



School Improvement Plan

Bridgman Elementary School

Bridgman Public Schools

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TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Improvement Plan Assurance | |
| Introduction | 3 |
| Improvement Plan Assurance | 4 |
| Title I Targeted Assistance Diagnostic | |
| Introduction | 6 |
| Component 1: Needs Assessment | 7 |
| Component 2: Services to Eligible Students | 11 |
| Component 3: Incorporated Into Existing School Program Planning | 12 |
| Component 4: Instructional Strategies | 13 |
| Component 5: Title I and Regular Education Coordination | 16 |
| Component 6: Instruction by Highly Qualified Staff | 17 |
| Component 7: High Quality and Ongoing Professional Development/Learning | 18 |
| Component 8: Strategies to Increase Parental Involvement | 19 |
| Component 9: Coordination of Title I and Other Resources | 23 |
| Component 10: Ongoing Review of Student Progress | 25 |
| Evaluation | 27 |

Overview 30

Goals Summary 31

 Goal 1: All students will improve in reading proficiency..... 32

 Goal 2: All students will increase their math proficiency, 36

 Goal 3: All students will improve their writing skills across the curriculum 39

Activity Summary by Funding Source 43

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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|-------------------------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | See Goals and Plans in ASSIST | |

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Our staff participated in the comprehensive needs assessment during monthly Professional Learning Communities (PLC) meetings as well as staff meetings during the 2016-17 school year. Data reports were accessed either electronically or in paper form from , Aims Web (nationally normed Curriculum-based measurement for progress monitoring) and classroom curriculum based assessments. The Building Leadership Team, consisting of representatives of non-core instructors, grade level teachers and the school counselor, analyzed the data and shared with their grade level teams. Bridgman Elementary Staff identified achievement gaps in all content areas for all students and subgroups with multiple test results. Staff then looked for connections that aligned with student/parent/staff, program, demographic input.

Finally, in department team meetings, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Staff worked together to develop strategies and activities to obtain our goals. School Improvement Team (SIT) leaders communicated with staff at PLC meetings to ensure all stakeholders are involved in the process. Parent representatives are invited to be members of the school improvement team by the principal. The principal explains the process for the SIT meetings during a face to face meeting with parents who are on the committee. Parents attend at least two meetings per year. The school improvement plan is also explained during the Parent Teacher Organization (PTO) meeting in September. We encourage parents to ask questions any time during the meetings so there is no confusion. They are helpful in providing parent perspective. Parents work specifically on the parent involvement plan and activities, and reviewing parent and student survey data. Parent representatives are also encouraged to share updates at the PTO meetings.

Perception Data was sought regarding the school culture, curriculum, Title I program and specific concerns from all building staff from a survey conducted through our Student Achievement Framework (SAF). Parent input was also sought during Title IA nights and from a Title IA survey. Parent input was also welcomed at PTO meetings or through conferences with teachers and/or the principal. The parent, student and staff surveys are administered frequently through our 5-year School Improvement Plan process. The surveys provide the School Improvement Team and the school staff with data as to how Bridgman Elementary is perceived by various stakeholders. This survey data is utilized to provide areas of need and provide all staff with data that showed parents and students are highly satisfied with Bridgman Elementary.

Demographic data informs us about whom we are at Bridgman Elementary School. In recent years, our enrollment has not fluctuated and our staffing has remained stable. Our sub-groups have remained stable as well.

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

Each student's data is entered on the eligibility criteria worksheet which was developed by the Title IA teacher and staff. The data collected on that sheets includes State Assessment data, local assessment data. Progress monitoring through Aims Web as an integral part of an RTI (Response to Intervention) model) , socio-economic need and teacher recommendation if applicable. The eligibility criteria worksheet also includes available supplementary services, and an enter/exit date of service. This is consistent by grade level and covers math, reading, science and social studies. Data for each student is reviewed by the Title I staff, teachers, and building principal during PLC time, weekly
SY 2017-2018

School Improvement Plan

Bridgman Elementary School

grade level meetings, weekly Title IA staff meetings, child studies, and IEPs, and data analysis meetings (conducted after fall, winter and spring aims web benchmarking). Information is also reviewed during the building Vertical Team meetings and School Improvement Team meetings if necessary.

