



School Improvement Plan

Chikaming Elementary School

River Valley School District

Mrs. Heidi Clark, Principal
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TABLE OF CONTENTS

Introduction	1
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Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	7
---	---

Additional Information	9
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	11
--------------------	----

Improvement Planning Process	12
------------------------------------	----

School Data Analysis

Introduction	14
--------------------	----

Demographic Data	15
------------------------	----

Process Data	17
--------------------	----

Achievement/Outcome Data	19
--------------------------------	----

Perception Data	24
-----------------------	----

Summary	27
---------------	----

School Additional Requirements Diagnostic

Introduction 29
School Additional Requirements Diagnostic 30

Title I Targeted Assistance Diagnostic

Introduction 33
Component 1: Needs Assessment 34
Component 2: Services to Eligible Students 36
Component 3: Incorporated Into Existing School Program Planning 37
Component 4: Instructional Strategies 38
Component 5: Title I and Regular Education Coordination 39
Component 6: Instruction by Highly Qualified Staff 40
Component 7: High Quality and Ongoing Professional Development/Learning 41
Component 8: Strategies to Increase Parental Involvement 42
Component 9: Coordination of Title I and Other Resources 45
Component 10: Ongoing Review of Student Progress 46
Evaluation 47

School Improvement Plan 2016-17

Overview 49
Goals Summary 50
 Goal 1: All students will improve their proficiency in math 51
 Goal 2: All students will improve their proficiency in reading 61
 Goal 3: All students will improve their proficiency in writing 73
 Goal 4: All students will improve their proficiency in science 83

Goal 5: All students will improve their proficiency in social studies.....	92
Activity Summary by Funding Source.....	102

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?

Chikaming Elementary houses our kindergarten through 2nd grades. Located on the corner of Three Oaks and Harbert Road, Chikaming Elementary is part of the River Valley School District.

Our school values family and communication connects and displays such value with many opportunities for interaction of stakeholders throughout the year. Some of these opportunities include: classroom helpers, Annual activities such as Read Ins, Career Day, Grandparents Day, and more. Fathers and other male role models are encouraged to participate in our Watch Dog Program. While we have had 100% parent-teacher conferences participation, we continually look for improving parent involvement within the school.

Our school and community has only a small percentage of non-white families, but more than 50% economically disadvantaged.

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.

MISSION

The mission of River Valley School District is quality education.

VISION

The River Valley School District will:

- Become an exemplary learning community that supports innovation and is committed to continuous improvement.
- Be a place where a collaborative community develops curriculum, instructional strategies and assessments to ensure all students learn.
- Address the academic, social, emotional, and physical needs of its learners.
- Prepare all students for college and career achievement through a high-quality career/technical education and college-preparatory academic core.

To reach our goal, we will increase the percentages of elementary, middle and high school students who perform at the proficient levels in core academic subjects, as measured by the MEAP, ACT and/or SAT.

BELIEFS

Administrators and staff will impact student achievement by implementing eight Key Practices that provide direction and meaning to comprehensive school improvement. The Key Practices are:

1. High Expectations: Set higher expectations and help all students meet them.
2. Middle Grades Academics: Guide middle grades students in completing an academic core that accelerates their learning, challenges them to achieve at higher levels and appeals to their interests.
3. Career/Technical Studies: Provide opportunities for middle grades and high school students to engage in career/technical studies and to use technology in academic courses.
4. Students Actively Engaged: Provide varied learning activities to help middle grades and high school students link challenging academic content to real-world applications.
5. Teachers Working Together: Provide all teachers time to work together to plan, develop and conduct high-quality learning experiences and to share student work that meets standards.
6. Guidance: Base guidance activities on the belief that all students matter and that they need longterm, personal relationships with adults at the school who will work with them and their parents to set learning goals and to make plans for further education and careers.
7. Extra Help: Provide a structured system of extra help and quality time that will enable middle grades and high school students to complete an accelerated program of study and to meet rigorous and consistent standards.
8. Data: Use data on student achievement and school and classroom practices to revise curriculum and instructional strategies.

Our school has a strong focus on a healthy school culture as we teach and focus on expectations of Doing our Best, Caring for Others, and Loving our School in all areas of the day. Our Multi Tiered System of Support is designed to ensure that we relentlessly pursue Success, Nothing Less! for every child. Our instructional vision is to deliver RITE (Rigorous & Relevant, Integrated, Tech Infused and Engaging)

instruction in every classroom, every day. All Professional Development time is focused upon this vision.

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.

Points of Pride

- Committed to keeping student to teacher ratio low
- Teaching based on Common Core Standards.
- Standards-Based Report Cards with common assessments at each grade level
- Multi-Tiered System of Support includes reading and math differentiated groups three times per week, based on student data.
- Buildings arranged by grade level: K-2 at Chikaming, 3-5 at Three Oaks
- River Valley Elementary Schools consistently has a 100% attendance at parent/teacher conferences, both fall and winter, for all grade levels.
- Very active PTO provides: fundraisers, Family Fiesta Night, Accelerated Reading Store, Popcorn Fridays, field trips, and many many more activities
- Many field trips funded by The Pokagon Fund
- Targeted Assistance Title One Program for at risk students
- School-wide themes: Spirit week, Citizenship Week, Celebrations Around the World, Reading Month, Presidents' Day focus, Dr. King Day focus, Healthy Heart Month, Earth Day is Paperless Day, Career Week
- GSRP Preschool program
- Positive Behavioral Support system utilized throughout our buildings
- Strong vision toward infusing technology in all areas includes: Instructional Technology Facilitator (to support teachers), Promethean Boards in every classroom, computer labs utilized daily, 1 to 1 tablets in our 3-5 building, iPads for our k-2 building
- After school activities include: TEAMS (Targeted Extra Assistance Means Success), E Club (healthy choices), After School Music Lessons, Science Olympiad, and more
- Classroom participating in cross-age mentoring.
- Partnership with a variety of organizations include: local fire and police departments community presenters, Pokagon Band of Potawatomi, Food Bank, Michigan Blood, South Bend Cubs Reading Club, Six Flags Great America Reading Club, Smile Dental Program, Lory's Place, Berrien County Cancer Service, United Way, Released Time Bible Class and more
- Annual FOTO (Friends of Three Oaks) Fest highlights the talent of Elementary students
- Many local businesses and organizations contribute, volunteer, and donate toward our programs
- Family Connection Activities include: Grandparents Day, Family Nights, Celebrations Around the World Presentations, Super Saturday (Wax Museum, Science Fair and more), Family Dance Party, Family Skate Date at Lakeshore Rollerworld, classroom parties and more
- Family and community volunteers in classrooms on a daily basis
- Watch Dogs Program (Dads of Great Students)
- 3-5 grade students participate in Accelerated Reading
- Student Art shows at local galleries
- Half Day Plus Program sponsored by Harbert Community Church
- Safe & Secure Environment: Security cameras are used throughout our buildings, doors are locked all day, requiring a buzzer/ID for entrance, township, county and state police praise the efficiency and effectiveness of our lock down procedures.
- Staff has a heavy focus year round on research and is encouraged to attend Professional Learning Opportunities
- Blessings in a Backpack

School Improvement Plan

Chikaming Elementary School

- Send Me a Story summer reading program for K-2
- Summer School runs for 5 weeks, mid-summer
- Principal meets monthly with stakeholders: all students (at grade level), teachers, support staff, and parents through Conversations with Mrs. Clark, in order to remain connected to the perceptions and needs of all.

In the next three years, we are striving to have the strong systems we've put into place equate to high levels of student achievement in all subjects.

