School Improvement Plan

School Year: 2012 - 2013

School District: Bullock Creek School District

1SD/RESA: Midland County Educational Service Agency
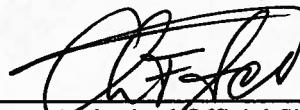
School Name: Pine River Elementary School

Grades Served: 3,4,5

Mrs. Debra S. Bradford

Building Code: 03048

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

Contents

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.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.

School Information

School:	**Pine River Elementary School**
District:	**Bullock Creek School District**
Public/Non-Public:	**Public**
Grades:	**3,4,5**
School Code Number:	**03048**
City:	**MIDLAND**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

You BELONG at Bullock Creek!

Mission Statement

Together with our students, families and community, the Bullock Creek School District ensures a safe and positive environment. We promote creativity and excellence in teaching and learning that challenges our students to achieve their full potential.

Beliefs Statement

Collaboration is achieved through communication and cooperation.
Accountability for...
-Providing a physically and emotionally safe environment by being aware of potential safety issues, as well as planning and implementing safety procedures.
-Ethical Practices that promote the staff's ability to educate and the students' ability to learn.
-Student Achievement that meets or exceeds the current standards.
Respect for...
-Diversity that promotes understanding, values individuality, and encourages trust, compassion, fairness and dignity.
-Tradition that reflects on our past, while building a foundation for our future.
Excellence in...
_Teaching in a caring and creative environment. Staff members will be knowledgeable and self disciplined and will make every effort to be flexible and adaptable as they help students reach the desired goals.
-Innovative Programs that build creative thinking, support curriculum, capture interest, and boraden perspectives.
-Learning that places responsibility on the students, staff and families.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing Expression	Complete	Open

Goal 1: Math

Content Area: Math
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level.

Gap Statement: Third Grade
Needs:
Based on 2011-2012 MEAP data only 14% of our fourth grade students scored 80% or above in the strand of multiplication and division. Based on this data 66% of our students need to improve their scores to reach the 80% accuracy goal for multiplication and division fluency. The strand of multiplication and division accounts for 20% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 7% of our fourth grade students scored 80% or above in the strand of Understanding Area and Perimeter. Based on this data 73% of our students need to improve their scores to reach the 80% accuracy goal for area and perimeter fluency. The strand of understanding area and perimeter accounts for 22% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 3% of our fourth grade students scored 80% or above in the strand of Understanding Fractions. Based on this data 77% of our students need to improve their scores to reach the 80% accuracy goal for fraction fluency. The strand understanding fractions accounts for 15% of the overall Mathematics MEAP assessment for fourth grade.

Fourth Grade
Needs:
Based on 2011-2012 MEAP data only 35% of our fifth grade students scored 80% or above in the strand of Decimals and Fractions. Based on this data 45% of our students need to improve their scores to reach the 80% accuracy goal for decimal and fraction fluency. The strand decimals and fractions account for 37% of the overall Mathematics MEAP assessment for fifth grade.

Based on 2011-2012 MEAP data only 20% of our fifth grade students scored 80% or above in the strand Whole-number Multiplication. Based on this data 60% of our students need to improve their scores to reach the 80% accuracy goal for whole-number multiplication fluency. The strand whole-number multiplication accounts for 33% of the overall Mathematics MEAP assessment for fifth grade.

Fifth Grade
Needs:

Based on 2011-2012 MEAP data only 30% of our sixth grade students scored 80% or above in the strand Decimals and Fractions. Based on this data 50% of our students need to improve their scores to reach the 80% accuracy goal for decimal and fraction fluency. The strand decimals and fractions account for 15% of the overall Mathematics MEAP assessment for sixth grade.

Based on 2011-2012 MEAP data only 5% of our sixth grade students scored 80% or above in the strand Whole-number Division. Based on this data 75% of our students need to improve their scores to reach the 80% accuracy goal for whole-number division fluency. The strand whole-number division accounts for 37% of the overall Mathematics MEAP assessment for sixth grade.

Cause for Gap: Based upon our review of the data it is clear that more time needs to be given to specific focus areas at each grade level. The inconsistency in the mathematics programming has led to a lack of mastering skills necessary to achieve at least an 80% proficiency in any focus areas. Plans are being made to alter our mathematics delivery model for the upcoming school year.