Title 1 data is collected bi-weekly using aims web and classroom based assessments. Data results are communicated to teachers during weekly grade level title 1 meetings. Identification of K-2 students is based on the following weights: teacher recommendation/parent-teacher interview 50%, Aims Web percentile 25% (math or reading), Classroom curriculum based assessment 25%. A student is eligible for title 1 services based on the following: teacher recommendation is 60% or lower, Aims Web <35%, and classroom assessment is 67% or lower or a combined % of 55 or less.

Grades 3-4: teacher recommendation/parent-teacher interview 25%, Aims Web 25% (math or reading), Classroom curriculum based assessment 50%.

A student is eligible for title 1 services based on the following: teacher recommendation is 60% or lower, Aims Web <35%, and classroom assessment is 67% or lower or a combined % of 57 or less.

Exit Criteria: teacher recommendation/parent interview-greater than 60%, Aims Web 36% or higher percentile, classroom curriculum based assessments 68% or above.

Homeless children who are enrolled in the middle or high school (grades 5-12) are eligible for Title 1 services.

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

Eligible students were screened on the basis of M-Step scores, and aims web in math and reading. Other assessments used are fluency checks, grade level assessments including unit tests in writing, math, reading, science and social studies. In addition, work samples and informal teacher observation/assessments were utilized. Semester standard based report cards are also used for review by teachers, Title 1A staff, and the building principal regarding student progress.

Students are identified as at risk if they fall in the lower 25 percentile in any testing area.

Reading

Grade Span: These criteria were used to identify at risk students in K-4.

Identification/Criteria for Selection: Students were identified as "at risk" based on their scores on Aims Web progress monitoring scores throughout the school year. Teacher input was also considered when identifying students of failing based on kindergarten pre-screening and completing/challenges of daily classroom activities.

Writing

Grade Span: These criteria were used to identify at risk students in K-4.

Identification/Criteria for Selection: Students were identified as "at risk" based on their scores on AIMS Web writing probes, curriculum

based writing assessments and the district writing assessment. Teacher input was also considered based on completion of daily activities as well as daily observation.

Math

Grade Span: These criteria were used to identify at risk students in K-4.

Identification/Criteria for Selection: Students were identified as "at risk" based on their scores on Aims Web scores given multiple times throughout the year, M-Step 2015-16 data in math for grade 4, curriculum based grade level math assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

Science

Grade Span: These criteria were used to identify at risk students in K-4.

Identification/Criteria for Selection: Students were identified as "at risk" based on their scores on curriculum based grade level science assessments using the Battle Creek Science Curriculum. Teacher input was also considered based on completion of daily activities as well as daily observation.

Social Studies

Grade Span: These criteria were used to identify at risk students in K-4.

Identification/Criteria for Selection: Students were identified as "at risk" based on their scores on curriculum based grade level social studies assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

Students are ranked in the order of most in need of assistance based on the academic eligibility criteria mentioned above. Priority is given to students who are economically disadvantaged, homeless, and English Language Learners.

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

Bridgman Elementary School has a Great Start Readiness Program for students who are four years old. Students are screened using the Developmental Indicators for the Assessment for Learning (DIAL 3) assessment. Students who fall below the 25 percentile in one or more areas of the test are identified as at risk. The DIAL-3 assesses motor skills, language development and cognitive/basic concepts. Parent interviews are conducted in order to gather their input on student readiness.

Progressive 5 (young 5's) and Kindergarten students are screened using the Developmental Indicators for the Assessment for Learning (DIAL 3) assessment. Students who fall below the 25 percentile one or more areas of the test are identified as at risk. The DIAL-3 assesses motor skills, language development and cognitive/basic concepts. Staff then looks at additional data sources, including rhyming, letter and sound recognition for reading and number recognition and 1:1 correspondence for math. Teacher recommendations are also used. Teacher recommendation is based on daily performance on classroom activities and ongoing formative assessments. Parent interviews are conducted in order to collect information on the student's school readiness.

To identify grades 1 and 2, in need of service, students are ranked by their Aims Web scores. Staff then looks at additional data sources, including rhyming, letter and sound recognition for reading and number recognition and 1:1 correspondence for math. Teacher recommendations are also used. Teacher recommendation is based on daily performance on classroom activities and ongoing formative assessments.

