affect staff recruitment?

Since the enrollment trends seem to stay consistent, this does not affect staff recruitment. More than likely, staff retirement has the most impact on staff recruitment.

How do student enrollment trends affect budget?

Due to the funding of public schools being tied to student enrollment, the budget has taken a slight hit. The overall student enrollment for the district has decreased from where it was a few years ago.

How do student enrollment trends affect resource allocations?

The district uses a formula for each building to receive their allocation based on student enrollment at the building. Secondary students have a different rate than elementary students in the formula.

How do student enrollment trends affect facility planning and maintenance?

With the current budget situation, there have been discussions regarding consolidating schools within our district. However, the district has bond dollars that are being utilized across the district for facility improvement at all buildings.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement at Pine River Elementary has remained very active.

How do student enrollment trends affect professional learning and/or public relations?

Professional learning continues to occur irregardless of student enrollment. Also, since the enrollment has remained pretty consistent, the professional development has remained on track, based on what the needs of the district show through the data.

What are the challenges you noticed based on the student enrollment data?

The one challenge seems to be when the 'bubble group' is going through the building.

What action(s) will be taken to address these challenges?

No action is planned to address the challenge of the 'bubble group' as this is caused by birth rate.

What are the challenges you noticed based on student attendance?

Pine River Elementary has had over 90% attendance for the last four years. The challenge is the students who are absent - tend to be absent frequently - and miss valuable instruction.

What action(s) will be taken to address these challenges?

Letters to parents regarding student absences have been sent home sooner than in past years. Personal contact has been made with parents in terms of the importance of having students attend school on a regular basis. The court has also taken a more active role in supporting the efforts of the school.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The highest level of student achievement is in the content area of Reading.

Which content area(s) show a positive trend in performance?

Reading and Mathematics both show a positive trend in performance.

In which content area(s) is student achievement above the state targets of performance?

At Pine River Elementary we are above the state targets in all areas, except for fifth grade science.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of students are successful and tend to be proficient on the MEAP, except for the 5th grade science test.

What factors or causes contributed to improved student achievement?

We have had a concerted effort and plan on improving reading and mathematics through Professional Development.

How do you know the factors made a positive impact on student achievement?

We are seeing an improvement on the proficiency levels in mathematics. In addition, through classroom walkthroughs, teachers are implementing reading workshop and higher order thinking skills in mathematics.

Which content area(s) indicate the lowest levels of student achievement?

The 2012-13 science scores show the lowest level of student achievement that Pine River Elementary has ever experienced. Previous to this score, mathematics scores have required a greater focus on our school improvement.

Which content area(s) show a negative trend in achievement?

Fifth grade science has shown a negative trend this year alone.

In which content area(s) is student achievement below the state targets of performance?

Fifth grade science.

What trends do you notice among the bottom 30% of students in each content area?

Students are showing growth. The trend lines are very similar for the all students compared to lowest achieving students, just a lower percentage of proficient students.

What factors or causes contributed to the decline in student achievement?

We are still analyzing the possible reasons for the decline in this year's science scores.

How do you know the factors made a negative impact on student achievement?

We are still analyzing the reasons for the decline.

What action(s) could be taken to address achievement challenges?

Time analysis on how much time is spent on teaching science.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading and math. Although in 4th grade in mathematics the special ed group is not closing the gap.

How do you know the achievement gap is closing?*

When we look at the achievement data, the economically disadvantaged and special ed subgroups are both making gains.

What other data support the findings?

Data Director Interim Assessments, DIBELS and common assessments.

What factors or causes contributed to the gap closing? (Internal and External)*

First best instruction is improving as the professional development continues to target specific areas of need.

How do you know the factors made a positive impact on student achievement?

Student achievement is increasing on MEAP assessment.

What actions could be taken to continue this positive trend?

Continue with the professional development that has been implemented and continue to have professional conversations amongst grade level participants.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

•Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

•Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

Fourth grade mathematics in special education.

How do you know the achievement gap is becoming greater?*

Achievement scores.

What other data support the findings?*

None other at this time.

What factors or causes contributed to the gap increasing? (Internal and External)*

We are still analyzing this year's data to determine if this is just a fluke this year.

How do you know the factors lead to the gap increasing?*

We are still analyzing this data.

What actions could be taken to close the achievement gap for these students?*

More intervention time, more exposure to grade level expectations.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

NA at this time.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title I, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We pre-identify students to see if they meet the criteria for 31a. We prioritize students as most academically needy and then offer the services through 31a in this building. This would include AfterSchool Remediation and support from Mrs. Bickel.

How are students designated 'at risk of failing' identified for support services?

According to the criteria that has been set forth by MDE for 31a.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We offer AfterSchool Remediation.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	7.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

After we identify the academically neediest, we inform parents of the opportunities that we have available.

Label	Question	Value
	What is the total FTE count of teachers in your school?	11.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.6

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.8

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

Teachers are seasoned veterans and have established procedures and routines which are effective in ensuring optimal learning opportunities for their students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	3.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	143.0

What impact might this data have on student achievement?

