

# **School Improvement Plan 2016-17**

**Bridgman Elementary School**

**Bridgman Public Schools**

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## Overview

### Plan Name

School Improvement Plan 2016-17

### Plan Description

School Improvement Plan 2016-17

## 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 in reading proficiency.	Objectives: 1 Strategies: 6 Activities: 11	Academic	\$15900
2	All students will increase their math proficiency,	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$31000
3	All students will improve their writing skills across the curriculum	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$37500

## Goal 1: All students will improve in reading proficiency.

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third and Fourth 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 language arts in English Language Arts by 06/06/2016 as measured by curriculum based assessments, progress monitoring tools, and/or standardized tests..

### Strategy 1:

Comprehension Assessments - Identify and pilot assessments which provide information related to student's ability to comprehend when reading.

Category: English/Language Arts

Research Cited: Center on Teaching and Learning: Big Ideas in Teaching Reading, University of Oregon Reading a-z.com Strategies in Reading Assessments.

"Assessmetns Balanced and Quality: An Action Guide for School Leaders" by Steve Chappuis, Carol Commodore, and Rich Stiggins.

Tier: Tier 1

Activity - Assessment of Literacy Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of Best Pracitce-dedicate time and resources to the study of researched-based best practice in the assessment of literacy acquisition. Attend conferences and workshops, subscribe to online providers, and purchase books for staff.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$200	General Fund	Classroom teachers, building principal, Title 1 teacher, Title 1 Paraprofessionals

### Strategy 2:

Non-Fiction Reading - Students will be exposed to more non-fiction materials and informational text.

Category:

Research Cited: Based on data collected through the use of the Accellerated Reader program, students select fictional text three out of four times. Additionally, score on the NWEA reflect lower comprehension skills with informational and non-fiction text.

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All K-4 teachers will use Accelerated Reader to monitor the reading of non-fiction literature through the use of reading logs.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$1500	General Fund	Classroom Teachers, building principal, Title 1 staff, Media Specialist
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**Strategy 3:**

Student Achievement Framework - Through SAF training, the building team will be able to collaborate to create programs to intervene with student academic achievement and student behavior expectations.

Category:

Research Cited: Finding the Rhythm for Differentiated Instruction with Debbie Silver. A Journey Worth Taking by Mark Fynewever and Ann Marie Shell. Positive Behavior Supports by Bob McLaughlin

Tier: Tier 1

Activity - Building SAF Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Achievement and Behavior Program Supports	Policy and Process	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Other	Building Principal, Building SAF Team

**Strategy 4:**

Professional Learning Communities - The building will use professional learning communities during the 2016-17 school year which will allow teacher collaboration and will allow time for teachers to examine student achievement data to identify areas of weakness and curriculum gaps.

Category: English/Language Arts

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. Whatever it Takes: How Professional Learning Communities respond when Kids Don't Learn. Bloomington, IN: Solution Tree 2004.

Richard DeFour, Rebecca DeFour, Robert Eacker, Professional Learning Communities At Work. Bloomington, IN: Solution Tree.

Richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. Learning By Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree 2006

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be given early release time in order to work in Professional Learning Communities. Grade level and department meetings will focus on data analysis, curriculum alignment, and research based intervention. Data driven dialog will occur for the purpose of improving instruction. Training will be provided for Aims Web.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	No Funding Required	Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator
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Activity - Curriculum Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community time will be designated for the teams to work on curriculum mapping. Grade level and subject area curriculum maps will identify the learning targets using the Michigan GLECs and Common core Curriculum.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	No Funding Required	Classroom Teachers, Title 1 staff, building principal

**Strategy 5:**

Individual Assistance - Staff will provide extra time and assistance to students not making progress.

Category: English/Language Arts

Research Cited: Title 1 progress monitoring data, Aims Web Data

"Differentiation in Practice: A Resource Guide for Differentiating Curriculum" by Carol Anne Tomlison and Caroline Cunningham Eidson.