Additional Information

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

In addition to our commitment to high levels of achievement for all students, we work to meet the needs of the whole child by providing Universal breakfast and implementing a Healthy Living initiative. Our art studio fosters collaboration and creativity in the child, while our Music/PE class has a focus on healthy living and serving the community with performances and other partnerships.

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 invited to be a part of our School Improvement Team. In addition, we include a School Improvement update at each PTO meeting, monthly.

Parents are invited and informed throughout weekly newsletter, back to school paperwork, and our website. All parents interested in participating in the School Improvement Team are welcomed - none are turned away. Parents are consulted regarding good times to meet and are given the yearly schedule of meetings when they indicate a willingness to participate.

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

Our School Improvement Team consists of administration, teachers, support staff and parents. This group is responsible for developing the plan collaboratively and communicated the pieces of this plan to our entire staff and other stakeholders.

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

Regular updates on the progress of our School Improvement Process are given to our staff. Our plan will be included in our website and will be presented to any interested stakeholders during our May Conversations with Mrs. Clark.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

No challenges have been identified at this time.

Student Demographic Data

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

Over the last three years we have strengthened our attendance policies, and continue to do so building awareness of the importance of strong school attendance, as well as of our attendance policy. Administration meets with families when they accumulate 10 absences (per semester 2015-16/per year 2016-17) to discuss the cause of absences and consider solutions. When a student accumulates 15 absences, a truancy report is filed. The identified challenge is that those students with chronic attendance issues continue to be the same group of families.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In the last year we have seen an increase in discipline referrals leading to an increase in the writing of behavior plans of students. The identified challenges regarding student behaviors include that students enter school with less experience with structures or expectations at home, and an increasing number of students enter school with high levels of need behaviorally.

Student Demographic Data

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

We have had teachers attend CHAMPS training which all classrooms are expected to implement. We have implemented behavior plans for many students, all grade levels taught the social/emotional lessons within the Michigan Model Curriculum and have hired an elementary counselor to help support students. We implemented a family engagement series in partnership with Lakeland Health Care to address family needs. Topics included - Cooking Healthy on a Budget, Triple P Parenting Series.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

School Improvement Plan

Chikaming Elementary School

Our administrator taught for 14 years, split between 4th grade and 1st grade prior to becoming an administrator. This experience provides the administrator with hands on experiences that helped develop strong vision for improving student achievement. The conversations that happen between staff, either singular or as a PLC, after observing classroom instruction are beginning to lead all staff on a more impactful instructional path. .

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Our instructional staff has a relatively balanced number of years of experience resulting in little impact on student achievement due to years of experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Professional learning absences are 99% of the school leader's absences. As the school leader shares information brought from these training experiences, student achievement will increase.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Attendance is not an issue school-wide for our teachers. The largest impact on student achievement is in the area of consistent availability of good substitute teachers when teachers are out.

Teacher/School Leader(s) Demographic Data

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

No actions are needed

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

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

Assessment/Shared Understanding, Professional Learning Culture/Collaborative Teams, Communication/Cultural Responsiveness are our areas of strength

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

According to our School Systems Review, the following two areas stand out as challenges for our school:

Instruction: Instructional Design, Effective Instructional Practices and Learning Environment

Professional Learning Culture: Collective Responsibility

12. How might these challenges impact student achievement?

Research indicates that strong instructional design, practices, and the learning environments have significant impact on student achievement.

Developing systems that further enhance collective responsibility will result in all staff having ownership in the systems within our school, resulting in the implementation with fidelity and passion.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We have arranged for an Instructional coach from RESA to train our staff and work with PLCs to improve Tier 1 instruction throughout the 2016-17 school year.

We will continue to strengthen systems and communication to develop strong collective responsibility among all stakeholders.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We meet with our staff to review the requirements of each intervention program. There are ongoing collaborative meetings to review student data to ensure students are placed in programs that will give them the most learning opportunities.

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

Teachers are expected to differentiate learning opportunities in the classrooms. Strategy groups meet 3 times per week. These groups are developed based on where each student is in their learning.

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

We benchmark assess each student three times a year as well as assess monthly on essential standards. The school leader meets with the instructional staff monthly to review the student data. These collaborative meetings result in students being placed in strategy groups for both math and reading as well as placed in Title I programs for more in-depth individual work. Parents of students in Title I programs are notified by mail. Student data notebooks are reviewed with parents at a minimum of twice per year and are available for review by parents all year.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have developed a curriculum map based on the common core and each grade level has identified essential standards. We have district-wide collaborative meetings to ensure alignment k-12. Administration monitors classrooms and instruction on an ongoing basis.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We do not complete a health survey/screener

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

We are making gains in reading fluency and comprehension. At the lower elementary sight word recognition is a strength.

19b. Reading- Challenges

The basics of phonics is a weakness. As a result, we began the 2015-16 school year training or retraining all 1st and 2nd grade staff and interventionists in Project Read, our phonics program - and continue to monitor its implementation for fidelity.

19c. Reading- Trends

We are seeing an overall improvement in reading fluency and comprehension.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Any student in upper elementary that shows a weak foundation in phonics will be placed in a review group using the same phonics program to raise their skill levels.

We have arranged for an instructional coach from RESA to work with all staff and PLCs on tier 1 instruction.

20a. Writing- Strengths

Our kindergarten program has made significant growth in their writing program as a whole.

20b. Writing- Challenges

Students are unable to peer edit or self-correct. Students lack the critical thinking skills and basic grammatical skills to create in-depth writing pieces.

20c. Writing- Trends

Students are unable to peer edit or self-correct. Students lack the critical thinking skills and basic grammatical skills to create in-depth writing pieces.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School leadership will be monitoring the fidelity of our writing program. There will be required building-wide writing prompts with the expectation that peer & self editing will be part of the process. The writings will be graded collaboratively by grade-level teams for consistency in expectations.

21a. Math- Strengths

Students have a strong foundation in mathematical skills.

21b. Math- Challenges

Students often struggle to apply math skills outside of the textbook/workbook setting

21c. Math- Trends

We are seeing improvement in the foundational skills, but continue to work on the application of critical thinking skills.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will be using Defined STEM and PBL to focus students on the use of the skills that they've learned. Math strategy groups, based on student data, will be used to meet every student where they are.... some focusing on remediation while others will offer enrichment.

22a. Science- Strengths

Students have a good understanding of the basic concepts of Science at their grade level.

22b. Science- Challenges

The Scientific Process is a weak area across the board as well as the application of skills learned in areas away from the textbook/workbook.

22c. Science- Trends

Students have the grade level skills but are weak when it comes to the application of those skills.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will be using Defined STEM and PBL to focus students on applying the skills that they've learned.

23a. Social Studies- Strengths

Students have the basic knowledge of grade level materials.

23b. Social Studies- Challenges

Students have difficulty making inferences and drawing conclusions as they read informational text.

23c. Social Studies- Trends

While students have the basic skills at grade level they are struggling with inferences and drawing conclusions to take their learning to a more in-depth level.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School Improvement Plan

Chikaming Elementary School

Defined STEM, PBL and building-wide writing prompts will be used to focus students on the application of the skills that they've learned. Differentiation in the classroom and in the formation of strategy groups will offer remediation and enrichment.

Perception Data

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

24a. Student Perception Data

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

Strategy groups and real-world, hands on activities.

24b. Student Perception Data

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

Worksheets & teacher lectures

24c. Student Perception Data

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

We will continue to implement strategy groups along with STEM and PBL.