Multiple measures/sources of data you used to identify this gap in student achievement: The 2011-2012 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in these areas. Local assessments developed within district, were used at the end of each math unit in each grade to assess concepts for areas of concern that need to be addressed and to drive instruction for our students' success. Data Director was used to compile the information and disaggregate for School Improvement purposes. The easyCBM for grades 3-5 will be administered.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The MEAP/MI-Access test administered in Fall 2012 for grades 3-6, will continue to be used by the school improvement group to show areas of concern that needÃ??Ã? to be addressed and to monitor the success of our instruction. The DIBELS test will be administered 3 times a years in grade 3, as well as easyCBM for grades 3-5. Local assessments will continue to be utilized, but they will be revised this year to increase the rigor of the test to replicate the formula used by the NAEP for our student success.

Contact Name: Debra Bradford

List of Objectives:

Name	Objective
Increase instructional time on focus areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication aand Division strand) as measured and demonstrated by the nine week outline that is submitted to the building administrator and assessed by the local assessment given after that nine week period.

1.1. Objective: Increase instructional time on focus areas

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time

spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication aand Division strand) as measured and demonstrated by the nine week outline that is submitted to the building administrator and assessed by the local assessment given after that nine week period.

List of Strategies:

Name	Strategy
Constructivist Instruction	Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level. The training for this activity will be provided by Kathie Grzesiak.
Explicit Teaching of Vocabulary	Each grade level teacher will identify and intentionally teach to mastery level critical vocabulary for the area of Mathematics using the strategies identified by Marzano (2007) and Beck (2009).

1.1.1. Strategy: Constructivist Instruction

Strategy Statement: Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level. The training for this activity will be provided by Kathie Grzesiak.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

What research did you review to support the use of this strategy and action plan?

Poncy, Brian C.; McCallum, Elizabeth; Schmitt, Ara J.; A Comparison of Behavioral and Constructivist Interventions for Increasing math-fact Fluency in a Seoncd-Grade Classroom (EJ903129) Psychology in the Schools, v47 n9 p917-930 Nov 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaborative Planning	2012-08-29	2013-06-10	Principal, Classroom teachers

1.1.1.1. Activity: Collaborative Planning

Activity Type: Professional Development

Activity Description: Each grade level teacher, including special education teachers, will meet throughout the school year to work with Kathie Grzesiak, math consultant, who will will with the teachers on teaching mathematics using constructivist methods.

Planned staff responsible for implementing activity: Principal, Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Collaborative Planning	General Funds	3,520.00	
Kathie Grzesiak	Title II Part A	8,000.00	

1.1.2. Strategy: Explicit Teaching of Vocabulary

Strategy Statement: Each grade level teacher will identify and intentionally teach to mastery level critical

vocabulary for the area of Mathematics using the strategies identified by Marzano (2007) and Beck (2009).

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

What research did you review to support the use of this strategy and action plan?

Will and Posamentier "What Successful Math Teachers Do" and Marzano and Pickering "Building Academic Vocabulary." Both books present research regarding the essential role that vocabulary plays in increasing student achievement. "The influence of academic background knowledge on academic achievement is fully and firmly documented in research. It stands to reason, then, that enhancing students' background knowledge would be one sure, strong way to improve students' academic performance and narrow the achievement gap."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Vocabulary Strategies	2012-09-04	2013-06-10	Trainer, Principal and Teachers
Professional Development in Vocabulary Development	2012-09-24	2013-06-10	Trainer, Principal, Teachers

1.1.2.1. Activity: Implementation of Vocabulary Strategies

Activity Type: Other

Activity Description: Teachers will implement strategies from "Building Academic Vocabulary" when teaching academic vocabulary in the area of mathematics upon receiving training.

Planned staff responsible for implementing activity: Trainer, Principal and Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Academic Vocabulary	Title II Part A	800.00	0.00

Implementation of Explicit Vocabulary	No Funds Required		

1.1.2.2. Activity: Professional Development in Vocabulary Development

Activity Type: Professional Development

Activity Description: Through the work of math consultant, Kathie Grzesiak, teachers will develop a list of vocabulary words that are pertinent to student success in mathematics.