Tier: Tier 2

Activity - Title 1 Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Instructional Staff will provide an extra 20 minutes per day of reading instruction to students scoring in the lowest 20% based on curriculum assessments, Aims Web, and/or standardized tests.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title I Part A	Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal

Activity - Read Naturally	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title 1 staff will monitor progress of students using the Read Naturally computer based fluency program.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$1200	Title I Part A	Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal
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Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Title I staff will use research based reading interventions to provide targeted interventions based on progress monitoring and screening.	Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/09/2017	\$1000	Title I Part A	Classroom teachers, Title I staff, building principal

**Strategy 6:**

Early Literacy - Introduce and implement essential instructional practices in early literacy.

Category: English/Language Arts

Research Cited: General Education Leadership Network: A MAISA Collaborative: Essential Instructional Practices in Early Literacy.

Tier: Tier 1

Activity - Instructional Practices in Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to teachers and support staff on the essential instructional practices of early literacy.	Implementation	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$1000	General Fund	Building Principal, Early Literacy Merit Committee, ELA Building Representative

Activity - Early Literacy Reading Academy Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Attend professional development: Early Literacy Reading Academy Series Grades K-3.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Title I Part A	Early Literacy Merit Committee, ELA Committee, Building Principal, Title 1 Teacher
<b>Activity - ELA Curriculum Study</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ELA Curriculum Study: analyze ELA curriculums with the recommendation and adoption of research based ELA curriculum.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$0	General Fund	ELA Building Committee, Title 1 teacher, building principal

**Goal 2: All students will increase their math proficiency,**

**Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third and Fourth 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 on standardized assessments in Mathematics by 06/09/2017 as measured by standardized assessments.

**Strategy 1:**

Professional Learning Communities - The building will use professional learning communities during the 2016-17 school year which will allow teacher collaboration and will allow time for teachers to examine student achievement data to look for areas of weakness and curriculum gaps.

Category: Mathematics

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. "Whatever it Takes: How Professional Learning Communities respond when Kids Don't Learn". Bloomington, IN: Solution Tree 2004.

Richard DeFour, Rebecca DeFour, Robert Eacker. "Professional Learning Communities At Work". Bloomington, IN: Solution Tree 2008.

richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. "Learning by Doing: A Handbook for Professional Learning Communities At Work". Bloomington, IN: Soutlion Tree 2006.

Tier: Tier 1

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given early release time in order to work in Professional Learning Communities. Grade level and department meetings will focus on data analysis, curriculum alignment and researched based interventions. Data driven dialogue will occur for the purpose of improving instruction.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	No Funding Required	Classroom and special education teachers, Title 1 staff, building principal
Activity - Identify Problem Solving Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC time will be dedicated to the research and review of best practices for the teaching of problem solving skills. Mini lessons will be provided by the building math committee on best practices.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$0	No Funding Required	Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal
Activity - Math Fact Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using PLC time, identify and implement math interventions and practice related to the acquisition of math facts. Use assessments which provide information related to a student's ability to acquire and retain math facts.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$10000	Title I Part A	Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal

**Strategy 2:**

Individual Instruction - Staff will provide extra time and assistance to students not making progress.

Category: Mathematics

Research Cited: Tomlison, C.A. and Eidson, C.C. (2003). Differentiation in practice: a resource guide for differentiating curriculum, grades K-5. Alexandria, VA:

Association for Supervision and Curriculum Development.

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Thousand, J.S., Villa, R.A., Nevin, A.I. (2007). Differentiating instruction: collaborative planning and teaching for universally designed learning. Thousand Oaks, CA: Corwin Press.

Common Core State Standards Initiative-<http://www.corestandards.org/the-standards-mathematics/>

Parks, S. and Black, H. (2006). Building thinking skills- critical thinking skills for reading, writing, math, science (Level 1 (grades K-1). The Critical Thinking Company.

Parks, S. and Black, H. (2006). Building thinking skills- critical thinking skills for reading, writing, math, science (Level 1 (grades 2-3). The Critical Thinking Company.