25a. Parent/Guardian Perception Data

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

Strategy groups and the use of Student Data Notebooks

25b. Parent/Guardian Perception Data

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

Parents indicate they are happy with classroom instruction across the board.

25c. Parent/Guardian Perception Data

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

We will continue to grow in areas of instructional practices.

26a. Teacher/Staff Perception Data

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

Most staff members appreciate the value of strategy groups and many request that we increase time.

Staff members appreciate the commitment to PLC time and wish there could be more guaranteed collaborative time.

26b. Teacher/Staff Perception Data

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

Student behavior and the increased work load placed on instructional staff outside of educating our students

26c. Teacher/Staff Perception Data

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

School leader will continue to strengthen systems being mindful of time spent on non-instructional tasks.

27a. Stakeholder/Community Perception Data

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

School/community collaboration and involvement

27b. Stakeholder/Community Perception Data

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

There are no indications that there is a level of dissatisfaction with our school.

27c. Stakeholder/Community Perception Data

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

We will continue to foster strong school/community partnerships.

Summary

28a. Summary

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

Our school is challenged by the lack of time our staff has to deal with non-instructional details and to ensure that our students are able to apply the skills taught to real-world challenges.

We have good school/community relationships and staff that cares about every student. We work to create strategy groupings that meet each student at their level while pushing them to grow.

28b. Summary

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

Student Achievement is impacted by any challenge our school faces--student achievement increases as each challenge is addressed and improved upon.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Differentiated activities, PBL, Strategy Groups and collaborative grade-level and building-wide meetings, as addressed in our School Improvement Plan, will all work together to address the daily challenges. We will continue to look at student data, keeping a journal of this data in Student Data Notebooks. Stakeholders will be invited to join with staff to continue to make gains in the strong collaborative culture that will increase student achievement.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	<p>Math is tested using STAR math three times per year in 2nd grade and in the Winter & Spring. Moby Math is used in grades K-2 three times per year.</p> <p>AIMSWeb benchmark testing is used in grades K-2 three times per year.</p> <p>STAR Reading is used in K-2 three times per year.</p> <p>Grade level common assessments are used in all grade levels throughout the school year.</p>	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our current AER is attached	2015 Annual Report Elem

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school does not have 8th grade	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school does not have 8th grade	

Label	Assurance	Response	Comment	Attachment
5.	<p>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.</p> <p>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.</p>	Yes		

School Improvement Plan

Chikaming Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Cyndi Ursprung Middle High School Principal 15480 Three Oaks Road Three Oaks MI 49128 269 756-9541	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Our School Parent Involvement Plan is attached	Parent involvement plan

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Attached is our Professional Development calendar	2016-17 PD plan

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our School Improvement Team analyzes student achievement data and school culture data on an ongoing basis. The information from this work is utilized in completing the CNA.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Students are assessed monthly on essential standards in math and ELA. PLCs meet with administrator to review this data. Any student not proficient in grade level standards received targeted instruction three times per week in strategy groups.

Grade level teams use common assessments to monitor and analyze student achievement in science and social studies.

Benchmark data is used and analyzed three times per year, in addition to monthly standards checks.

Every student has an action plan, developed by PLCs and monitored by Administration that clearly defines all intervention, enrichment, or behavioral supports that their data deem necessary.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Students are assessed monthly on essential standards in math and ELA. PLCs meet with administrator to review this data. Any student not proficient in grade level standards received targeted instruction three times per week in strategy groups. Grade level teams use common assessments to monitor and analyze student achievement in science and social studies.

Benchmark data is used and analyzed three times per year, in addition to monthly standards checks.

Every student has an action plan, developed by PLCs and monitored by Administration that clearly defines all intervention, enrichment or behavioral supports that their data deem necessary.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Students are identified using our building wide system: Students are assessed monthly on essential standards in math and ELA. PLCs meet with administrator to review this data. Any student not proficient in grade level standards received targeted instruction three times per week in strategy groups.

Grade level teams use common assessments to monitor and analyze student achievement in science and social studies.

Benchmark data is used and analyzed three times per year, in addition to monthly standards checks

Every student has an action plan, developed by PLCs and monitored by Administration that clearly defines all intervention, enrichment or behavioral supports that their data deem necessary.

In addition, teacher observation and parent conferences are included in the decision making process.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Title 1 students receive targeted interventions, based on assessment data, from a certified teacher and/or teacher assistants, under the direct supervision of classroom teachers and/or administrator. These interventions take place outside of the grade level core curriculum instruction.

Component 3: Incorporated Into Existing School Program Planning

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

Our School Leadership team analyzes data and program effectiveness on an ongoing basis and shares information with the full staff, seeking solutions and research based strategies. Based on this analysis of school programs and systems, we have implemented an RtI model based on the research of Mike Mattos.

Students are assessed monthly on essential standards in math and ELA. PLCs meet with administrator to review this data. Any student not proficient in grade level standards received targeted instruction three times per week in strategy groups.

Grade level teams use common assessments to monitor and analyze student achievement in science and social studies.

Benchmark data is used and analyzed three times per year, in addition to monthly standards checks.

Every student has an action plan, developed by PLCs and monitored by Administration that clearly defines all intervention, enrichment or behavioral supports that their data deem necessary.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Our staff focuses on making our instruction RITE: Rigorous and Relevant, Integrated, Technology Infused, and Engaging. PD and PLC work is focused on meeting our students needs within small group instruction as much as possible, developing more engaging instructional strategies, and focusing on deepening our depth of knowledge questioning techniques as we work to developing collaborative, critical thinking problem solvers in all aspects of the curriculum. Our district has arranged for an Instructional Coach from RESA to work with PLCs throughout the year on strengthening Tier 1/Core Instruction.

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

1. Data driven decision making - staff uses data to drive the instructional decisions aimed toward raising student achievement.
2. Focused instruction - PLCs identify Essential standards in math and ELA to drive the pacing and focus of instruction, committing to the mastery of all essential standards for all students.
3. Targeted intervention - staff uses student data to develop action plans for each student, focusing on their areas of strength and weaknesses.
4. Culture of Collaboration - there is a focus on staff collaboration in decision making to meet the needs of students, as well as student collaboration to enhance learning and creative/critical thinking.

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

At risk students are encouraged to attend TEAMS, our after school program designed to focus on reading and math essential standards. Administration meets weekly with at risk students to practice and enhance skills on grade level essential standards. At risk students are encouraged to attend our Summer School program designed to focus raising student achievement in essential standards.

High achieving students are put on a plan of action to ensure that they are being challenged further and deeper, fostering growth for all students.

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

Supplemental learning opportunities are offered after school and in the summer, as well as during 'lunch bunch' with the administrator. Teacher assistance provide additional help in classrooms, to avoid pulling out large numbers of students for extended times. Students are never pulled out during core curriculum grade level instruction.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Title 1 teacher and teacher assistants meet with PLCs on a regularly scheduled basis to analyze student data and determine student needs. Title 1 teacher and teacher assistants work within classrooms daily, as an extension of the classroom teachers' instruction. The district employs a second language coach to provide additional support for teachers of ESL students, as needed, based on student data.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Parents of Preschoolers are invited to participate in all K-5 activities and parent organizations.

Preschoolers visit our K-2 building and Kindergarten classrooms.

The administrator reads to Preschoolers monthly, to ensure each are comfortable with her and she can call them by name.

Kindergarteners write a paper for preschools to share what to expect in kindergarten.

