School Improvement Plan

Bertha Neal Elementary School

Durand Area Schools

Ms. Hattie Hanycz, Principal
930 W. Main Street
Durand, MI 48429

TABLE OF CONTENTS

School Additional Requirements Diagnostic

Title I Schoolwide Diagnostic

2015-16 School Goals

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?

Bertha Neal Elementary serves the preschool through first grade students for the Durand Area School District. We provide a warm and friendly learning environment for approximately 300 students. We are a MiBLSi (Michigan's Integrated Behavior & Learning Support Initiative) school that provides capacity for an integrated behavior and reading Multi-Tiered System of Supports (MTSS). As a direct result, data shows gains in student reading, math, and behavior.

Our staff is composed of energetic and enthusiastic teachers/support personnel. They clearly find teaching and working with children both joyful and professionally fulfilling. The parents who send their children to Bertha Neal Elementary give us wonderful support and great positive feedback for our efforts. We work at making Bertha Neal Elementary a warm and welcoming environment; parent responses confirm that we successfully provide this environment for all students.

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.

We, the staff of Bertha Neal Elementary, are committed to nurturing life-long learners in an environment that:

Encourages Academic Success; Teaches Social Responsibility and Respect; Promotes Emotional and Physical Well-Being.

Crucial to this mission is the commitment and involvement of students, parents, and the community.

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.

At Bertha Neal Elementary, we have been able to maintain consistent staffing with minimal support and teaching staff turnover. With our grade levels, we have been able to consistently provide common instruction due to the collaboration at grade level PLC's. We also have a very strong PTAC group that provides consistent support through meetings, volunteering, and offerings of additional opportunities for our students. We would also like to note that over 90% of our teaching staff hold an Early Childhood Endorsement, which we believe is highly effective best practices in a PreK-1st building.

Over the next three years, we plan to maintain our current progress in reading along with increasing our math outcomes that better align with CCSS. Over the next three years, we plan to maintain our current progress in reading along with increasing our math outcomes that better align with CCSS.

Additional Information

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

Since the concentration and focus in this building is early childhood, we are able to provide students with purposeful, intentional instruction that guides and prepares them for the 2nd-4th grades. The Great Start Readiness Preschool and Early Childhood Special Education Preschool programs are of high quality curriculum and teaching staff.

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.

All staff stakeholders are involved in planning, design, monitoring, and evaluation of the plan. All other stakeholders are involved through survey and meetings. Stakeholders are involved throughout the year in planning and input meetings held before school, during the day, and evenings in order to accommodate schedules.

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

Staff members were broken up into content area and grade level to assist with goals. Once needs were identified teams would then identify research based strategies to assist with reducing the need gap. All other stakeholders would then review the plan and along with perception data input and implementation would be completed.

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

Once a year the school improvement plan was presented at our PTAC meeting were stakeholders could request a copy and provide additional input. Frequency of progress will be given during additional parent meetings, parent-teacher conferences and through newsletters.

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?

Student enrollment has declined since 2012. For the 2014-15 school year, 40 (18 - kindergarten; 22 - first grade) resident students are enrolled in another district.

Student Demographic Data

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

In 2011-12, there were 275 students enrolled. Of those, 37.3% (100 students) were considered chronically absent (10 or more absences) from school.

In 2012-13, there were 247 students enrolled. Of those,37.6% (92 students) were considered chronically absent (10 or more absences) from school.

In 2013-14, there were 205 students enrolled. Of those, 31.6% (65 students) were considered chronically absent (10 or more absences) from school.

Daily in classroom, hands-on learning takes place with this age group. When students miss days they are not able to make-up what they miss and therefore lose out on valuable instruction time.

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 past three years data, defiance continues to be the most prevalent reason for discipline referrals in both kindergarten and first grades. In both kindergarten and first grade, the highest prevalence of discipline referrals in both grades for the past three years have occurred in the classroom.

Student Demographic Data

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

Enrollment

Attendance

Behaviors

We will continue to promote the positive student learning achievements in the community, advertise for registration via social media, news sources, and within local community businesses.

Starting with kindergarten registration, we will share attendance information with parents about the importance of being at school.

We will front-load the school year with building and classroom expectations.

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?

Over 50% of our teaching staff holds a Masters degree and have been teaching for over ten years. This provides a great deal of experience within the building. This experience can benefit student achievement in the positive, as teachers are accustomed to the students and teaching practices within the elementary school system. The other 50% of the staff holds a Bachelors degree and bring new ideas and practices to teaching community.

The administrator is new to the role this year, but brings 14 years of experience in Early Childhood Education. This benefits our building because it is an Early Childhood building serving grades Preschool- First.

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?

Over 50% of our teaching staff holds a Masters degree and have been teaching for over ten years. This provides a great deal of experience within the building. This experience can benefit student achievement in the positive, as teachers are accustomed to the students and teaching practices within the elementary school system. The other 50% of the staff holds a Bachelors degree and bring new ideas and practices to teaching community.

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?

In reviewing the number of days absent with the school leader we found that days absent were few (7) and related to professional development.