Tier: Tier 1

Activity - Aquisition of Math Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide extra time and assistance to students not making progress in the aquisition and retention of math facts. Specifically, Title 1 instructional staff will provide time outside of classroom math instruction to do of math fact interventions to students scoring in the lowest 20% on progress monitoring, Aims Web, and/or standardized tests.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title I Part A	Title 1 teacher, Title 1 paraprofessionals, classroom teacher, building principal
Activity - Problem Solving Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide extra time and assistance to students not making progress and scoring in the bottom 20% curriculum based assessments, Aims Web progress monitoring, and/or standardized tests.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title I Part A	Title 1 teacher, Title 1 paraprofessionals, classroom teachers, building principal
Activity - Number Worlds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Implement the RTI intervention program Number Worlds into the math curriculum for special education and Title 1. Provide professional development to the teachers and Title 1 paraprofessionals who will deliver the curriculum.	Academic Support Program	Tier 2	Implement	09/09/2016	06/09/2017	\$500	Title I Part A	Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader
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### Strategy 3:

Student Achievement Framework - Through SAF training, building teams will be able to collaborate to create programs to intervene with student academic achievement and student behavior expectations.

Category: Mathematics

Research Cited: Finding The Rhythm for Differentiated Instruction by Debbie Silver.

A Journey Worth Taking by Mark Fynewever and Ann Marie Shell.

Positive Behavior Supports by Bob McLaughlin.

RTI From All sides: What Every Teacher Needs to Know by Mary Howard

Tier: Tier 1

Activity - SAF Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic and Behavior Support Programs	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Other	Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, SAF Leadership Team

## Goal 3: All students will improve their writing skills across the curriculum

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third and Fourth 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 on standardized and district assessments in Writing by 06/09/2017 as measured by standardized and district assessments.

**Strategy 1:**

Student Achievement Framework - Through SAF training, building teams will be able to collaborate to create programs to intervene with student academic achievement and student behavior expectations.

Category: Learning Support Systems

Research Cited: Finding the Rhythm for Differentiated Instruction by Debbie Silver.

A Journey Worth Taking by Mark Fynewever and Ann Marie Shell.

Positive Behavior Support by Bob McLaughlin

Tier: Tier 1

Activity - SAF Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be provided to elementary staff through Academic Achievement and Behavior Support Programs	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Other	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Building SAF Leadership Team

**Strategy 2:**

Professional Learning Communities - The building will use professional learning communities during the 2016-17 school year which will allow teacher collaboration and will allow time for teachers to examine student achievement data to look for areas of weakness and curriculum gaps.

Category: English/Language Arts

Research Cited: Richard DeFour, Rebecca DeFour, Robert Eacker, Gayle Karhanek. "Whatever it Takes: How Professional Learning Communities respond when Kids Don't Learn". Bloomington, IN: Solution Tree 2004. Richard DeFour, Rebecca DeFour, Robert Eacker. "Professional Learning Communities At Work". Bloomington, IN: Solution Tree 2008. richard DeFour, Rebecca DeFour, Robert Eacker, Thomas Many. "Learning by Doing: A Handbook for Professional Learning Communities At Work". Bloomington, IN: Soutlion Tree 2006.

Tier: Tier 1

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Activity - Identification and Data Collection of Target Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be collected and monitored during PLC time in order to track the success on the identified target skills.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$0	No Funding Required	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Building SAF Leadership Team

Activity - Strategy/Intervention Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collect, monitor, and analyze writing interventions and strategies in order to identify areas of improved student achievement.	Academic Support Program	Tier 2	Implement	09/01/2016	06/09/2017	\$10000	Title I Part A	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals

**Strategy 3:**

Individual Instruction - Staff will provide extra time and assistance to students not making progress and/or who are scoring in the bottom 20% on the curriculum based writing assessments and the district writing assessment.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works, by R. Marzano, D. Pickering, and J. Pollock.

Best Practices for Teaching in America's Schools, by S. Zemelman, H. Daniels, and A. Hyde.

Title 1 data.

Research on Power Writing at [www.indiana.edu/](http://www.indiana.edu/)

Tier: Tier 2

Activity - Support of Writing Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers and Title 1 instructional staff will provide an extra thirty minutes of writing instruction to students scoring in the lowest 20% on the curriculum based assessments or scoring below a 3 on the district writing rubric. Students will receive support in the use of target skills, paragraph formation, extended response, and positional statements.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title I Part A	Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals
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**Strategy 4:**

Six Traits Writing - Students will master the Six Traits writing, take a stand in writing, demonstrate a greater depth of understanding with extended response.

Category: English/Language Arts

Research Cited: 6+1 Traits of Writing: The Complete Guide Grades 3+. R. Culham and B. Chin (2003).