All preschoolers are administered a Kindergarten Readiness Assessment prior to completing preschool.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All RV Title I paraprofessionals are highly qualified. All paraprofessionals hired for a Title I supported program have a secondary school diploma or its recognized equivalent and one of the following: A. Completed two (2) years study at an institution of higher education; OR B. Obtained at least an associate degree; OR C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment of knowledge and the ability to assist in instructing, reading, writing, and mathematics; or b) reading readiness, writing readiness	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers employed at River Valley Schools maintain a current Michigan Teaching Certificate and have a bachelor's degree or higher in the subject area that they teach.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All teachers are encouraged to attend Professional development based on individual and student needs. Year-long district Professional Development with all staff is scheduled, focusing on Student Engagement, Rigor & Relevancy in Instruction, 21st Century Instruction, and data based decision making. All paraprofessionals receive monthly training and support on building wide initiatives toward Success, Nothing Less, for all students. District Title 1 staff meet monthly with Administrator to ensure fidelity in instruction and documentation of Title 1 work.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Year-long district Professional Development with all staff is scheduled, focusing on Student Engagement, Rigor & Relevancy in Instruction, 21st Century Instruction, and data based decision making. All paraprofessionals receive monthly training and support on building wide initiatives toward Success, Nothing Less, for all students. Parent Training opportunities are offered throughout the year on technology, critical thinking/problem solving and literacy. Title 1 & You Night is offered each November for all parents of Title 1 students. We have a parent series designed for all parents that addresses literacy and parenting issues.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	our PD plan is attached	PD Plan

Component 8: Strategies to Increase Parental Involvement

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

Parents are invited to be a part of our Title 1 advisory committee to aide in the design and evaluation of programs. Our Parent Organization agenda includes a monthly update of our School Improvement Plan and a Title 1 update.

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

Parent volunteers are welcomed - encouraged - to be a part of every part of school life. Volunteers are regularly used to implement our MTSS building-wide.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are invited to be a part of our Title 1 advisory committee to aide in the design and evaluation of programs. Our Parent Organization agenda includes a monthly update of our School Improvement Plan and a Title 1 update.	

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

1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

An Annual Fall Open House/Back to School Night includes the presentation and assistance in understanding the CCSS, classroom protocols and expectations, and grading/discipline procedures for parents.

We have consistent 100% Parent Teacher Conference Participation, where parents and teachers review curricular questions, as related to their child's progress.

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

All parents are required to attend a technology training each fall to receive training, support and ideas for their children in the area of technology and 21st Century Instruction

School Improvement Plan

Chikaming Elementary School

In addition to our 100% participation in parent teacher conferences, we offer a Title 1 & You parent night in October, as well as a literacy training for parents as a part of our Super Saturday activities in May.

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

RVEPTO is an active part of a variety of activities in our school. Their agenda includes a discussion monthly of our School Improvement Plan, as well as Title 1 programs.

Conversations with Mrs. Clark is an open forum for parents and community members to attend to discuss celebrations and concerns regarding school programs with the Building Principal monthly.

Teachers and Administration have an open door policy, encouraging parents to contact them via email, phone, or set up meetings to discuss any concern or question throughout the calendar year.

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

Our GSRP program coordinates and partners with our local Head Start Program. Parents as Teachers holds a playgroup in our building each month.

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

All newsletters or informational papers are sent home in the primary language of the parents. Translators are made available for parent teacher conferences, and our bilingual staff member assists with phone calls home in need of a translator throughout the school year.

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Our staff and administration works to maintain a close partnership with all families and community organizations.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Our staff and administration works to maintain a close partnership with all families and community organizations. Translators are made available for parent teacher conferences, and our bilingual staff member assists with phone calls home in need of a translator throughout the school year. Teachers and Administration have an open door policy, encouraging parents to contact them via email, phone, or set up meetings to discuss any concern or question throughout the calendar year.

5. Describe how the parent involvement activities are evaluated.

Participants of parent involvement activities are encouraged to participated in a survey, offering feedback and suggestions for improvement. In addition, our staff and administration maintain an open door policy for parents and community members to discuss celebrations and struggles regarding all school programs.

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

Our school parent compact is reviewed by our Parent Organization, to offer feedback and improvement.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	attached is our Title 1 school parent compact	Title school parent compact

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

All students maintain a Student Data Notebook throughout the year, with their teacher. Teachers review this data with parents at Parent Teacher conferences (100% participation), at which a translator is always available for ESL families. School Messenger announcements and all other school to home communication is translated for ESL families as needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	attached is our Title 1 Parent Involvement Plan	title 1 parent involvement plan

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

Our Title 1 teacher meets with Targeted students' parents at parent teacher conferences (100% participation) to review student progress data and plans for improvement.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

All programs throughout the school are a part of our Multi Tiered System of Support in order to serve all children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school improvement plan and schoolwide practices focus on the needs of whole child, including meeting behavioral/social needs, offering enriching and engaging opportunities, as well as academic supports. Our GSRP program works closely with the local Head Start Program. River Valley elementary offers universal breakfast daily and has a healthy initiative as we strive to build and awareness and appreciation of healthy choices in our students and their families.

Component 10: Ongoing Review of Student Progress

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

All title 1 eligible students are progress monitored weekly or biweekly in addition to system wide benchmark testing. All students are testing on essential standards monthly, followed by data analysis and planning of tier 2 supports and enrichments for high achieving students in the coming month.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Our MTSS provides constant evaluation of student needs and achievements in order to structure and plan their learning and instructional supports to meet the needs of all students as we work toward our goal of Success, Nothing Less!

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All teachers receive ongoing training in data analysis and instructional strategies as we implement our MTSS.
Title 1 staff receive ongoing training and support through our local RESA and outside agencies.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Title 1 parents will receive a survey regarding program effectiveness as it pertains to raising student achievement.

Title 1 program effectiveness and information is an ongoing topic at our parent organization monthly meetings.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

Data Analysis is conducted yearly of State assessments, looking at all demographics, including our Targeted Assistance Students.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Benchmark data analysis, monthly data analysis, and annual data analysis takes place for all students. Target Assistance students data are analyzed in regards to their action plans, to determine the effectiveness of interventions and the program overall on their learning.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Our parent organization, parent advisory board, and staff work closely to communicate celebrations and struggles of our current plan. Data Analysis gives information on the effectiveness of instruction and drives instructional decisions.

School Improvement Plan 2016-17

Overview

Plan Name

School Improvement Plan 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their proficiency in math.	Objectives: 1 Strategies: 5 Activities: 25	Academic	\$11397
2	All students will improve their proficiency in reading.	Objectives: 2 Strategies: 7 Activities: 27	Academic	\$115007
3	All students will improve their proficiency in writing.	Objectives: 1 Strategies: 5 Activities: 22	Academic	\$5524
4	All students will improve their proficiency in science.	Objectives: 1 Strategies: 5 Activities: 21	Academic	\$5599
5	All students will improve their proficiency in social studies.	Objectives: 1 Strategies: 5 Activities: 21	Academic	\$5599

Goal 1: All students will improve their proficiency in math.

Measurable Objective 1:

61% of Kindergarten, First and Second 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 by scoring a 1 or a 2 in Mathematics by 06/01/2016 as measured by state assessments.

Strategy 1:

Data Analysis - Teachers will complete a detailed data analysis to determine deficiencies in performance and to develop strategies to improve performance deficiencies.