Teacher/School Leader(s) Demographic Data

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

have on student achievement?

In reviewing the number of days absent among staff members, it is seen that there are a total of 176 sick/personal days taken and 98 absences due to professional learning. This high number of absences requires substitute teachers to be present in the classrooms which can result in inconsistency for the students and a lapse in instruction within the academic learning environment.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Our teaching staff within our building is comprised of 100% females and all staff members are Caucasian. This is a challenge because it limits the opportunity of students that may benefit of a teacher of different gender or ethnicity.

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?

Strand I: Teaching for Learning
Standard 2: Instruction
Indicator C: Instructional Design, Indicator E: Learning Environment, and Indicator F: Reflection

Strand I: Teaching for Learning
Standard 3: Assessment
Indicator I: Data Analysis and Decision Making

Strand II: Leadership for Learning
Standard 5: A Culture for Learning
Indicator N: Safe and Supportive Environment

Strand II: Leadership for Learning
Standard 6: Organizational Management
Indicator P: Communication Systems

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

Strand I: Teaching for Learning
Standard 3: Assessment
Indicator J: Student Involvement in the Assessment Process

Strand III: Professional Learning Culture
Standard 7: Professional Learning Culture
Indicator T: Collective Responsibility

Strand IV: School, Family, and Community Relations
Standard 10: Engagement
Indicator Y: Learning Opportunities

12. How might these challenges impact student achievement?

The lack of vertical planning/alignment can negatively impact student achievement because teachers are not fully preparing them for 2nd grade and beyond.

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.

To help with vertical planning/alignment, teachers will go through TLT (Teachers Learn Together) as a professional development opportunity. Teachers will be given more opportunities to participate in vertical grade level PLC's.

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

All Kindergarten and First Grade students (including students with disabilities) take district-level assessments. These assessment results categorize students in to three areas: benchmark, strategic, and intensive. All students who are intensive in reading and math are eligible for Title I/intervention support - thus also eligible to attend Summer School.

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

Summer school is offered for students in K-1.

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

Students who score in the 'intensive' category on DIBELS and AIMSweb assessments and who receive Title I support throughout the school year, are identified and offered an opportunity to participate in Summer School. Parents are notified via written letter from the Title I teacher. Parents must agree to have their child participate in writing.

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?

All elementary teachers attend professional development days. The training focuses on horizontal and vertical alignment in curriculum, ensuring that the current programs are meeting the State Common Core Standards. Title I teachers also participate in district-wide Title 1 alignment meetings, three times during the school year.

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

In 2014-15 in Kindergarten

* First Sound Fluency benchmark scores increased from 66% in the fall to 94% in the winter (+28%)

* Phoneme Segmentation Fluency benchmark scores increased from 84% in the winter to 94% in spring (+10%)

* Nonsense Word Fluency intensive scores decreased from 2% in the winter to 1% in the spring

In 2014-15 in First Grade

*DORF Accuracy benchmark scores increased from 47% in the winter to 56% in the spring (+9%)

19b. Reading- Challenges

In 2014-15 First Grade

*Nonsense Word Fluency/Letter Sounds intensive score have increased from 12% in fall to 23% in spring (-11%)

*Nonsense Word Fluency/Whole Words Read benchmark scores have decreased from 94% in winter to 77% in spring (-17%)

19c. Reading- Trends

Kindergarten Dibels scores have increased each year in all areas tested since 2013

Composite Scores

2013-14 fall 55% to spring 82%

2014-15 fall 61% to spring 91%

First Grade Dibels show growth between the 2013-14 and 2014-15

Composite Scores

Fall composite scores went from 50% in 2013-14 to 71% in 2014-15

Spring composite scores went from 42% in 2013-14 to 57% in 2014-15

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.

In the school improvement plan there is a reading goal that drives instruction on these challenges. Staff meets monthly to review data on strategic and intensive students and review ideas on how to meet these challenges. Looking at curriculum, a core program is needed to help fill gaps within the current curriculum being used. Staff will begin to look and review programs that help address these challenges.

20a. Writing- Strengths

Currently we are using Writing Fundamentals as our core writing program within the district. Although this provides classroom instruction it doesn't provide the assessment needed to show growth amongst the students.

20b. Writing- Challenges

The district writing program that is currently used doesn't properly align with the Common Core State Standards or prepare the students for the state wide assessments that are given at the end of the year in 3rd grade and up. We also found that a district assessment that shows growth among the students from year to year is not evident.

20c. Writing- Trends

There are not trends at this time do to the lack of a common assessment to show growth.

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.

These challenges will be addressed within the School Improvement Plan by creating a school wide writing prompt and rubric. This will be given in the fall and spring.

21a. Math- Strengths

Oral Counting Fluency

Kindergarten - 56% benchmark in the fall to 85% benchmark in the spring (+29%)

Number Identification

Kindergarten - 70% benchmark in the fall to 83% benchmark in the spring (+13%)

Quantity Discrimination

Kindergarten - 7% intensive in the winter to 2% intensive in the spring (-5%)

First Grade - 66% benchmark in the fall to 75% in spring (+9%)

21b. Math- Challenges

Missing Number declined from fall to spring in both grades

In Kindergarten we are losing students from benchmark into strategic between winter and spring.