Planned staff responsible for implementing activity: Trainer, Principal, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Trainer,	Title II Part A	6,000.00	0.00

Goal 2: Reading

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number of students at each grade level performing at an 80% accuracy level in reading.

Gap Statement: Third Grade:
Needs:
Based on 2011-2012 MEAP data only 38% of our fourth grade students scored 80% or above in the reading strand of Comprehension. Based on this data 42% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The comprehension strand accounts for 53% of the overall reading MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 39% of our fourth grade students scored 80% or above in the reading strand of Informational Text. Based on this data 41% of our students need to improve their scores to reach the 80% accuracy goal for informational text. The informational text strand accounts for 10% of the overall reading MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 43% of our fourth grade students scored 80% or above in the reading strand of Narrative Text. Based on this data 37% of our students need to improve their scores to reach the 80% accuracy goal for narrative text. The narrative text strand accounts for 23% of the overall reading MEAP assessment for

fourth grade.

Fourth Grade:
Needs:
Based on 2011-2012 MEAP data only 52% of our fifth grade students scored 80% or above in the reading strand of Comprehension. Based on this data 28% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The comprehension strand accounts for 47% of the overall reading MEAP assessment for fifth grade.

Fifth Grade:
Needs:
Based on 2011-2012 MEAP data only 36% of our sixth grade students scored 80% or above in the reading strand of Comprehension. Based on this data 44% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The comprehension strand accounts for 53% of the overall reading MEAP assessment for sixth grade.

Based on 2011-2012 MEAP data only 28% of our sixth grade students scored 80% or above in the reading strand of Narrative Text. Based on this data 52% of our students need to improve their scores to reach the 80% accuracy goal for narrative text. The narrative text strand accounts for 27% of the overall reading MEAP assessment for sixth grade.

Cause for Gap: As we transition to the Common Core standards, we have learned through Professional Development that the rigor of our questions on the common assessments that were compiled by the district staff, need to be increased to more fully represent the types of questions that the students will encounter on state assessments. Using the NAEP test as our guide, we will be including more moderate and extended questions to our assessments thus giving teachers and administrators a better guide as to how our students are achieving thoughout the year.

Multiple measures/sources of data you used to identify this gap in student achievement: The DIBELS assessment given in reading three times during the school year was used as an indicator of growth and showed areas of concern to be addressed. The 2011 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in areas of weakness.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? DIBELS will be used in grades 3, 4, and 5, three times a year as an indicator of growth and to show areas of concern to be addressed and monitor the success of our instruction. The MEAP/MI-Access test administered in 2012, in grades 3-6, will continue to be used by the school improvement group to show areas of concern that need to be addressed and monitor success of our instruction. DRA is used as a measureing tool to assess students' independent reading levels used by teachers to drive instruction on an individual basis.

Contact Name: Debra Bradford

List of Objectives:

Name	Objective
Increase instructional time on focus area	Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

2.1. Objective: Increase instructional time on focus area

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

List of Strategies:

Name	Strategy
Implementation of Explicit Vocabulary Instruction	Teachers will implement explicit strategy instruction by using strategies from Building Academic Vocabulary, Marzano and Pickering.
Reading Workshop	Teachers will begin to utilize Reading Workshop to help students expand what it means to comprehend and to develop novice readers' abilities to manage the challenges of reading.
Research- based instruction	Teachers of 3-5 students will 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.

2.1.1. Strategy: Implementation of Explicit Vocabulary Instruction

Strategy Statement: Teachers will implement explicit strategy instruction by using strategies from Building Academic Vocabulary, Marzano and Pickering.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

What research did you review to support the use of this strategy and action plan?

Provide high quality vocabulary instruction throughout the day. Teach essential content words in-depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

http://mca.gennet.us/webapps/portal/frameset.jsp?tab_tab_group_id=null&url=/webapps/blackboard/execute/

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Explicit Vocabulary Instruction	2012-09-04	2013-06-10	Principal and teachers

2.1.1.1. Activity: Implementation of Explicit Vocabulary Instruction

Activity Type: Professional Development

Activity Description: Through the information learned during staff meetings, professional development and collegial conversations, teachers will implement effective vocabulary instruction strategies in the content areas.