Category:

Research Cited: What Works In Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Marking Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student data notebooks to complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$525	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We will begin to have student data notebooks follow students through their elementary years (K-5). Student behavior data will also be included in the notebooks beginning in the 2015-16 school year.	June 22, 2015	Mrs. Heidi L Clark

Activity - Student Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Chikaming Elementary School

Students will set goals, record progress and analyze their own data.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building staff and administration
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Status	Progress Notes	Created On	Created By
In Progress	Progress monitoring data will be included in student data notebooks beginning in the 2015-16 school year.	June 22, 2015	Mrs. Heidi L Clark

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use progress monitoring every 1-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We are adding AimsWeb for progress monitoring.	June 24, 2016	Mrs. Heidi L Clark
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer benchmark or interim assessments 3 times a year using valid and reliable universal screening tools and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We are adding AimsWeb for our Benchmark Assessments.	June 24, 2016	Mrs. Heidi L Clark
In Progress		June 22, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Common Assessments / Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common assessment for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	The common assessments across the board have been too broad. During the 2015-16 School year, staff will, by grade-level, refine the assessments administered to test proficiency on the chosen essential standards.	June 22, 2015	Mrs. Heidi L Clark

Strategy 2:

Targeted Intervention - Staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in math.

Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability For Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not An Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein).

Tier:

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$1287	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Student Identification For Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students for supplemental & enrichment support by the essential standards.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Student Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$2375	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator will monitor the implementation of intervention plans through periodic room visitations and program fidelity checks.	Walkthrough	Tier 1		09/03/2013	06/10/2016	\$0	No Funding Required	Building administrator

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide extended learning opportunities over the summer to elementary students to improve achievement in math. The district will employ staff to work strategically with students who have been identified as needing additional support. Summer school will focus on a student-specific system of interventions that will help maintain and/or improve the students' performance level in math.	Academic Support Program, Direct Instruction, Technology	Tier 2	Implement	07/01/2015	06/30/2016	\$5711	Title I Part A	Teachers, support staff and administration

Strategy 3:

Collaborative Learning Culture - Building staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in math.

Category:

Research Cited: Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - K-12 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning			07/01/2013	06/10/2016	\$0	No Funding Required	District and Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program			09/03/2013	06/10/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - School/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/10/2016	\$62	General Fund	Building Level staff and administration, parents, and community members

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - District Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	07/01/2013	06/10/2016	\$125	General Fund	District and Building level staff and administration

School Improvement Plan

Chikaming Elementary School

Strategy 4:

Focused Instruction - Staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in math.

Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will arrange students in small instructional groups based on assessment data and provide targeted instruction on specific skill development.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$150	General Fund	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building administrator

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of math skills.	Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/10/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data notebooks for the essential standards taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$62	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By

School Improvement Plan

Chikaming Elementary School

In Progress		June 22, 2015	Mrs. Heidi L Clark
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Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$850	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Peer coaching was used successfully as a trial in the 14-15 school year and will be recommended k-5 in the 15-16 school year as another professional learning opportunity.	June 22, 2015	Mrs. Heidi L Clark

Strategy 5:

Addressing the needs of the whole child - Staff will implement programs that address the needs of the whole child.

Category:

Research Cited: ASCD. Making the Case for Educating the Whole Child [pdf 1.9M] . Alexandria, VA: ASCD; 2011.

Basch CE. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: Columbia University; 2010.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Tier: Tier 1

Activity - Healthy Living	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	All staff

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Healthy Heart Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Arts Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Other	Music/PE teacher, art teacher, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	After school art opportunities were lacking in the 14-15 school year because of a lack of staff available. We will continue to seek afterschool opportunities for our students in the 15-16 school year.	June 22, 2015	Mrs. Heidi L Clark

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

Chikaming Elementary School

Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	Other	Administrator, counselor, classroom teacher
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Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Activity - Behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Other	all staff

Status	Progress Notes	Created On	Created By
In Progress		June 22, 2015	Mrs. Heidi L Clark

Goal 2: All students will improve their proficiency in reading.

Measurable Objective 1:

79% of Kindergarten, First and Second 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 by scoring a 1 or 2 in reading in English Language Arts by 06/30/2016 as measured by state assessments.

Strategy 1:

Targeted Intervention - District staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in reading. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

School Improvement Plan

Chikaming Elementary School

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - student Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$105200	General Fund, Title II Part A, Title I Part A	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Chikaming Elementary School

Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1287	General Fund, Title II Part A	Building staff and administration
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Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Extended learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide extended learning opportunities over the summer to elementary students to improve achievement in reading. The district will employ staff to work strategically with students who have been identified as needing additional support. Summer school will focus on a student-specific system of interventions that will help maintain and/or improve the students' performance level in reading.	Academic Support Program, Direct Instruction, Technology	Tier 2	Implement	07/01/2015	06/30/2016	\$5711	Title I Part A	Teachers support staff and administration

Strategy 2:

Data-Driven Decision Making - District staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in reading.

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn SY 2016-2017

School Improvement Plan

Chikaming Elementary School

(DuFour)

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete a detailed data analysis for each students to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We will begin to have student data notebooks follow students through their elementary years (K-5). Student behavior data will also be included in the notebooks beginning in the 2015-16 school year.	June 23, 2015	Mrs. Heidi L Clark

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use progress monitoring every 1-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We will switch from Dibels to AimsWeb for progress monitoring.	June 24, 2016	Mrs. Heidi L Clark
In Progress	Progress monitoring data will be included in student data notebooks beginning in the 2015-16 school year.	June 23, 2015	Mrs. Heidi L Clark

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

Chikaming Elementary School

Staff will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration
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Status	Progress Notes	Created On	Created By
In Progress	We will switch from Dibels to AimsWeb for Benchmark Assessments.	June 24, 2016	Mrs. Heidi L Clark
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will administer common assessments for every essential standard taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	The common assessments across the board have been too broad. During the 2015-16 School year, staff will, by grade-level, refine the assessments administered to test proficiency on the chosen essential standards.	June 23, 2015	Mrs. Heidi L Clark

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Strategy 3:

SY 2016-2017

Page 65

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School Improvement Plan

Chikaming Elementary School

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in reading. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of reading skills.	Technology	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify essential standards for each course/subject.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data notebook for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Instructional Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level staff will arrange students in small instructional groups based on assessment data and provide targeted instruction on specific skill development.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$150	General Fund	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$850	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Peer coaching was used successfully as a trial in the 14-15 school year and will be recommended k-5 in the 15-16 school year as another professional learning opportunity.	June 23, 2015	Mrs. Heidi L Clark

Strategy 4:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in reading.

Category:

Research Cited: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - K-12 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$0	No Funding Required	District and building staff and administration

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Chikaming Elementary School

In Progress		June 23, 2015	Mrs. Heidi L Clark
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Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - School/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2014	06/30/2016	\$62	General Fund	Building staff, administration, parents and community members

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	07/01/2014	06/30/2016	\$125	General Fund	District and building staff and administration.

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Strategy 5:

Addressing the needs of the whole child - Staff will implement programs that address the needs of the whole child.

Category:

Research Cited: ASCD. Making the Case for Educating the Whole Child [pdf 1.9M] . Alexandria, VA: ASCD; 2011.

Basch CE. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: Columbia University; 2010.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Tier: Tier 1

Activity - Healthy Heart Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Healthy Living	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Chikaming Elementary School

Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	All staff
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Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Arts Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	music/PE teacher, art teacher, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	After school art opportunities were lacking in the 14-15 school year because of a lack of staff available. We will continue to seek afterschool opportunities for our students in the 15-16 school year.	June 23, 2015	Mrs. Heidi L Clark

Activity - Behavioral Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Other	Administrator, counselor, classroom teacher

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/01/2016	\$0	Other	all staff

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Measurable Objective 2:

46% of English Learners students will complete a portfolio or performance by demonstrating defined adequate progress in Reading by 06/30/2016 as measured by WIDA assessment.