In first grade students are staying in the ranges and not moving up.

Number Identification in first grade students are moving from benchmark to strategic and intensive. In the fall 64% of students were benchmark and in the spring 56% of students were benchmark. In the fall 22% of students were strategic and in the spring 19% of students were strategic.   In the fall 13% of students were intensive and in the spring 23% of students were intensive.

21c. Math- Trends

Kindergarten early numeracy scores have went up in all areas tested between the last two years.

2013-14 spring to 2014-15 Spring

Oral Counting - 69% to 86%

Number Identification - 70% to 84%

Quantity Discrimination -77% to 90%

Missing Number 70% to 79%

First grade early numeracy scores between 2013-14 and 2014-15 in some areas except number identification

2013-14 spring to 2014-15 Spring

Oral Counting - 73% to 82%

Number Identification 60% to 56%

Quantity Discrimination 67% to 76%

Missing Number 48% to 64 %

M-Comp - 34% to 58%

21d. Math- Summary

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

The school improvement plan has an early numeracy goal. A math curriculum change has taken place this year in all elementary grades. The district has adopted Georgia Math. This program is a hands on learning tool where students are deepening their thinking skills to get them ready for state tests in the higher grades. Staff has found that this program is not a complete curriculum and needs to be supplemented with other materials.

22a. Science- Strengths

NA

22b. Science- Challenges

NA

22c. Science- Trends

NA

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.

NA

23a. Social Studies- Strengths

NA

23b. Social Studies- Challenges

NA

23c. Social Studies- Trends

NA

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.

NA

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?

Based on our Student Perception Data, the highest levels of satisfaction among students are: they believe their families and teachers want them to do well at school, they feel their teachers are good teachers, the school is good, they are good students, and the work that they do makes them think.

24b. Student Perception Data

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

Based on our Student Perception Data, the lowest levels of satisfaction among students are: they feel like they don't belong and they are not sure what they are supposed to be learning in class. This data is based on a 3 point scale (3 being the highest score possible) - these two areas range from 2.5-2.75 on that scale.

24c. Student Perception Data

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

We will continue to ensure that all students are involved in the learning process. We will also consider revising the current Student Perception Survey to better suit the kindergarten and first grade age groups.

25a. Parent/Guardian Perception Data

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

Based on the Parent Perception Survey data, the highest levels of satisfaction are: parents support their child's learning at home and are good parents; they respect the school's teachers; and the teachers show respect to the students.

25b. Parent/Guardian Perception Data

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

Based on the Parent Perception Survey data, the lowest levels of satisfaction are: students don't show respect for each other; assessment practices are not fair; and the school succeeds at preparing children for future work. This data is based on a 5 point scale (5 being the highest score possible) - these areas range from 4.1-4.3 on that scale.

25c. Parent/Guardian Perception Data

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

We will continue to work on school-wide behavior expectations, reinforcing the need to be respectful to peers. We will also provide opportunities for students to gain skills for future work.

26a. Teacher/Staff Perception Data

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

Based on the Staff Perception Survey data, the highest levels of satisfaction are: every student can learn; learning can be fun; close personal relationships between students and teachers; it's important to communicate with parents often; and staff works well with students who live in poverty.

26b. Teacher/Staff Perception Data

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

Based on the Staff Perception Survey data, the lowest levels of satisfaction are: recognized for good work; teaching to the state standards; student achievement can increase through student self assessments. This data is based on a 5 point scale (5 being the highest score possible) - these areas range from 3.8-4.0 on that scale.

26c. Teacher/Staff Perception Data

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

Teachers will continue to be recognized for effort, contributions, and good work/ideas.

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

N/A

Summary

28a. Summary

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

DEMOGRAPHIC:

Student enrollment has declined since 2012. For the 2014-15 school year, 40 (18 - kindergarten; 22 - first grade) resident students are enrolled in another district.

In 2011-12, there were 275 students enrolled. Of those, 37.3% (100 students) were considered chronically absent (10 or more absences) from school.

In 2012-13, there were 247 students enrolled. Of those,37.6% (92 students) were considered chronically absent (10 or more absences) from school.

In 2013-14, there were 205 students enrolled. Of those, 31.6% (65 students) were considered chronically absent (10 or more absences) from school.

Daily in classroom, hands-on learning takes place with this age group. When students miss days they are not able to make-up what they miss and therefore lose out on valuable instruction time.

In the past three years data, defiance continues to be the most prevalent reason for discipline referrals in both kindergarten and first grades.

In both kindergarten and first grade, the highest prevalence of discipline referrals in both grades for the past three years have occurred in the classroom.