Research shows that after four days of a teacher absence, student achievement does decline.

Perception Data - Students

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

The survey results indicate that the greatest level of satisfaction for students is the relationship with their teacher.

Which area(s) show a positive trend toward increasing student satisfaction?

Their teachers and principal is interested in their learning and is concerned with their progress.

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

The lowest level of satisfaction is that the teachers and principal do not ask the students what they think about school.

Which area(s) show a trend toward decreasing student satisfaction?

It would appear that the school needs to focus on inquiring about students' attitude toward school and also informing them when they have done a good job.

What are possible causes for the patterns you have identified in student perception data?

Although this area was the lowest, it was not a 'low' score. Educators are so focused on improvement in all students that we may overlook the opportunity to recognize when students are doing well.

What actions will be taken to improve student satisfaction in the lowest areas?

Implement a program to acknowledge student performance.

Perception Data – Parents/Guardians

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

The highest level of satisfaction with parents has to do with teachers and the job they do.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Informing parents of student performance, teachers being knowledgeable and challenging work being provided to students.

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

Parents indicated they have not been informed on the mission statement.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents do not feel that we have a lot of support systems.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Funding has been cut and services have been reduced.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Communicate more effectively our mission statement and the services that we are able to provide.

Perception Data – Teachers/Staff

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

Teachers' satisfaction is with the overall parental support we receive.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The continual support from family and community.

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

The constant changes from the state that require teachers' attention to divert from teaching and learning.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Constant changes.

What are possible causes for the patterns you have identified in staff perception data?

There have been many changes from the state in recent years.

Other

How does your school use the MIPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MIPHY survey.)

NA

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

After analyzing school data, discussions are held and teachers and administrator brainstorm how to best serve our students. Parents are included in the conversations. Many discussions are also held at the central office level, too.

What evidence do you have to indicate the extent to which the standards are being implemented?

The Professional Development that is provided. Classroom Walkthrough observation notes. Assessment data.

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
	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
	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_12-13_Annual_Report.pdf	

Label	Assurance	Response	Comment	Attachment
	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
	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
	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
	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	

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

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool](http://www.mihealthtools.org/hsat) (HSAT) Assessment, an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

2014-15 School Improvement Goals

Overview

Plan Name

2014-15 School Improvement Goals

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: 3 Strategies: 2 Activities: 3	Academic	\$56000
2	All students will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$41500
3	In the area of Life Science all students at Pine River Elementary will become proficient.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
4	All students at Pine River Elementary will become proficient readers.	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:

A 5% increase of Third grade students will demonstrate a proficiency in multiplication and division in Mathematics by 06/30/2015 as measured by the 2014-15 MEAP.

(shared) Strategy 1:

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 mathematics: 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 Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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. (8th ed.). Boston, MA: Allyn & Bacon.

Tier:

Activity - Assessment Monitoring -Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 have gaps. This will add an additional 35 minutes of math/day.	Academic Support Program			09/03/2013	06/05/2015	\$20000	Section 31a	All staff, including the Numeracy Specialist and the Principal.

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Full implementation of Math Expressions will occur in the 2014-15 school year.

Research Cited: 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.

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

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Tier:

Activity - Constructivist Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be trained in the constructivist math thinking model. This is the second year of training and the plan is for the training to be ongoing.	Professional Learning			08/28/2013	06/05/2015	\$6000	Title II Part A	All staff, building principal and numeracy specialist.

Activity - Continued Implementation of Expressions Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2013-14 Grade three will have Expressions aligned with CCSS. 2013-14 Grade four will have Expressions aligned with CCSS. 2014-15 Grade five will have Expressions aligned with CCSS.	Direct Instruction			09/03/2013	06/12/2015	\$30000	General Fund	All staff, including special education staff.

Measurable Objective 2:

A 5% increase of Fourth grade students will demonstrate a proficiency Fractions and Decimals in Mathematics by 06/12/2015 as measured by the 2014-15 MEAP. (shared) Strategy 1:

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 mathematics: 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 Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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. (8th ed.). Boston, MA: Allyn & Bacon.

Tier:

Activity - Assessment Monitoring -Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 have gaps. This will add an additional 35 minutes of math/day.	Academic Support Program	09/03/2013	06/05/2015	\$20000	Section 31a	All staff, including the Numeracy Specialist and the Principal.
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(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Full implementation of Math Expressions will occur in the 2014-15 school year.

Research Cited: 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.

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

Tier:

Activity - Constructivist Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be trained in the constructivist math thinking model. This is the second year of training and the plan is for the training to be ongoing.	Professional Learning			08/28/2013	06/05/2015	\$6000	Title II Part A	All staff, building principal and numeracy specialist.

Activity - Continued Implementation of Expressions Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2013-14 Grade three will have Expressions aligned with CCSS. 2013-14 Grade four will have Expressions aligned with CCSS. 2014-15 Grade five will have Expressions aligned with CCSS.	Direct Instruction			09/03/2013	06/12/2015	\$30000	General Fund	All staff, including special education staff.