Planned staff responsible for implementing activity: Principal and teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Academic Vocabulary, Marzano	No Funds Required		

2.1.2. Strategy: Reading Workshop

Strategy Statement: Teachers will begin to utilize Reading Workshop to help students expand what it means to comprehend and to develop novice readers' abilities to manage the challenges of reading.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

What research did you review to support the use of this strategy and action plan?

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/

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Workshop	2012-08-29	2013-06-10	Principal, Teacher, ISD staff

2.1.2.1. Activity: Reading Workshop

Activity Type: Professional Development

Activity Description: Teachers will be trained throughout the school year on developing a Reading Workshop within the classroom. Teachers will work together to develop a Reading Workshop classroom and to develop Focus Units on Read Alouds.

Planned staff responsible for implementing activity: Principal, Teacher, ISD staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Workshop	No Funds Required		

2.1.3. Strategy: Research- based instruction

Strategy Statement: Teachers of 3-5 students will 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.

Selected Target Areas

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

What research did you review to support the use of this strategy and action plan?

Allington, R. (2009). What really matters in response to intervention. Research-based designs. Boston, MA: Allyn & Bacon.

Hyerle, D., & Piercy, T. (2007). Thinking maps: The cognitive bridge to literacy a visual language for bridging reading rext structures to writing prompts. Berkeley, CA: Thinking Maps, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Research-Based Instruction	2012-09-01	2013-06-08	Teachers, ESA staff, Principal

2.1.3.1. Activity: Research-Based Instruction

Activity Type: Professional Development

Activity Description: Midland County ESA staff will provide professional development regarding Thinking Maps, as needed.

Planned staff responsible for implementing activity: Teachers, ESA staff, Principal

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Map Trainer	Title II Part A	1,000.00	

Goal 3: Writing Expression

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number of students at the 4th grade level who are scoring as "Proficient" or higher on the Michigan Educational Assessment Program test.

Gap Statement: Third Grade
Needs:
Based on 2011-2012 MEAP data only 22% of our fourth grade students scored 80% or above in the Grammar Usage strand. Based on this data 58% of our students need to improve their scores to reach the 80% accuracy level in grammar usage. The grammar usage strand accounts for 30% of the overall writing MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 10% of our fourth grade students scored 80% or above in the Personal Style

strand. Based on this data 70% of our students need to improve their scores to reach the 80% accuracy level in personal style. The personal style strand accounts for 24% of the overall writing MEAP assessment for fourth grade.

Fourth and Fifth Grade
Needs:
Based on 2011-2012 MEAP data only 15% of our seventh grade students scored 80% or above in the Writing Process strand. Based on this data 65% of our students need to improve their scores to reach the 80% accuracy level in the writing process. The writing process accounts for 26% of the overall writing MEAP assessment for seventh grade.

Based on 2011-2012 MEAP data only 30% of our seventh grade students scored 80% or above in the writing strand Personal Style. Based on this data 50% of our students need to improve their scores to reach the 80% accuracy level in personal style. The personal style strand accounts for 20% of the overall writing MEAP assessment for seventh grade.

Cause for Gap: Historically the amount of time spent in writing has been low and inconsistent. Resources, instructional strategies and focus areas varied by instructor. We have lacked a cohesive, researched based approach to the teaching of writing. This has led to fragmentation of skills which has inhibited our students achieveing at high levels.

Multiple measures/sources of data you used to identify this gap in student achievement: The 2011 MEAP test was administered to grades 4 and 7 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success on state assessments. MLPP Writing in grades K-2 is done 3 times a year to show areas of concern and to then drive instruction. Local Assessments designed by the district are used to assist in the direction of instruction through the teachings of Lucy Calkins.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The 2012-2013 MEAP Writing Assessment will be administered to grades 4 and 7 and will continue to be used by the school improvement team to show areas of concern that need to be addressed to monitor the success of our instruction.

Contact Name: Debra Bradford

List of Objectives:

Name	Objective
Increase Instructional Time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 13% of instructional time on the writing process and 4th and 5th grades will spend 25% on the writing process). This will be measured and demonstrated through the pacing guides for each grade level.