PROCESS

Strand I: Teaching for Learning

Standard 2: Instruction

Indicator C: Instructional Design, Indicator E: Learning Environment, and Indicator F: Reflection

Strand I: Teaching for Learning

Standard 3: Assessment

Indicator I: Data Analysis and Decision Making

Strand II: Leadership for Learning

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Strand II: Leadership for Learning

Standard 6: Organizational Management

Indicator P: Communication Systems

Strand I: Teaching for Learning

Standard 3: Assessment

Indicator J: Student Involvement in the Assessment Process

Strand III: Professional Learning Culture

Standard 7: Professional Learning Culture

Indicator T: Collective Responsibility

Strand IV: School, Family, and Community Relations

Standard 10: Engagement

Indicator Y: Learning Opportunities

ACHIEVEMENT

In the school improvement plan there is a reading goal that drives instruction on these challenges. Staff meets monthly to review data on strategic and intensive students and review ideas on how to meet these challenges. Looking at curriculum, a core program is needed to help fill gaps within the current curriculum being used. Staff will begin to look and review programs that help address these challenges.

The school improvement plan has an early numeracy goal. A math curriculum change has taken place this year in all elementary grades. The district has adopted Georgia Math. This program is a hands on learning tool where students are deepening their thinking skills to get them ready for state tests in the higher grades. Staff has found that this program is not a complete curriculum and needs to be supplemented with other materials.

PERCEPTION

Based on our Student Perception Data, the highest levels of satisfaction among students are: they believe their families and teachers want them to do well at school, they feel their teachers are good teachers, the school is good, they are good students, and the work that they do makes them think.

Based on our Student Perception Data, the lowest levels of satisfaction among students are: they feel like they don't belong and they are not sure what they are supposed to be learning in class. This data is based on a 3 point scale (3 being the highest score possible) - these two areas range from 2.5-2.75 on that scale.

Based on the Parent Perception Survey data, the highest levels of satisfaction are: parents support their child's learning at home and are good parents; they respect the school's teachers; and the teachers show respect to the students.

Based on the Parent Perception Survey data, the lowest levels of satisfaction are: students don't show respect for each other; assessment practices are not fair; and the school succeeds at preparing children for future work. This data is based on a 5 point scale (5 being the highest score possible) - these areas range from 4.1-4.3 on that scale.

Based on the Staff Perception Survey data, the highest levels of satisfaction are: every student can learn; learning can be fun; close personal relationships between students and teachers; it's important to communicate with parents often; and staff works well with students who live in poverty.

Based on the Staff Perception Survey data, the lowest levels of satisfaction are: recognized for good work; teaching to the state standards; student achievement can increase through student self assessments. This data is based on a 5 point scale (5 being the highest score possible) - these areas range from 3.8 to 4.0 on that scale.

28b. Summary

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

DEMOGRAPHIC

Over 50% of our teaching staff holds a Masters degree and have been teaching for over ten years. This provides a great deal of experience within the building. This experience can benefit student achievement in the positive, as teachers are accustomed to the students and teaching practices within the elementary school system. The other 50% of the staff holds a Bachelors degree and bring new ideas and practices to teaching community.

The administrator is new to the role this year, but brings 14 years of experience in Early Childhood Education. This benefits our building because it is an Early Childhood building serving grades Preschool- First.

PROCESS

The lack of vertical planning/alignment can negatively impact student achievement because teachers are not fully preparing them for 2nd grade and beyond.

PERCEPTION

We will continue to ensure that all students are involved in the learning process. We will also consider revising the current Student Perception Survey to better suit the kindergarten and first grade age groups.

We will continue to work on school-wide behavior expectations, reinforcing the need to be respectful to peers. We will also provide opportunities for students to gain skills for future work.

Teachers will continue to be recognized for effort, contributions, and good work/ideas.

28c. Summary

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

The school improvement team will use the challenges presented in this report, to create new and measurable objectives and goals. These goals will form a comprehensive school improvement plan for the 2015-2016 school year.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Students are Benchmarked 3 times a year using DIBELS Next and AIMSWeb. In 1st Grade Literacy we test for: * Nonsense Words * Phoneme Segmentation * DORF - Oral Reading Fluency and Retell In 1st grade Math we test for: * Oral Counting * Number Identification * Quantity Discrimination * Missing Number * M-Comp - Math Facts	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://durand.schooldesk.net/Administration/Curriculum/AnnualEducationReports/tabid/58891/ItemId/78219/Default.aspx	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable, we are a K-1 building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable; we are a K-1 building.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Craig McCrumb Superintendent Of Durand Area Schools 310 North Saginaw St. Durand, MI 48429 989-288-2681	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.neola.com/durand-mi/	School-Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Bertha Neal Learning Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide 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: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Comprehensive needs assessment was conducted through staff professional development for during school improvement meetings and professional learning communities.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

It was determined that at this level, it is difficult to analyze state data and that while we need to use it as an endpoint, our goal was to find research-based testing to guide for goals/objectives and strategies. The data supports the need for changes in curriculum and offering additional interventions during the school day targeted to areas of need are essential. Our Title I, enrichment time, and phonics program for reading/math need to be enhanced more.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