Component 2: Services to Eligible Students

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

Title 1A targeted funding is used to hire a full time Title 1A teacher and 5 part time Title 1A paraprofessionals (who work approximately 15 hours a week) at Bridgman Elementary. The Title 1A teacher oversees the implementation of the Title 1A program, oversees the weekly progress monitoring of students, and communicates weekly with grade level teachers regarding planning, interventions, and work with the Title 1A paraprofessionals. The Title 1A teacher also provides direct instruction to identified students. The Title 1A paraprofessionals provide interventions to identified students based on the direction of their assigned grade level teachers. Interventions are provided as a combination of pull-out and push-in models dependent on the needs of identified students based on bi-weekly progress monitoring. Title 1A paraprofessionals work with their assigned grade level teacher to create bi-weekly lesson plans which include specific interventions to meet the needs of identified students.

In addition to regular instruction, supplemental assistance is provided by the Title 1A teacher that works closely with classroom teachers to identify deficit areas and best practices instruction. Every effort is made to create a schedule for intervention that does not exclude students from Tier 1 core instruction. Title 1A supplements our core instruction for eligible students as we provide targeted interventions for students based on their achievement data. This support is offered within our building using multi-tiered system of support (MTSS) at tier 2. Individualized and small group instruction is prioritized using on level reading and math assessments (easycbm, Moby Max, Read Naturally and Dibels Next), grade level curriculum based assessments, as well as, teacher recommendation.

Students who are at risk of failing in grades K-4 are provided services beyond tier one instruction during a block of time when tier one instruction is not taking place. This is in addition to targeted core interventions designed by the grade level team and their Title 1A paraprofessional. While the student(s) in need is receiving intervention or re-teaching, the other students receive extension so that students are not missing their daily instruction.

In tier one, all students receive the core instruction as directed by the curriculum and instructional strategies in the district. In tier one, students experience whole and small group instruction delivered the classroom teacher using cooperative learning strategies to ensure student engagement in all content areas. Teachers will provide interventions to students based on their formative assessments of daily instruction. Tier two services for identified Title 1A students are determined through bi-weekly data points reviewed in grade level Title 1A team meetings and building PLC days. The weekly meetings include the grade level teachers and the Title 1A teacher. The monthly PLC meetings include the grade level teacher, the Title 1A teacher, and the Title 1A paraprofessionals.

Component 3: Incorporated Into Existing School Program Planning

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

Bridgman Elementary has been involved with NCA/AdvancEd School Improvement Process for over ten years. The members of the Building Leadership team were involved in all aspects of the plan. Staff meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level representatives each took a portion of the plan to work on and gather data. Staff examines student achievement data (state and local assessments), school programs/process data (progress monitoring, self-assessments), perception data (surveys), and demographic data throughout the year during monthly Professional Learning communities (PLC) time, monthly department meetings, weekly grade level and Title I meetings.

The Targeted Assistance Plan is aligned with the Michigan Common Core State Standards for math and language arts and the Grade Level Content Expectations for social studies and science and Public Act 25. Bridgman Public schools has a process for the review and revision of curriculum on a timely basis. District Curriculum Team which includes the superintendent, building administration and teachers, meet and review curriculum in accordance with State and district timelines.

Component 4: Instructional Strategies

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

Strategies used above and beyond these include:

Eligible students will receive intervention usually provided in small groups based on their needs. Students identified in math work with the Title 1A teacher and Title 1A paraprofessionals who use strategies such as visual and graphic depictions problems with math manipulative and a variety of online intervention resources such as Moby Max Math and applications installed on iPads and chrome books.

Students identified in reading in reading will work with the Title 1A teacher and Title 1A paraprofessionals who will use the strategy of repeated readings to build fluency and comprehension using resources such as Road to the Code, West Virginia Phonics, 6 Minute Solutions, online resources such as Read Naturally (Reading Live) and Reading A-Z. Other strategies are used from applications installed on iPads and chrome books. These interventions are usually provided in small groups based on their needs.

The Title 1A teacher and Title 1A paraprofessionals are reinforcing strategies such as informational text structures/features for students who are identified in science and social studies.

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

To better develop a system to support the needs of all learners, as part of the district plan, Professional Learning Communities (PLC's) and weekly collaborative time has been implemented. Through the effective use of PLC's, teachers at Bridgman Elementary are able to identify and address learning gaps which students have from daily instruction or gaps identified in the needs assessment and create a plan of action to address these gaps. Our common work on standard based grading, and an implementation schedule for all grades was developed during PLC days and grade level release days to allow teachers to look at common student data to inform instruction and make decisions about intervention, re-teaching, and extensions of learning. Small group instruction in reading has been implemented and our leveled reader program using the Treasures reading curriculum. Small group instruction in math is beginning to be implemented with a focus on using Everyday math and math games for learning.