3.1. Objective: Increase Instructional Time on Focus Areas

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 13% of instructional time on the writing process and 4th and 5th grades will spend 25% on the writing process). This will be measured and demonstrated through the pacing guides for each grade level.

List of Strategies:

Name	Strategy
Writing Workshop	Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

3.1.1. Strategy: Writing Workshop

Strategy Statement: Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

II.1.B.3 School administrators design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to ensure that the plan incorporates goals toward increased effectiveness in teaching for learning.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

What research did you review to support the use of this strategy and action plan?

Scharer, Patricia L;. Su Pinnel, Gay Guiding K-3 Writers to Independence The New Essentials. Scholastic, 2008. Print.

Calkins, Lucy; Units of Study for Primary Writing (includes K-2); Units of Study for Primary Writing (includes 3-5), 2003. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Monitoring of Student Writing	2012-09-04	2013-06-10	Teachers and principal
Professional Development	2012-08-29	2013-06-10	Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.
Staff Implementation of MAISD Writing Units	2012-08-06	2013-06-10	Alicia Kubacki, Cathy Cooper-Stickney, MCESA Curriculum Debbie Bradford, Principal

3.1.1.1. Activity: Monitoring of Student Writing

Activity Type: Other

Activity Description: During the following weeks: November 12, 2012, March 4, 2013, and May 27, 2013, each teacher will put in my mailbox a low, medium and high narrative from their classroom which will be returned within three days.

Planned staff responsible for implementing activity: Teachers and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Monitoring of Student Writing	No Funds Required		

3.1.1.2. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Staff will participate in professional development to enhance writing instruction. This will include Alicia Kubacki, a Thinking Map trainer, to overview the various Thinking Maps and how to best utilize the Thinking Maps as a strategy. Staff will then be given time to work with pacing guides to connect Thinking Maps to writing and other core areas.

Writing coach, Theresa Schroeder, will partner with teachers to enhance implementation with Writing Workshop.

At staff meetings and grade level meetings, teachers will review pacing guides and share lessons within their grade level.

Planned staff responsible for implementing activity: Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.

Actual staff responsible for implementing activity: Teachers, principal and ESA staff.

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	35,000.00	0.00

3.1.1.3. Activity: Staff Implementation of MAISD Writing Units

Activity Type: Professional Development

Activity Description: The elementary staff will be provided with copies of, and training in, the implementation of the MAISD writing units - which are aligned to the Common Core. Alicia Kubacki and Cathy Cooper-Stickney, MCESA Curriculum Specialists, will train staff in the implementation and pacing of this writing instruction.

Planned staff responsible for implementing activity: Alicia Kubacki, Cathy Cooper-Stickney, MCESA Curriculum Debbie Bradford, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-06, End Date - 2013-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	$50,800.00	$0.00
No Funds Required	$0.00	$0.00
General Funds	$3,520.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

   The Comprehensive Needs Assessment was conducted by a team of staff members and parents examining the data to look for areas of improvement. Teachers then discussed the possible causes for the gaps. Discussions were held to determine the best course of action to close the gap and increase student achievement.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

   On a continuing basis, Pine River Elementary reviews its curriculum alignment with the Michigan Department of Education model core curriculum and national standards. In recent years, this examination has included the following areas: Language Arts, Mathematics, Social Studies, Health and Physical Education, Science and Technology. In order to do this, the district relies heavily upon the services of the Midland County ESA, the Clare-Gladwin RESD, and to some extent the Bay-Arenac ISD. Our colleagues from those institutions provide timely information not only to the administrative staff, but also to the teaching staff as well.

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

   At the building level, teachers worked in teams to learn about the Common Core State Standards and to update their pacing guides for Math and ELA. A small group of staff volunteers worked as a leadership team to guide that process. Teachers worked periodically throughout the year to develop strategies for Math instruction and to develop assessments for Math and ELA to align with Common Core State Standards.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

    Teachers at Pine River Elementary are involved in the development of accommodated and alternative measures that are used in the classroom as authentic assessments of the pupils' skills, achievements, and competencies.