All School Improvement Goals are tied directly to the priority needs of our students in the areas of reading, writing, and mathematics. School improvement goals cite state, local, and perception data to gauge improvement in all areas.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

School Improvement Goals are always keeping in mind the entire population of the school. Benchmarking and progress monitoring of individual goals help us identify students who need Individual Education Plans either with Special Education or our STARS program.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Each building will have a support person that will assist Title I-eligible students to develop strategies that promote a positive learning environment in the classroom and school building. The skills learned will keep students who are at-risk for not being proficient in the classroom with peers. The interventionist will use data such as, but not excluded to: AIMSWeb, SWIS, Power School, and SRSS to develop interventions.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Professional development in the area of differentiated instruction (math and reading instruction), positive behavior (CHAMPS and Capturing Kids' Hearts), and increasing attendance of students along with parental involvement are all methods and strategies in the plan to increase the quality and quantity of instruction.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

CHAMPS and Capturing Kids' Hearts professional development, and research-based materials used in the classroom and intervention setting related to increasing differentiated instructions align with the findings of the needs assessment.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The building will have Multi-Tiered Systems of Support (MTSS) from the RESD to assist building teachers, para-professionals, and coaches to increase student achievement. STARS (Shared Teaching and Reaching Students) At Risk Coordinators in each building will be responsible for differentiating the instruction for students who are most At Risk of not reaching proficiency. HQ teachers will use research-based instruction to give academic support to those who are at-risk of not reaching proficiency.

5. Describe how the school determines if these needs of students are being met.

Monthly MTSS/Grade Level Meetings are conducted to review and analyze progress monitoring and interventions used in order to determine effectiveness level for individual students.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessional meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

We have one new teacher for the 2015-16 year.

2. What is the experience level of key teaching and learning personnel?

Almost 100% of our staff have been teaching over five years.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The District implements a mentor/mentee program for all 1st-4th year teachers. The District also implements a merit pay system. The teaching staff all have a substantial amount of student support personnel and planning time with colleagues that is enticing for low turnover. We provide low classroom rosters with emphasis on high quality time per pupil.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The District implements a mentor/mentee program for all 1st-4th year teachers. The District also implements a Merit Pay system, encouraging and rewarding teachers for grant writing, additional degrees, professional contributions, and student achievement.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Staff have received PD from the CHAMPS, Capturing Kids Hearts, and Georgia Math along with other explicit teaching instruction in math, reading, and writing. Staff are allowed to pursue additional training offered by the Shiawassee Regional Educational Service District (SRESD).

2. Describe how this professional learning is "sustained and ongoing."

Due to the identified goals and needs for local and state initiatives, professional learning is sustained and ongoing in order to increase academic achievement.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were a part of the planning process through meetings and surveys.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved with the implementation of the plan through their volunteerism, school compact, and other supportive roles.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents helped evaluate the plan through meetings and surveys.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Parents will be provided with materials to aid in the achievement of learning objectives that are student-assessed needs. Parents will be provided with training and teacher tips for working with their child. The staff assists parents in the understanding of the State's content standards and assessments and the school's local assessments with web links to the MDE and PT conferences to discuss student achievement results. At the beginning of each school year, parents receive Parent Portal log-ins so they can monitor student progress of grades. Parents will also be made aware of upcoming test dates and assignment dates and have access to teaching staff through email, phone calls, and face-to-face conferences. Staff will work with parents to improved the child's achievement.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent involvement component will be evaluated through the required Title I parent meetings, parent surveys, and other opportunities to provide feedback.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Bertha Neal will take the most recent evaluation results and where applicable, make changes to programs, offer extended day learning, and

parent guidance.

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

The Bertha Neal School-Parent Compact was developed with stakeholders to determine each stakeholder's role and aligned it with the mission and vision of the school. Content of the compact keeps our local stakeholders and students educational needs unique, therefore making it more applicable to our population.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