The staff at Bridgman Elementary has implemented multiple strategies that increase the quality and quantity of instruction for eligible students including:

Research-Based Math Instruction

Math Strategies Used:

Everyday Math Intervention Strategies

iPad Applications-math planet, Everyday Math addition top it, monster squeeze, name that number, beat the computer, equivalent fractions, tric-trac, baseball math, multiplication top it, subtraction top it. Utah State Office of Education Targeted Interventions: number stories, subtraction quantities, forest story board, base 10 blocks for addition and subtraction, ordering objects by length, length comparisons, attribute defining.

Activity Description: Staff will instruct using research-based strategies (content-rich activities, problem solving using multiple representations
SY 2017-2018

and technology, development of cognitively demanding mathematical thought and developing academic vocabulary.)

Small Group Activities

Activity Description: Students will work in small groups on activities that will help them master concepts being taught. Small group activities may include but are not limited to math games, math fact practice, working on iPads, and computer based learning activities.

The Title 1 teacher and paraprofessionals will utilize small group activities in the classroom which will enhance the curriculum and will allow the classroom teacher to work with guided math groups.

Research-based Reading Instruction

Strategies Used: Read Naturally Live for fluency and comprehension, Florida Center for Reading Research Strategies (examples include: rhyme matching, phoneme matching, final sound match up, syllable sort, ask-read-tell, syllable map it. Elkonin Boxes for phoneme recognition. iPad Applications: spelling city, rocket speller, word bingo, bitsboard, Other strategies used: think-pair-share, sound blending, phoneme segmenting, sight word practice (flash cards, iPad applications), decodable books, main idea and detail construction and practice.

Activity Description: Staff will instruct using research-based strategies (content-rich activities, reading interventions, developing academic vocabulary.)

Small Group Activities

Activity Description: Students will work in small groups on activities that will help them master concepts being taught. Small group activities may include but are not limited to reading games, fluency practice, comprehension strategies, working on iPads, and computer based learning activities.

The Title 1 teacher and paraprofessionals will utilize small group activities in the classroom which will enhance the curriculum and will allow the classroom teacher to work with guided reading groups.

Science and Social Studies:

Title 1 support is provided in social studies and science using reading strategies and math strategies mentioned above based on the students area of weakness. Additional strategies such as iPad Stack the States is provided as reinforcement for the lesson. Vocabulary strategies are taught using content specific language in science and social studies.

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

Over the last five years of the targeted assistance program at Bridgman Elementary, we have seen evidence that supports the effectiveness of supplemental learning opportunities. Parent involvement has increased with at-risk students since the implantation of our Parent Advisory Council and consistent Title 1 Family Nights. This is assessed through the tracking of parent participation at Title 1 parent events. Student movement in the targeted assistance program is another indication that supplemental learning time leads to student success, which is tracked by the title 1 teacher with entrance and exit dates. Ultimately, the effectiveness of supplemental learning time will continue to be assessed by monitoring the achievement gap between academically at-risk students and those who meet state standards.

Extended learning opportunities occur during non-whole group instruction. This year Bridgman Elementary implemented "What I Need" (WIN) time to provide an additional thirty minutes, four times a week, to students. All students participate in whole group instruction provided by the certified classroom teacher. Additional Title 1 support is provided by the Title paraprofessional under the guidance of the classroom teacher within the classroom.

Students who are in need of intensive interventions in the areas of math are pulled out by the certified Title 1 teacher. Title 1 classroom support is provided within each classroom for approximately 3 hours per week.

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

In order to interfere as little as possible with classroom instruction, the Title 1A teacher creates a schedule that coordinates with the classroom teachers' whole group instruction. The Title 1 teacher and paraprofessionals go into the classroom at designated times. The classroom teacher, with consultation of the Title 1 teacher, provides the supplemental strategies and activities for the Title 1 staff. The Title 1 teacher works with the classroom teacher to provide push-in support. The Title 1 teacher pulls out the most at-risk students for individual or small group instruction, based on the collaboration with the classroom teacher. For example, after a word study lesson concludes, student data results are reviewed and the teacher/Title 1A teacher and Title 1A paraprofessional regroup the students based on need. Teacher A works with students on extension during this time and the Title 1A teacher will work with students who need the most intervention. The Title 1A paraprofessional will work with students who need re-teaching on certain words.