Strategy 1:

Organize Instruction using SIOP - Teachers will organize instruction for English Language Learners using SIOP to improve the language acquisition of students. Additionally, teachers will utilize the Imagination Learning Software to facilitate and enhance the language acquisition skills of students.

Category:

Research Cited: Sheltered Instruction Observation Protocol: Center for Applied Linguistics

Tier: Tier 1

Activity - SIOP training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers with ELL students will participate in SIOP training and will collaborate in the development of instructional plans for ELL students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	01/19/2015	06/30/2016	\$472	Title III	Building level administrators and instructional staff

School Improvement Plan

Chikaming Elementary School

Strategy 2:

Instructional Coach - Through the collaboration with an instructional coach, district teachers will implement effective teaching strategies for English Language Learners in all core subject areas. The instructional coach will research best practice resources, provide appropriate professional development, and coach district teachers who are working directly with ELL students.

Category:

Research Cited: Sheltered Instruction Observation Protocol: Center for Applied Linguistics

Tier: Tier 1

Activity - Collaboration and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach and teachers will collaborate on a regular basis to improve the language acquisition skills of ELL students.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	02/02/2015	06/30/2016	\$125	General Fund	Instructional coach, district teachers of ELL students and building administrators

Goal 3: All students will improve their proficiency in writing.

Measurable Objective 1:

59% of Kindergarten, First and Second 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 by scoring a 1 or 2 in writing in English Language Arts by 06/01/2016 as measured by state assessments..

Strategy 1:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in writing.

School Improvement Plan

Chikaming Elementary School

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	District and building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - School/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2016	\$62	General Fund	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - k-12 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Strategy 2:

Focused Instruction - District staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in writing. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

School Improvement Plan

Chikaming Elementary School

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with data notebooks for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$50	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of writing skills	Technology			09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1		09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$850	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Peer coaching was used successfully as a trial in the 14-15 school year and will be recommended k-5 in the 15-16 school year as another professional learning opportunity.	June 23, 2015	Mrs. Heidi L Clark

Strategy 3:

Data-Driven Decision Making - Staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in writing.

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

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

Chikaming Elementary School

Staff will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration
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Status	Progress Notes	Created On	Created By
In Progress	We are adding AimsWeb for benchmark assessments	June 24, 2016	Mrs. Heidi L Clark
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Common Assessment/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop & administer common assessments for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	The common assessments across the board have been too broad. During the 2015-16 School year, staff will, by grade-level, refine the assessments administered to test proficiency on the chosen essential standards.	June 23, 2015	Mrs. Heidi L Clark

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We will begin to have student data notebooks follow students through their elementary years (K-5). Student behavior data will also be included in the notebooks beginning in the 2015-16 school year.	June 23, 2015	Mrs. Heidi L Clark

Strategy 4:

Targeted Intervention - District staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in writing. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administrators

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Student Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1287	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Strategy 5:

Addressing the needs of the whole child - Staff will implement programs that address the needs of the whole child.

Category:

Research Cited: ASCD. Making the Case for Educating the Whole Child [pdf 1.9M] . Alexandria, VA: ASCD; 2011.

Basch CE. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: Columbia University; 2010.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Tier: Tier 1

Activity - Healthy Living	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Healthy Heart Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Arts Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	music/PE teacher, art teacher, classroom teacher

Status	Progress Notes	Created On	Created By
In Progress	After school art opportunities were lacking in the 14-15 school year because of a lack of staff available. We will continue to seek afterschool opportunities for our students in the 15-16 school year.	June 23, 2015	Mrs. Heidi L Clark

Activity - Behavioral Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Other	administrator, counselor, classroom teacher

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Activity - Behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	all staff

Status	Progress Notes	Created On	Created By
In Progress		June 23, 2015	Mrs. Heidi L Clark

Goal 4: All students will improve their proficiency in science.

Measurable Objective 1:

48% of Kindergarten, First and Second 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 by scoring a 1 or 2 in Science by 06/30/2016 as measured by state assessments.

Strategy 1:

Data Driven Decision Making - Staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in science.

Category:

Research Cited: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), What Works in Schools: Translating Research into Action (Marzano), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

Activity - Common Assessments/Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and administer common assessments for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
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School Improvement Plan

Chikaming Elementary School

In Progress	The common assessments across the board have been too broad. During the 2015-16 School year, staff will, by grade-level, refine the assessments administered to test proficiency on the chosen essential standards.	July 02, 2015	Mrs. Heidi L Clark
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	We will begin to have student data notebooks follow students through their elementary years (K-5). Student behavior data will also be included in the notebooks beginning in the 2015-16 school year.	July 02, 2015	Mrs. Heidi L Clark

Strategy 2:

Focused Instruction - Staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in science. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

SY 2016-2017

School Improvement Plan

Chikaming Elementary School

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of science skills.	Technology	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with data notebooks for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$850	Title II Part A, General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Peer coaching was used successfully as a trial in the 14-15 school year and will be recommended k-5 in the 15-16 school year as another professional learning opportunity.	July 02, 2015	Mrs. Heidi L Clark

Strategy 3:

Collaborative Learning Culture - Staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in science.

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Results: the Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

School Improvement Plan

Chikaming Elementary School

Tier:

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	District and building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - K-12 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	No Funding Required	District and building level staff and administration

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - School/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2016	\$62	General Fund	Building staff, administration, parents and community members.

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Strategy 4:

Targeted Intervention - Staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in science. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Chikaming Elementary School

Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration
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Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Student Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning			09/03/2013	06/30/2016	\$1287	General Fund, Title II Part A	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

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

Chikaming Elementary School

District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administration
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Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Strategy 5:

Addressing the needs of the whole child - Staff will implement programs that address the needs of the whole child.

Category:

Research Cited: ASCD. Making the Case for Educating the Whole Child [pdf 1.9M] . Alexandria, VA: ASCD; 2011.

Basch CE. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: Columbia University; 2010.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Tier: Tier 1

Activity - Healthy Heart Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

School Improvement Plan

Chikaming Elementary School

Activity - Healthy Living	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Arts Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	music teacher, art teacher, classroom teacher

Status	Progress Notes	Created On	Created By
In Progress	After school art opportunities were lacking in the 14-15 school year because of a lack of staff available. We will continue to seek afterschool opportunities for our students in the 15-16 school year.	July 02, 2015	Mrs. Heidi L Clark

Activity - Behavioral Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Other	administrator, counselor, classroom teacher

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Goal 5: All students will improve their proficiency in social studies.

Measurable Objective 1:

55% of Kindergarten, First and Second 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 by scoring a 1 or 2 in Social Studies by 06/30/2016 as measured by state assessments.

Strategy 1:

Collaborative Learning Culture - District staff will work in a collaborative manner to identify, plan, implement, and analyze protocols to improve student achievement in social studies.

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Results: The Key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Accountability for Learning: How Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

School Improvement Plan

Chikaming Elementary School

Activity - K-12 Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	District and building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - K-12 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	No Funding Required	District and building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Building Level Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - School/Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	09/03/2013	06/30/2016	\$62	General Fund	Building staff, administration, parents and community members.

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Strategy 2:

Data-Driven Decision Making - Staff will utilize data to drive decisions made regarding instructional practices to improve student achievement in social studies.