School-Parent Compacts are reviewed and explained by the teacher to the parent(s) during conferences. Encouraging parental involvement will strengthen our school and community.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Bertha Neal Learning Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Parent-friendly guides and information is given throughout the year to explain curriculum, assessment, and progress. Examples are given on documents to reduce "educationese". In the even that there is still a continued need to understand, individual meetings are scheduled.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Bertha Neal Elementary is a preschool - first grade building that continuously interacts across grade levels. Preschoolers who are housed in the building are invited and encouraged to buddy up with Kindergarten and First grade classrooms as reading and mentor buddies. Preschoolers who are housed outside the building are invited to multiple functions to connect with their peers and local school.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Preschool parents are invited to come to all parent programs offered through the the school. Parent "survival guides" are given at a Parent Night and preschool milestones/needs are addressed in the fall and spring to help with transition. Home visits, parent-teacher conferences, and progress reports are also given to show individual needs for growth and learning.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide input through monthly data meetings, professional development, and grade level meetings for school-based academic assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are highly involved with student achievement data analysis, once a month, to review student progress monitoring and benchmark testing.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students are benchmark tested in the fall, winter, and spring. The assessments that are given are used along with the CCSS. During monthly data analysis meetings, students are identified using the MTSS process.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Identification of students struggling is typically through monthly grade level data review days. Differentiation of instruction, a change in reading intervention, and if applicable, Title I services are provided.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students are monitored through monthly progress meetings. During these data meetings, teachers are given additional teaching resources and ideas to address differentiation.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Staff at Bertha Neal coordinate and integrate programs through the school improvement plan to identify gaps and achievements. Celebrations are given when achievements are met and plans are implemented further when gaps appear. We utilize the Title I, Title IIa, Title 31a, RESD Special Education Funding, General funding, and PTAC funds for the coordination and integration towards the achievement of school wide goals. Funding is used for each of the ten components of the school-wide plan.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Title I A funding will be used to provide a summer school experience in Reading and Math for those students who need additional support in those areas. Title I A funds are also used to fund remedial support through Accelerated Math, STARS and to increase proficiency in reading and writing. Title I is also used to support professional development and at-risk students.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence/Bully prevention programs are coordinated with the district safety committee. Our nutrition program is coordinated through the National School Lunch Program and to ensure nutritious meals for our students at breakfast and lunch. GISD provides Michigan Model for Health education. Bertha Neal coordinates with GSRP and Headstart to provide preschool for at risk families/students. Bertha Neal also participates with the Shiawassee School Wellness Council initiatives.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Monthly grade level meetings, school data days, along with fall, winter and spring analysis days are used to evaluate the school-wide program along with district data review days held once a year.

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

Monthly grade level, school data days, along with fall, winter and spring analysis days are used to evaluate the schoolwide program along with district data review days held once a year.

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

Student results through benchmarking, strategic/progress monitoring, gap reduction, and classroom data determine effectiveness of programs. Teacher effectiveness ratings along with perception data is also used to analyze.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

When gaps or reductions are shown, Bertha Neal stakeholders will meet to review data and complete continuous school improvement plans. Responsible members of the school improvement team provide accountability to complete the process.

2015-16 School Goals

Overview

Plan Name

2015-16 School Goals

Plan Description

Goals for the 15-16 SIP

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 demonstrate a proficiency in oral counting, number identification and missing number in Mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1150
2	All students will improve their early reading readiness skills	Objectives: 3 Strategies: 4 Activities: 6	Academic	$20700
3	All students at Bertha Neal Elementary will increase positive school-wide behavior expectations	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$2500
4	All students will improve their early writing skills across the curriculum.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students will demonstrate a proficiency in oral counting, number identification and missing number in Mathematics.

Measurable Objective 1:

80% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math computation fluency skills in Mathematics by 05/30/2016 as measured by Aimsweb M-Comp assessment.

Strategy 1:

Math Facts & Counting - With consistent and effective implementation of math fact activities students will begin to apply skills to math applications fluency.

Research Cited: Otter Creek Institute - Mastering Math Facts; NCTM - Principals and Standards for School Mathematics; www.pearsonschool.com; http://eric.ed.gov

Tier:

Activity - Addition & Subtraction Flashcards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with the following opportunities during the designated timeline. Students will practice addition and subtraction facts at least one time per week.	Academic Support Program		Monitor	09/08/2015	06/10/2016	$300	General Fund	All Kindergarten and First Grade Teachers, including Special Area Teachers

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

| Preschool and Kindergarten teachers will provide students with the following opportunitites daily during the designated time line:
A. Practice counting by 1's (Sept. - ongoing)
B. Practice counting by 5's (Nov. - ongoing)
C. Practice counting by 10's (Jan. - ongoing)
200 Chart will be used during timeline. | Direct Instruction | | Monitor | 09/08/2015 | 06/10/2016 | $100 | General Fund | Kindergarten Teachers: Michele Lorenz, Amy Nurmikko, Amanda Inman, Jody Neumeyer Support Teachers: Susan Long Preschool Teachers: Jeni Oja, Michelle Bowers, Sandra Puro |

Activity - Math Facts in a Flash	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in the Math Facts in a Flash computer software weekly in the classroom, during technology class or during the class set computer lab time.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$750	General Fund	All K-1 Teachers and Technology Teacher

Goal 2: All students will improve their early reading readiness skills

Measurable Objective 1:

75% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in early reading fluency skills in Reading by 05/30/2016 as measured by the Dibels Next assessment (1st Grade Composite).

Strategy 1:

Fluency - Kindergarten and First Grade teachers will provide opportunities for students to practice fluency during both direct and indirect instruction times in the

classroom. Special area teachers will also provide additional opportunities for fluency, such as in music.

Research Cited: Reading Research Quarterly 21: 360-406

Fluency: Questions, Answers, Evidence-Based Strategies

"Skilled and Not-So skilled Reading: Good Information Processing and Not-so-Good Information processing."

"Effects of Two types of Phonological Awareness Training on Word Learning in Kindergarten Children."