Component 5: Title I and Regular Education Coordination

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

Through weekly Title 1 team meetings and grade level meetings, teacher teams meet with Title 1 staff to coordinate student services. Additional grade-level meetings also occur with the Title 1 staff and building principal as needed. In addition, services are coordinated at these times with the language acquisition staff. Title 1 staff representatives serve on the school improvement team and participate in the coordinated planning, implementation, monitoring and evaluation of the School Improvement Plan and Title 1 components. Students with Limited English Proficiency may receive Title 1 services based on academic achievement levels. Consultation is done between the classroom teacher, Title 1 teacher and the Bilingual Certified staff member who is the building consultant.

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

Bridgman Elementary provides a preschool classroom through the Great Start Readiness Grant for all qualifying students who will be four by December 1. Information is provided to parents regarding kindergarten transitions at parent/teacher conferences in November and March. Transitional information is also provided by the GSRP teacher at the end of year home visits. The GSRP students participate in several events at Bridgman Elementary school, such as the holiday program and field trips.

Bridgman Elementary School communicates with the Head Start Program Coordinators several times a year. Discussions are held regarding elementary curriculum and social expectations, as well as, individual student progress. The students enrolled in Head Start have the opportunity to visit Bridgman Elementary School kindergarten classrooms in the spring. All district students enrolled in Head Start go through our kindergarten screening process using the Dial 3.

A district level meeting is held for parents of incoming kindergarteners. The building principal has the opportunity to meet families of preschoolers at this meeting to talk about their school. The building holds pre-kindergarten screening for all students. Through the pre screening process, the building principal and a kindergarten teacher meet with each parent to go over the results and discuss the transition into our Prekindergarten or Kindergarten program.

Component 6: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | 1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes | All Title 1, Part A instructional paraprofessionals meet NCLB requirements for highly qualified. The Human Resources Department monitors the personnel files for accuracy. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this. | Yes | All teachers have met the criteria for Highly Qualified. The Human Resources Department monitors the personnel files for accuracy. | |

Component 7: High Quality and Ongoing Professional Development/Learning

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

All the building staff receives professional development through the Student Achievement Framework. This professional development involves both behavior and academic supports. Professional development is also provided to staff for our Read Naturally Live program which is used to increase reading fluency. Training is also provided for the building Accelerated Reader program which is used to track student reading comprehension progress and monitor the non-fiction to fiction ratio that each child selects.

During the 2016-17 school year, training will be provided to classroom teachers and the Title 1 staff on the administering and interpreting of Aims Web.

Members of the staff also participate in CHAMPS training, iPad/technology training, parent involvement training, health education, music education, writing best practices, autism/special needs, literacy and behavior supports.

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

Professional development is sustained and ongoing through our monthly professional development half days, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities specifically in English Language Arts and mathematics. Both teachers and paraprofessionals attend these meetings. Parents and teachers of Bridgman Elementary have taken advantage of the opportunity to attend Title 1 Family Nights, which address reading and math instruction.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|---|
| | 3. Your school's professional development/learning plan or calendar is complete. | Yes | The professional development calendar is attached. | Professional Development Calendar 2017-18 |

Component 8: Strategies to Increase Parental Involvement

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

The Bridgman Elementary Title 1A program is designed with input from parents of Title 1 students, teachers, the principal, and the paraprofessionals through surveys, parent meetings, and school improvement meetings. The design and revision happens two times per year. Parents are able to review the program annually during a parent informational meeting, as well as, through end of year parent surveys. In addition, parents may provide input through the PTO, parent meetings, and open door policy. Parents are represented on our School Improvement Team and participate in the annual review and development of our Parent/School Compact and the Comprehensive Needs Assessment.

Additional effort to provide parents with the opportunity to contribute to the design of the Targeted Assistance program is done through the introductory fall Title 1 meeting. This meeting presents a background of the Targeted Assistance program at Bridgman Elementary School and provides parents with the opportunity to express their needs and desires for the program. At the introductory Title 1 meeting, parent volunteers are sought to be part of the Title 1 Parent Advisory Committee. This committee meets four times a year to discuss and evaluate the Title 1 program.

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

At the beginning of each school year a Title 1 Parent Advisory Committee is formed. This committee is made up of the Title 1 teacher, building principal, Title 1 paraprofessionals, and parents of Title 1 students representing each grade level in grades kindergarten through fourth grade. The committee meets monthly to discuss Title 1 and the components of the Title 1 Targeted Assistance program plan.