Measurable Objective 3:

A 5% increase of Fifth grade students will demonstrate a proficiency in Geometry and Ratios in Mathematics by 06/12/2015 as measured by 2014-15 MEAP.

(shared) Strategy 1:

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 mathematics: 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 Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

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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. (8th ed.). Boston, MA: Allyn & Bacon.

Tier:

Activity - Assessment Monitoring - RtI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 have gaps. This will add an additional 35 minutes of math/day.	Academic Support Program			09/03/2013	06/05/2015	\$20000	Section 31a	All staff, including the Numeracy Specialist and the Principal.

(shared) Strategy 2:

Improve and Enhance Core Classroom Instruction - Full implementation of Math Expressions will occur in the 2014-15 school year.

Research Cited: 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.

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

Tier:

Activity - Constructivist Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be trained in the constructivist math thinking model. This is the second year of training and the plan is for the training to be ongoing.	Professional Learning			08/28/2013	06/05/2015	\$6000	Title II Part A	All staff, building principal and numeracy specialist.
Activity - Continued Implementation of Expressions Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2013-14 Grade three will have Expressions aligned with CCSS. 2013-14 Grade four will have Expressions aligned with CCSS. 2014-15 Grade five will have Expressions aligned with CCSS.	Direct Instruction			09/03/2013	06/12/2015	\$30000	General Fund	All staff, including special education staff.

Goal 2: 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 10/24/2014 as measured by Michigan Educational Assessment Program..

Strategy 1:

Writing Coach - Teachers will work in collaboration with the Writing Coach to support the implementation of writing workshop.

Research Cited: <http://222.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Tier:

Activity - Content Area Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Coach will model lessons and provide information on using informational and opinion writing in the content areas. The Writing Coach will also help teachers locate resources and design activities that extend opinion and informational writing in the content areas.	Academic Support Program			08/28/2013	06/05/2015	\$20000	Title II Part A	All teachers, Writing Coach, Building Principal

Activity - Writing Pacing Guide/Evaluation Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Coach will coordinate with the K-5 teachers throughout the year to update the current pacing guides and create an evaluation schedule for student writing.	Policy and Process			08/28/2013	06/05/2015	\$20000	Title II Part A	All staff, Writing Coach, Building Principal

Strategy 2:

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

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
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School Improvement Plan

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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			08/28/2013	06/05/2015	\$1500	Title II Part A	K-5 teachers, Writing Coach, Building Principal
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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			09/03/2013	06/05/2015	\$0	No Funding Required	All teachers, Building Principal

Goal 3: 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 06/12/2015 as measured by MEAP.

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.

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			09/03/2013	06/05/2015	\$5000	Other	All staff, CNC Naturalist.

Goal 4: 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 06/12/2015 as measured by the 2014-15 MEAP.

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.

Research Cited: The Reading Workshop: Research to Practice, 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 Cathy Cooper-Stickney and other consultants 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			08/28/2013	06/05/2015	\$1500	Title II Part A	Great Lakes Bay Area Region MCESA

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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			09/03/2013	06/05/2015	\$0	No Funding Required	All teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Continued Implementation of Expressions Textbook	2013-14 Grade three will have Expressions aligned with CCSS. 2013-14 Grade four will have Expressions aligned with CCSS. 2014-15 Grade five will have Expressions aligned with CCSS.	Direct Instruction			09/03/2013	06/12/2015	\$30000	All staff, including special education 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			09/03/2013	06/05/2015	\$5000	All staff, CNC Naturalist.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Monitoring - RtI	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 have gaps. This will add an additional 35 minutes of math/day.	Academic Support Program			09/03/2013	06/05/2015	\$20000	All staff, including the Numeracy Specialist and the Principal.

Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Pacing Guide/Evaluation Schedule	The Writing Coach will coordinate with the K-5 teachers throughout the year to update the current pacing guides and create an evaluation schedule for student writing.	Policy and Process			08/28/2013	06/05/2015	\$20000	All staff, Writing Coach, Building Principal
Content Area Writing	The Writing Coach will model lessons and provide information on using informational and opinion writing in the content areas. The Writing Coach will also help teachers locate resources and design activities that extend opinion and informational writing in the content areas.	Academic Support Program			08/28/2013	06/05/2015	\$20000	All teachers, Writing Coach, Building Principal
Reading Workshop Professional Development	Teachers will have follow up training with Cathy Cooper-Stickney and other consultants 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			08/28/2013	06/05/2015	\$1500	Great Lakes Bay Area Region MCESA
Constructivist Math Professional Development	Teachers will continue to be trained in the constructivist math thinking model. This is the second year of training and the plan is for the training to be ongoing.	Professional Learning			08/28/2013	06/05/2015	\$6000	All staff, building principal and numeracy specialist.
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			08/28/2013	06/05/2015	\$1500	K-5 teachers, Writing Coach, Building Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Pine River Elementary School

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			09/03/2013	06/05/2015	\$0	All teaching staff
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			09/03/2013	06/05/2015	\$0	All teachers, Building Principal