6+1 Traits of Writing: The Complete Guide for Primary Grades. R. Culham and B. Chin (2005)

Using the Six Traits Writing Model. T. Heskett (2004)

Classroom Instruction that Works: Researched Based Strategies for Increasing Student Achievement. R. Marzano, D. Pickering, J. Pollock

Tier: Tier 1

Activity - Cross Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write in all classes with extended response and will write a positional statement in social studies and science.	Academic Support Program, Other	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	No Funding Required	Building Principal, building language arts representative, building language arts committee, classroom Teachers, Title 1 teacher and Title 1 paraprofessionals.

Activity - Six Traits Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be evaluated at least twice per year using the six traits writing rubric. Teachers will formally assess 20% of student writing through the use of the six traits writing rubric. Students will read and assess each other's writing focusing on the six traits writing rubric.	Academic Support Program, Other	Tier 1	Evaluate	09/01/2016	06/09/2017	\$0	No Funding Required	Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessionals
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Activity - Target Skill Introduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on the teaching of "Target Skills" by modeling, group writing, and small group instruction. Target Skills are identified and monitored through the use of PLC time.	Academic Support Program, Other	Tier 1	Monitor	09/01/2016	06/09/2017	\$1000	General Fund	Building principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessional

Activity - Home Writing Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide daily writing prompts to students to be completed at home. The number of writing prompts assigned will be determined by the classroom teacher.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$0	No Funding Required	Building principal, building language arts representative, building language arts committee, classroom teachers, Title I teacher
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Activity - CMW Neighborhood Bridges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the CMW Neighborhood Bridges ELA Intervention Program into 5 classrooms. Provide extra assistance in writing support, based on the 6 Traits Writing, to students in the bottom 20% in writing based on curriculum based assessments.	Academic Support Program	Tier 2	Implement	09/01/2016	06/09/2017	\$16000	Title I Part A	Classroom teachers, Title 1 A staff, Title 1A Teacher.

## 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
Read Naturally	Title 1 staff will monitor progress of students using the Read Naturally computer based fluency program.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$1200	Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal
CMW Neighborhood Bridges	Implement the CMW Neighborhood Bridges ELA Intervention Program into 5 classrooms. Provide extra assistance in writing support, based on the 6 Traits Writing, to students in the bottom 20% in writing based on curriculum based assessments.	Academic Support Program	Tier 2	Implement	09/01/2016	06/09/2017	\$16000	Classroom teachers, Title 1 A staff, Title 1A Teacher.
Aquisition of Math Facts	Staff will provide extra time and assistance to students not making progress in the aquisition and retention of math facts. Specifically, Title 1 instructional staff will provide time outside of classroom math instruction to do of math fact interventions to students scoring in the lowest 20% on progress monitoring, Aims Web, and/or standardized tests.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title 1 teacher, Title 1 paraprofessionals, classroom teacher, building principal
Title 1 Support	Title 1 Instructional Staff will provide an extra 20 minutes per day of reading instruction to students scoring in the lowest 20% based on curriculum assessments, Aims Web, and/or standardized tests.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal

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Strategy/Intervention Activities	Staff will collect, monitor, and analyze writing interventions and strategies in order to identify areas of improved student achievement.	Academic Support Program	Tier 2	Implement	09/01/2016	06/09/2017	\$10000	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals
Math Fact Acquisition	Using PLC time, identify and implement math interventions and practice related to the acquisition of math facts. Use assessments which provide information related to a student's ability to acquire and retain math facts.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$10000	Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal
Number Worlds	Implement the RTI intervention program Number Worlds into the math curriculum for special education and Title 1. Provide professional development to the teachers and Title 1 paraprofessionals who will deliver the curriculum.	Academic Support Program	Tier 2	Implement	09/09/2016	06/09/2017	\$500	Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader
Support of Writing Skills	Classroom teachers and Title 1 instructional staff will provide an extra thirty minutes of writing instruction to students scoring in the lowest 20% on the curriculum based assessments or scoring below a 3 on the district writing rubric. Students will receive support in the use of target skills, paragraph formation, extended response, and positional statements.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals
Early Literacy Reading Academy Series	Attend professional development: Early Literacy Reading Academy Series Grades K-3.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Early Literacy Merit Committee, ELA Committee, Building Principal, Title 1 Teacher