    Special education teachers are involved in all weekly grade level meetings. At these meetings assessments are discussed and designed and adaptations to the content on the assessment are made. For example, a social studies assessment in third grade may have the mulitple choice answers reduced to two choices. Special education teachers also provide alternative assessments to get the information that the general education teacher may be assessing. This could involve the use of a Brigance assessment in lieu of a district common assessment. The administration of tests one on one or having questions read by a trained adult in the building are additional strategies used.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

    Through the use of Data for Student Success, the district has the resource available to analyze data for gaps in curriculum and gaps between sub groups. Collection of data throughout the year using Data for Success allows the teachers to monitor progress throughout the year.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

    In addition to the data collected from the state assessment, staff at Pine River Elementary also examine the local assessments to help determine the best course of action in improvement of student achievement. Teachers meet as a grade level and plan units of study to address the needs of the students, based upon the data.

    Data is regularly reviewed and explained at meetings to help inform staff when making curricular decisions.

2. Describe how school and student information and progress will be shared with all stakeholders in a language

that they can understand.

Information regarding student progress is shared with teaching staff through staff meetings, school improvement meetings and district wide meetings. This information is also shared with parents via the Annual Report, at parent teacher conferences, informational meetings, and newsletters home to parents.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

   Members of the School Improvement team analyze the data from student assessments to determine the goals of the School Improvement Team. The principal monitors the implementation of the goals and provides professional development in the areas of need. In addition, the principal meets with teachers to ensure the fidelty of the implementation of goals. The School Improvement Team gathers information from staff and assessment data in order to analyze the effectiveness of the program.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](MCL%20380.1280b))

   Response: *Yes*

   Comments: *In addition to the MEAP Assessment, the district also uses DIBELS for literacy and local assessments for math.*

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 on your website in the comments field (if applicable).

   Response: *Yes*

   Comments: *http://www.bcreek.k12.mi.us/pineriver/forms/FullAnnualEducationReport-BCPR.pdf*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

   Response: *N/A (our school does not have grade 8)*

   Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

   Response: *No*

   Comments: *Not applicable to this building.*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (http://www.mihealthtools.org/hsat), 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.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

   Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

   Response: *Yes*
   Comments: *CPI Training.*

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.

   Response: *Yes*
   Comments:

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.

   Response: *Yes*
   Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

   Response: *Reviewed policy, but not yet adopted*
   Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

   Response: *Yes*
   Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

   Response: *Yes*
   Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

   Response: *Yes*
   Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*
Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*
Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*
Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*
Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*
Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*
Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*
Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

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.

   Response: *No*

   Comments:

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.

   Response: *Yes*

   Comments:

19. Our school has a health services provider or school nurse accessible to students.

   Response: *Yes, we have a health services provider or school nurse for every 650 students*

   Comments:

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.

   Response: *Written policy, fully implemented*

   Comments:

21. Our school has a system in place for collecting relevant student medical information.

   Response: *Yes*

   Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

   Response: *Adopted policy, fully implemented*

   Comments:

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.

   Response: *Yes*

   Comments:

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.

    Response: *Yes*
    Comments:

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.

    Response: *Yes*
    Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

    Response: *Yes*
    Comments:

27. Our school's mission statement includes the support of employee health and safety.

    Response: *No*
    Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

    Response: *Yes*
    Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

    Response: *Yes*
    Comments:

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.

    Response: *Written policy, fully implemented*
    Comments:

31. Our school has a parent education program.

    Response: *Yes*
    Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

    Response: *No*
    Comments:

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).

    Response: *Access to all indoor facilities*
    Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Debbie	Bradford	Principal	bradford@bcreek.k12.mi.us
Mrs.	Becky	Dubuque	Teacher	dubuquer@bcreek.k12.mi.us
Mrs.	Pat	Hertema	Teacher	hertemap@bcreek.k12.mi.us
Mrs.	Deneal	Johnson	Teacher	deneal.johnson@bcreek.k12.mi.us
Mrs.	Karen	Sieffert	Parent	kvmell@hotmail.com
Ms.	Donna	Gorsuch	Parent	gorsuchdonna@yahoo.com

Statement of Non-Discrimination

Federal Office for Civil Rights

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 school 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 district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Debra Bradford
Address:	1894 E. Pine River Road
Telephone Number:	989-631-5121

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

No documentation was attached.