Tier:

Activity - Repeated Readings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade teachers will require repeated reading through partners at least once a week. All teachers or another proficient reader will lead the students in choral reading at least once a week. Participation in Reader's Theater will happen for those students that are at benchmark and de-codable books for those students that are not at benchmark at least once in each period.	Other		Monitor	09/08/2015	06/10/2016	$0	No Funding Required	Kindergarten Teachers, First Grade Teachers and Special Area Teachers where applicable

Activity - Six Minute Solution	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade teachers will implement Six Minute Solution with all students. Students will be paired according to ability and monitored through out the year for growth.	Direct Instruction		Implement	09/08/2015	06/10/2016	$100	Title I School Improvement (ISI)	1st Grade Teachers: Shannon Odette, Nancy Scott, Nicole Church, Tori Winiarski Resource Room: Susan Long

Strategy 2:

Station/ Small Group - Teachers will provide stations for small groups to practice fluency activities throughout each week. These stations include:

First Grade: Decodable books, sight words, fluency phrase cards and passages

Kindergarten: letter sounds, sight words, decodable books, fluency phrase cards

PE: phrase cards at stations

Music: choral readings

Research Cited: Reading Research Quarterly 21: 360-406

Fluency: Questions, Answers, Evidence-Based Strategies

"Skilled and Not-So skilled Reading: Good Information Processing and Not-so-Good Information processing."

"Effects of Two types of Phonological Awareness Training on Word Learning in Kindergarten Children."

Florida Research Reading Center

Tier:

Activity - Stations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will set out activities in their classroom during ELA block for students to practice fluency. These stations will include, but are not limited to: Phrase cards, decodable books, fluency passages, sight words and letter sounds (kdg). Stations will rotate during the marking period to reinforce and practice early reading skills.	Other		Monitor	09/08/2015	06/10/2016	$500	Title I Schoolwide	All Kindergarten, First grade, Music and PE teachers.

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support in reading will be offered extended learning. Students will be invited based on assessments to extend their learning beyond the day or year.	Academic Support Program			09/08/2015	06/10/2016	$10000	Section 31a	Title I teacher, Administrator, building staff

Measurable Objective 2:

75% of Pre-K, Kindergarten and First grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension in Reading by 05/30/2016 as measured by Spring DRA data.

Strategy 1:

Think Aloud - Teachers will model and engage students in think alouds, during reading.   This will help with understanding text before, during and after reading a

passage or book. Teachers will model with effective questioning to create meaningful discussions while using Bloom's questioning stems.

Research Cited: Bloom's Taxonomy

Reading Research Quarterly 21: 360-406

Fluency: Questions, Answers, Evidence-Based Strategies

"Skilled and Not-So skilled Reading: Good Information Processing and Not-so-Good Information processing."

"Effects of Two types of Phonological Awareness Training on Word Learning in Kindergarten Children."

"The Mind in Action: Comprehension in the Middle Grades"

Tier:

Activity - Making Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

During and after Making Meaning instruction students will participate in Think-Aloud prompts to check their understanding at least three times a week. Teachers will model what good readers do in all reading instruction and learning.	Direct Instruction		Monitor	09/08/2015	06/10/2016	$100	General Fund	Kindergarten and First Grade Teachers along with Title I/Special Education Teachers.

Measurable Objective 3:

80% of Kindergarten and First grade students will demonstrate a proficiency in phonemic awareness and phonics in Reading by 05/30/2016 as measured by Wilson Fundations final unit.

Strategy 1:

Fundations - Students will receive direct instruction using Wilson Fundations through explicit and systematic instruction in phonics.

Research Cited: Reading Research Quarterly 21: 360-406

Fluency: Questions, Answers, Evidence-Based Strategies

"Skilled and Not-So skilled Reading: Good Information Processing and Not-so-Good Information processing."

"Effects of Two types of Phonological Awareness Training on Word Learning in Kindergarten Children."

Making the Most of Small Groups, by Debbie Diller

Phonemic Awareness in Young Children, FCRR

Tier:

Activity - Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily instruction will be taught explicitly to all Kindergarten and First Grade students. Remedial instruction will also be offered through Special Education and Title I.	Direct Instruction		Monitor	09/08/2015	06/10/2016	$10000	Title I Schoolwide	Kindergarten Teachers First Grade Teachers Special Education Teachers Title I Teacher ELA Coach

Goal 3: All students at Bertha Neal Elementary will increase positive school-wide behavior expectations

Measurable Objective 1:

demonstrate a behavior reduction in office referrals by 06/10/2016 as measured by SWIS data.

Strategy 1:

Behavior Expectations - Teachers will purposefully and intentionally teach students behavior expectations to reduce office referrals. With direct modeling of expectations, students are able to show proper behavior in all areas. This will reduce referrals and increase positive academic behavior. General Education Social Work will assist with the expectations and the follow up of referrals. Rewards will be given to students who show positive behavior.