Category:

Research Cited: What Works in Schools: Translating Research into Action (Marzano), Results: The key to Continuous School Improvement (Schmoker), Beyond the Numbers: Making Data Work for Teachers and School Leaders (White), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	General Fund	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress	We will begin to have student data notebooks follow students through their elementary years (K-5). Student behavior data will also be included in the notebooks beginning in the 2015-16 school year.	July 02, 2015	Mrs. Heidi L Clark

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and administer common assessments for every essential standard taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	The common assessments across the board have been too broad. During the 2015-16 School year, staff will, by grade-level, refine the assessments administered to test proficiency on the chosen essential standards	July 02, 2015	Mrs. Heidi L Clark

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Strategy 3:

Focused Instruction - Staff will develop and implement instructional plans based on identified individual student needs to improve student achievement in social studies. Instructional plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How

SY 2016-2017

Page 95

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School Improvement Plan

Chikaming Elementary School

Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour)

Tier:

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide students with a data notebook for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	General Fund	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Identify Essential Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate to identify essential standards for each subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	General Fund	Building level staff and administration

School Improvement Plan

Chikaming Elementary School

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of social studies skills.	Technology			09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$850	General Fund, Title II Part A	Building staff and administration

Status	Progress Notes	Created On	Created By
In Progress	Peer coaching was used successfully as a trial in the 14-15 school year and will be recommended k-5 in the 15-16 school year as another professional learning opportunity.	July 02, 2015	Mrs. Heidi L Clark

Strategy 4:

Targeted Intervention - Staff will develop and implement intervention plans based on identified individual student needs to improve student achievement in social studies. Intervention plans will be monitored and revised as needed by instructional staff and administration.

Category:

Research Cited: MDE School Improvement Framework, What Works in Schools: Translating Research into Action (Marzano), Accountability for Learning: How

School Improvement Plan

Chikaming Elementary School

Teachers and School Leaders Can Take Charge (Reeves), Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFour), Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools (Blankstein)

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	District and building level administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1287	General Fund, Title II Part A	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Student Intervention Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Chikaming Elementary School

Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	General Fund	Building level staff and administration
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Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Student Identification for Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	No Funding Required	Building level staff and administration

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Strategy 5:

Addressing the needs of the whole child - Staff will implement programs that address the needs of the whole child.

Category:

Research Cited: ASCD. Making the Case for Educating the Whole Child [pdf 1.9M] . Alexandria, VA: ASCD; 2011.

Basch CE. Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6. New York: Columbia University; 2010.

CDC. The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

Tier: Tier 1

School Improvement Plan

Chikaming Elementary School

Activity - Healthy Living	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Healthy Heart Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	No Funding Required	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Arts Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/04/2015	\$0	Other	music teacher, art teacher, classroom teacher

Status	Progress Notes	Created On	Created By

School Improvement Plan

Chikaming Elementary School

In Progress	After school art opportunities were lacking in the 14-15 school year because of a lack of staff available. We will continue to seek afterschool opportunities for our students in the 15-16 school year.	July 02, 2015	Mrs. Heidi L Clark
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Activity - Behavioral Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Other	Administrator, counselor, classroom teacher

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity - Behavior expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2016	\$0	Other	all staff

Status	Progress Notes	Created On	Created By
In Progress		July 02, 2015	Mrs. Heidi L Clark

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended learning	The district will provide extended learning opportunities over the summer to elementary students to improve achievement in reading. The district will employ staff to work strategically with students who have been identified as needing additional support. Summer school will focus on a student-specific system of interventions that will help maintain and/or improve the students' performance level in reading.	Academic Support Program, Direct Instruction, Technology	Tier 2	Implement	07/01/2015	06/30/2016	\$5711	Teachers support staff and administration
student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$84884	Building staff and administration
Extended Learning	The district will provide extended learning opportunities over the summer to elementary students to improve achievement in math. The district will employ staff to work strategically with students who have been identified as needing additional support. Summer school will focus on a student-specific system of interventions that will help maintain and/or improve the students' performance level in math.	Academic Support Program, Direct Instruction, Technology	Tier 2	Implement	07/01/2015	06/30/2016	\$5711	Teachers, support staff and administration

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SLOP training	Teachers with ELL students will participate in SLOP training and will collaborate in the development of instructional plans for ELL students.	Professional Learning, Teacher Collaboration	Tier 1	Implement	01/19/2015	06/30/2016	\$472	Building level administrators and instructional staff

School Improvement Plan

Chikaming Elementary School

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$600	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$600	Building staff and administration
student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$18191	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1037	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$600	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1037	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$1037	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$1037	Building level staff and administration

School Improvement Plan

Chikaming Elementary School

Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning			09/03/2013	06/30/2016	\$1037	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$600	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$600	Building staff and administration

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior expectations	All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Behavior expectations	All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/10/2016	\$0	all staff
Arts Opportunities	After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	Music/PE teacher, art teacher, classroom teachers
Behavioral Supports	Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	administrator, counselor, classroom teacher
Arts Opportunities	After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	music/PE teacher, art teacher, classroom teachers

School Improvement Plan

Chikaming Elementary School

Arts Opportunities	After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	music teacher, art teacher, classroom teacher
Arts Opportunities	After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/04/2015	\$0	music teacher, art teacher, classroom teacher
Behavior expectations	All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Behavior expectations	All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/01/2016	\$0	all staff
Behavior expectations	All students will be taught expected behaviors, using staff-developed lesson plans, on a systematic basis throughout the school year.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Behavioral Supports	Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Administrator, counselor, classroom teacher
Behavioral Supports	Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/10/2016	\$0	Administrator, counselor, classroom teacher
Behavioral Supports	Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	administrator, counselor, classroom teacher
Arts Opportunities	After school music lesson and art opportunities will be made available to all students throughout the school year, including but not limited to: After school music lessons for 3-5th graders, Art show opportunities for K-5 students, community performances throughout the school year for K-5 students, and WHRC Radio recording for fourth and fifth graders.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	music/PE teacher, art teacher, classroom teacher

School Improvement Plan

Chikaming Elementary School

Behavioral Supports	Staff will use SWIS data and SRSS data to recommend students for counseling groups that will address at risk behaviors of students.	Behavioral Support Program	Tier 2	Implement	09/02/2014	06/30/2016	\$0	Administrator, counselor, classroom teacher
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1		09/03/2013	06/30/2016	\$0	Building staff and administration
Progress Monitoring	Teachers will use progress monitoring every 1-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Building staff and administration
Technology Integration	Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of social studies skills.	Technology			09/03/2013	06/30/2016	\$0	Building level staff and administration
Common Assessment/Essential Standards	Staff will develop & administer common assessments for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
K-12 Professional Development	District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	District and building level staff and administration
Technology Integration	Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of writing skills	Technology			09/03/2013	06/30/2016	\$0	Building staff and administration
Student Identification for Support	Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Monitoring	Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1	Implement	09/03/2013	06/30/2016	\$0	District and building level administration

School Improvement Plan

Chikaming Elementary School

Technology Integration	Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of reading skills.	Technology	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building level staff and administration
Healthy Heart Month	One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
K-12 Professional Development	District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning			07/01/2013	06/10/2016	\$0	District and Building level staff and administration
Healthy Living	Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Student Identification for Support	Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	Building level staff and administration
Healthy Heart Month	One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
K-12 Professional Development	District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	District and building level staff and administration
K-12 Professional Development	Staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$0	District and building staff and administration