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Reading Interventions	Teachers and Title I staff will use research based reading interventions to provide targeted interventions based on progress monitoring and screening.	Direct Instruction	Tier 2	Getting Ready	09/01/2016	06/09/2017	\$1000	Classroom teachers, Title I staff, building principal
Problem Solving Skills	Staff will provide extra time and assistance to students not making progress and scoring in the bottom 20% curriculum based assessments, Aims Web progress monitoring, and/or standardized tests.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Title 1 teacher, Title 1 paraprofessionals, classroom teachers, building principal

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	All K-4 teachers will use Accelerated Reader to monitor the reading of non-fiction literature through the use of reading logs.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$1500	Classroom Teachers, building principal, Title 1 staff, Media Specialist
Instructional Practices in Early Literacy	Provide professional development to teachers and support staff on the essential instructional practices of early literacy.	Implementation	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$1000	Building Principal, Early Literacy Merit Committee, ELA Building Representative

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Target Skill Introduction	Teachers will focus on the teaching of "Target Skills" by modeling, group writing, and small group instruction. Target Skills are identified and monitored through the use of PLC time.	Academic Support Program, Other	Tier 1	Monitor	09/01/2016	06/09/2017	\$1000	Building principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessional
ELA Curriculum Study	ELA Curriculum Study: analyze ELA curriculums with the recommendation and adoption of research based ELA curriculum.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$0	ELA Building Committee, Title 1 teacher, building principal
Assessment of Literacy Acquisition	Review of Best Practice-dedicate time and resources to the study of researched-based best practice in the assessment of literacy acquisition. Attend conferences and workshops, subscribe to online providers, and purchase books for staff.	Direct Instruction	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$200	Classroom teachers, building principal, Title 1 teacher, Title 1 Paraprofessionals

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Identification and Data Collection of Target Skills	Data will be collected and monitored during PLC time in order to track the success on the identified target skills.	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$0	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Building SAF Leadership Team
Home Writing Initiative	Teachers will provide daily writing prompts to students to be completed at home. The number of writing prompts assigned will be determined by the classroom teacher.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$0	Building principal, building language arts representative, building language arts committee, classroom teachers, Title I teacher
Curriculum Maps	Professional Learning Community time will be designated for the teams to work on curriculum mapping. Grade level and subject area curriculum maps will identify the learning targets using the Michigan GLECs and Common core Curriculum.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	Classroom Teachers, Title 1 staff, building principal
Six Traits Writing Assessment	Students will be evaluated at least twice per year using the six traits writing rubric. Teachers will formally assess 20% of student writing through the use of the six traits writing rubric. Students will read and assess each other's writing focusing on the six traits writing rubric.	Academic Support Program, Other	Tier 1	Evaluate	09/01/2016	06/09/2017	\$0	Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessionals

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Data Analysis	Teachers will be given early release time in order to work in Professional Learning Communities. Grade level and department meetings will focus on data analysis, curriculum alignment and researched based interventions. Data driven dialogue will occur for the purpose of improving instruction.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	Classroom and special education teachers, Title 1 staff, building principal
Data Analysis	Teachers will be given early release time in order to work in Professional Learning Communities. Grade level and department meetings will focus on data analysis, curriculum alignment, and research based intervention. Data driven dialog will occur for the purpose of improving instruction. Training will be provided for Aims Web.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator
Cross Curricular Writing	Students will write in all classes with extended response and will write a positional statement in social studies and science.	Academic Support Program, Other	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	Building Principal, building language arts representative, building language arts committee, classroom Teachers, Title 1 teacher and Title 1 paraprofessionals.
Identify Problem Solving Skills	PLC time will be dedicated to the research and review of best practices for the teaching of problem solving skills. Mini lessons will be provided by the building math committee on best practices.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$0	Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal

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**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SAF Teams	Training will be provided to elementary staff through Academic Achievement and Behavior Support Programs	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Building SAF Leadership Team
SAF Programs	Academic and Behavior Support Programs	Academic Support Program	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, SAF Leadership Team
Building SAF Program	Academic Achievement and Behavior Program Supports	Policy and Process	Tier 1	Implement	09/01/2016	06/09/2017	\$500	Building Principal, Building SAF Team