Research Cited: MiBLSi, CHAMPS, CKH

Tier:

Activity - PBS Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will model expectations in all areas of the school setting according to the schedule. Reteaching will take place monthly and after each long break.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	$0	No Funding Required	All Building Staff General Education Social Worker

Activity - Recognition and Reward	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student recognition and reward opportunities for displaying positive behavior will take place each month.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$1000	Other	Administration and Building staff

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CHAMPS in their classroom and building wide	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$1500	Title II Part A	Administration, teaching staff and all coaches

Goal 4: All students will improve their early writing skills across the curriculum.

Measurable Objective 1:

85% of Pre-K, Kindergarten and First 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 with early writing skills in Writing by 06/10/2016 as measured by a pre and post writing prompt. .

Strategy 1:

School Wide Writing - Teachers will give direct instruction in writing strategies through writing workshop at least 3-4 times a week. Students will produce work at the end

of units to demonstrate proficiency levels. Increase in vocabulary, conventions and sentence structure will be evidence in proficiency.

Research Cited: Writing Fundamentals

Lucy Calkins

Tier: Tier 1

Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the writing curriculum throughout the year. A pre and post assessment with the prompt "My favorite toy is...".	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	$0	No Funding Required	Classroom teachers in Kdg and 1st grade

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Teachers will implement the writing curriculum throughout the year. A pre and post assessment with the prompt "My favorite toy is...".	Direct Instruction	Tier 1	Implement	09/08/2015	06/10/2016	$0	Classroom teachers in Kdg and 1st grade
Repeated Readings	First grade teachers will require repeated reading through partners at least once a week. All teachers or another proficient reader will lead the students in choral reading at least once a week. Participation in Reader's Theater will happen for those students that are at benchmark and de-codable books for those students that are not at benchmark at least once in each period.	Other		Monitor	09/08/2015	06/10/2016	$0	Kindergarten Teachers, First Grade Teachers and Special Area Teachers where applicable
PBS Lessons	Staff will model expectations in all areas of the school setting according to the schedule. Reteaching will take place monthly and after each long break.	Direct Instruction	Tier 1	Monitor	09/08/2015	06/10/2016	$0	All Building Staff General Education Social Worker

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CHAMPS	Teachers will implement CHAMPS in their classroom and building wide	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$1500	Administration, teaching staff and all coaches

General Fund

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

Math Facts in a Flash	Students will work in the Math Facts in a Flash computer software weekly in the classroom, during technology class or during the class set computer lab time.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$750	All K-1 Teachers and Technology Teacher
Addition & Subtraction Flashcards	Teachers will provide students with the following opportunities during the designated timeline. Students will practice addition and subtraction facts at least one time per week.	Academic Support Program		Monitor	09/08/2015	06/10/2016	$300	All Kindergarten and First Grade Teachers, including Special Area Teachers
Counting	Preschool and Kindergarten teachers will provide students with the following opportunitites daily during the designated time line: A. Practice counting by 1's (Sept. - ongoing) B. Practice counting by 5's (Nov. - ongoing) C. Practice counting by 10's (Jan. - ongoing) 200 Chart will be used during timeline.	Direct Instruction		Monitor	09/08/2015	06/10/2016	$100	Kindergarten Teachers: Michele Lorenz, Amy Nurmikko, Amanda Inman, Jody Neumeyer Support Teachers: Susan Long Preschool Teachers: Jeni Oja, Michelle Bowers, Sandra Puro
Making Meaning	During and after Making Meaning instruction students will participate in Think-Aloud prompts to check their understanding at least three times a week. Teachers will model what good readers do in all reading instruction and learning.	Direct Instruction		Monitor	09/08/2015	06/10/2016	$100	Kindergarten and First Grade Teachers along with Title I/Special Education Teachers.

Title I Schoolwide

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

Stations	Classroom teachers will set out activities in their classroom during ELA block for students to practice fluency. These stations will include, but are not limited to: Phrase cards, decodable books, fluency passages, sight words and letter sounds (kdg). Stations will rotate during the marking period to reinforce and practice early reading skills.	Other		Monitor	09/08/2015	06/10/2016	$500	All Kindergarten, First grade, Music and PE teachers.
Phonics	Daily instruction will be taught explicitly to all Kindergarten and First Grade students. Remedial instruction will also be offered through Special Education and Title I.	Direct Instruction		Monitor	09/08/2015	06/10/2016	$10000	Kindergarten Teachers First Grade Teachers Special Education Teachers Title I Teacher ELA Coach

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Six Minute Solution	First grade teachers will implement Six Minute Solution with all students. Students will be paired according to ability and monitored through out the year for growth.	Direct Instruction		Implement	09/08/2015	06/10/2016	$100	1st Grade Teachers: Shannon Odette, Nancy Scott, Nicole Church, Tori Winiarski Resource Room: Susan Long

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning	Students needing additional support in reading will be offered extended learning. Students will be invited based on assessments to extend their learning beyond the day or year.	Academic Support Program			09/08/2015	06/10/2016	$10000	Title I teacher, Administrator, building staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Recognition and Reward	Student recognition and reward opportunities for displaying positive behavior will take place each month.	Behavioral Support Program	Tier 1	Monitor	09/08/2015	06/10/2016	$1000	Administration and Building staff