School Improvement Plan

Chikaming Elementary School

Healthy Heart Month	One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Healthy Heart Month	One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	All staff
Healthy Living	Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Monitoring	Building administrator will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Walkthrough	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building administration
Monitoring	Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	District and building level administration
k-12 Professional Development	District staff will participate in K-12 professional learning opportunities to work in a collaborative manner to improve and align instructional practices district-wide.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$0	Building level staff and administration
Student Data Analysis	Students will set goals, record progress and analyze their own data.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building staff and administration
Monitoring	Building administrator will monitor the implementation of intervention plans through periodic room visitations and program fidelity checks.	Walkthrough	Tier 1		09/03/2013	06/10/2016	\$0	Building administrator
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Student Identification for Support	Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Monitoring	Building and District administrators will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	District and building level administration
Technology Integration	Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of math skills.	Technology	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building level staff and administration
Technology Integration	Technology will be integrated into classroom instruction on a regular basis to enhance student engagement and improve student comprehension and retention of science skills.	Technology	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Healthy Living	Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	all staff
Common Assessments / Essential Standards	Staff will administer common assessment for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building level staff and administration
Professional Development	Staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Common Assessments/Essential Standards	Staff will administer common assessments for every essential standard taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Healthy Living	Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities	Other	Tier 1	Implement	09/02/2014	06/30/2016	\$0	All staff

School Improvement Plan

Chikaming Elementary School

Monitoring	District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	District and building level administration
Professional Development	Staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	building staff and administration
Healthy Heart Month	One month per year will be set aside for building wide, integrated, thematic instruction on Healthy Hearts. All staff will integrate healthy living choices into their core curriculum instruction throughout this month. Students will take part in a fruit and veggie challenge to build awareness and skill in making healthy food choices.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	All staff
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building level staff and administration
Student Identification For Support	Staff will identify students for supplemental & enrichment support by the essential standards.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building staff and administration
Healthy Living	Staff will model and encourage healthy living choices. Staff and Families will be encouraged to offer healthy choices during classroom celebrations and other activities. Water or 100% fruit juice will be the only drink choice for classroom activities.	Other	Tier 1	Implement	09/02/2014	06/10/2016	\$0	All staff
Monitoring	Building administrator will monitor the implementation of instructional strategies through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$0	Building administrator
Professional Development	Building staff will attend appropriate professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Professional Development	Staff will attend professional development workshops/conferences to improve the use of data to drive instructional practices.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Monitoring	District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	District and building level administrators

School Improvement Plan

Chikaming Elementary School

Monitoring	District and Building administrators will monitor the implementation of intervention plans through periodic classroom visitations and program fidelity checks.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	District and building level administration
Student Identification for Support	Staff will identify students for supplemental support by the essential standard that a student is struggling to master.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$0	Building staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program			09/03/2013	06/10/2016	\$0	Building staff and administration
Building Level Collaboration	Building staff will regularly work in collaborative teams to review student data, plan curriculum, and develop effective instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$0	Building level staff and administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$2375	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration
Common Assessments	Staff will develop and administer common assessments for every essential standard taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration
Data Analysis	Teachers will use student data notebooks to complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$525	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Collaboration and Coaching	Instructional coach and teachers will collaborate on a regular basis to improve the language acquisition skills of ELL students.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	02/02/2015	06/30/2016	\$125	Instructional coach, district teachers of ELL students and building administrators
Student Data Notebooks	Staff will provide students with data notebooks for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration
Student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	Building level staff and administration
School/Community Collaboration	Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/10/2016	\$62	Building Level staff and administration, parents, and community members
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning			09/03/2013	06/30/2016	\$250	Building staff and administration
Data Analysis	Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Instructional Groupings	Building level staff will arrange students in small instructional groups based on assessment data and provide targeted instruction on specific skill development.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$150	Building level staff and administration
Progress Monitoring	Staff will use progress monitoring every 1-3 weeks to monitor the performance of struggling students and to develop meaningful intervention strategies.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration
Student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	Building staff and administration
Identify Essential Standards	Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	Building staff and administration
Identify Essential Standards	Staff will collaborate to identify essential standards for each course/subject.	Teacher Collaboration	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building level staff and administration
K-12 Collaboration	K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	District and building level staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration
K-12 Collaboration	K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	07/01/2014	06/30/2016	\$125	District and building staff and administration.
Common Assessments/Essential Standards	Staff will develop and administer common assessments for every essential standard taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration
Identify Essential Standards	Staff will collaborate to identify essential standards for each subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	Building level staff and administration

School Improvement Plan

Chikaming Elementary School

Data Analysis	Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	Building staff and administration
Identify Essential Standards	Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/10/2016	\$125	Building staff and administration
Benchmark Assessments	Teachers will administer benchmark or interim assessments 3 times a year using valid and reliable universal screening tools and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$125	Building staff and administration
Identify Essential Standards	Staff will collaborate to identify essential standards for each course/subject.	Direct Instruction	Tier 1	Implement	07/01/2013	06/30/2016	\$125	Building staff and administration
District Collaboration	K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Teacher Collaboration	Tier 1	Implement	07/01/2013	06/10/2016	\$125	District and Building level staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building level staff and administration
Data Analysis	Staff will complete a detailed data analysis for each student to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$250	Building staff and administration
Benchmark Assessment	Staff will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration

School Improvement Plan

Chikaming Elementary School

Instructional Groupings	Building level staff will arrange students in small instructional groups based on assessment data and provide targeted instruction on specific skill development.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$150	Building level staff and administration
Student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2375	Building staff and administration
School/Community Collaboration	Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2016	\$62	Building staff, administration, parents and community members.
Student Data Notebooks	Staff will provide students with a data notebook for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration
School/Community Collaboration	Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2013	06/30/2016	\$62	Building level staff and administration
Student Data Notebooks	Staff will provide students with a data notebooks for the essential standards taught in a course/subject.	Academic Support Program	Tier 1	Implement	09/03/2013	06/10/2016	\$62	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/30/2016	\$250	Building staff and administration
K-12 Collaboration	K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	District and building level staff and administration
Data Analysis	Staff will complete a detailed data analysis for each students to determine deficiencies in performance and to develop strategies to improve student achievement.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$525	Building staff and administration
Benchmark Assessments	Staff will administer benchmark or interim assessments three times a year using a valid and reliable Universal Screening tool, and use the assessments to inform instruction for each student.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building staff and administration

School Improvement Plan

Chikaming Elementary School

School/Community Collaboration	Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	07/01/2014	06/30/2016	\$62	Building staff, administration, parents and community members
School/Community Collaboration	Staff will work collaboratively with parents and community members to promote a seamless learning culture between the school and the home with a focus on improving student achievement.	Community Engagement	Tier 1	Implement	09/03/2013	06/30/2016	\$62	Building staff, administration, parents and community members.
K-12 Collaboration	K-12 staff will work in a collaborative manner to analyze student assessment data, to review the curriculum to ensure district alignment, and to develop effective district-wide instructional practices to improve student achievement.	Academic Support Program	Tier 1	Implement	07/01/2013	06/30/2016	\$125	District and building level staff and administration
Student Data Notebooks	Staff will provide students with data notebooks for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$50	Building staff and administration
Professional Training	Staff will attend professional development workshops/conferences and receive ongoing coaching (when applicable) in high quality teaching practices to ensure continuous improvement for all students.	Professional Learning	Tier 1	Implement	09/03/2013	06/10/2016	\$250	Building staff and administration
Student Data Notebooks	Staff will provide students with a data notebook for the essential standards taught.	Academic Support Program	Tier 1	Implement	09/03/2013	06/30/2016	\$125	Building level staff and administration
student Intervention Plans	Staff will collaborate to develop individual student intervention plans that identify a specific prescription of supports to be used that focuses on improving specific essential skills.	Academic Support Program	Tier 2	Implement	09/03/2013	06/30/2016	\$2125	Building staff and administration