1. Complete the Needs Assessment
2. Services for Eligible Students
3. Incorporating Title I into Existing School Program Planning
4. Instructional Strategies
5. Title I and Regular Education Coordination
6. Instruction by Highly Qualified Staff
7. High Quality and Ongoing Professional Development
8. Strategies to Increase Parental Involvement
9. Coordination of Title I and Other Resources
10. Ongoing Review of Student Progress

In addition, once a child is deemed eligible for services, the staff will remain in close contacts with parents via email, progress reports and phone calls to discuss how the program is working. If adjustments to services are needed, parents will be informed via email or phone. It is requested that parents monitor attendance, ensure nightly homework is complete, encourage appropriate behavior, make reading a family priority and participate in decisions concerning their student/child.

All teaching and support staff are responsible to support the improvement of parent involvement. The principal is responsible for insuring adequate release time, funds, and promotion of parent involvement events. After each event or activity, parents complete a survey so that staff can gage future needs and wants for more activities and events.with input

School Improvement Plan

Bridgman Elementary School

Based on the information gathered at the Title 1A fall parent meeting, the Title 1 teacher, in coordination with the building principal and the Parent Advisory Committee, implements a program that is designed to meet the needs of student learning. The Title 1A Parent Advisory Committee meets to discuss the overall Title 1A program and adjustments are made where needed.

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | 3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan? | Yes | Parents can evaluate the program on different levels. At the beginning of the year, parents provide evaluation data in the Title 1A annual parent meeting by answering program questions. Through the year, Parent Advisory Committee meets allows the parents to give input along the way. Toward the end of the academic year, a student growth analysis is completed and shared. Parents can see a breakdown of the particular areas of reading and how their title student measured in each area. At the end of the year, parents provide feedback through emailed communication and Title 1A Parent Survey. | |

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

Section 1118 e(1): The school webpage contains information on: Michigan's Grade Level Content Expectations and the Common Core State Standards, and the district assessment calendar.

At the school level, Bridgman Elementary holds a fall Title 1 parent meeting to inform parents of services entitled to their students as well as the demands of the current curriculum and how the Title 1 program will offer support. Teachers also present curriculum information and establish communication routines during the Back to School Night. In addition, teachers and Title 1 staff coordinate curriculum nights where teachers familiarize parents with the curriculum including at-home components as well as expectations for students. Teachers and Title 1 staff communicate regularly with parents regarding student progress using programs such as the school website, teacher newsletter, email, and phone calls.

Translators are provided at the Title 1 Informational meetings, parent/teacher conferences, and individual meetings with teachers and parents. A home language survey is completed for all students upon enrollment. This home language survey identifies students and parents who may need translations of documents, newsletters, letters home and at meetings.

Section 1118 e (2)- Bridgman elementary provides parents with resources as well as learning sites to support student learning at-home. The classroom teaches and title 1 staff provides parents with additional resources which students can practice at home. Teacher websites offer instructional activities to be done at home, both on and offline. Literacy and mathematic trainings for parents are provided on Title 1A Family nights.

School Improvement Plan

Bridgman Elementary School

Section 1118 e (3) Bridgman Elementary trains staff using The Student Achievement Framework. The building leadership team, consisting of grade level teachers, special education teachers, Title 1 teacher, school counselor and the building principal provide training during monthly PLC time. During school improvement and Parent Teacher Organization meetings, the building principal invites parent stakeholders to share ideas on how to continue to strengthen ties between the school and the larger community.

Section 1118 e (4) Bridgman Elementary school participates in the Great Start Readiness Program which works closely with Head Start to meet the needs of eligible students. Bridgman Elementary School also hosts the Parents as Teachers program at our elementary school. Local preschools are contacted to discuss kindergarten readiness and parental involvement.

Section 1118 e (5): Parents are provided with opportunities to volunteer at the elementary school. Local resources are provided to parents through the counseling office.

Section 1118e (14): Bridgman Elementary has adopted the Student Achievement Framework (SAF) through Positive Behavior Supports. SAF addresses parental involvement as it pertains to student achievement.

Section 1118 (f) Bridgman Elementary provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. Staff shares results with parents during conferences or informal discussions, emails and newsletters using parent friendly/non-academic language.

When necessary, Title 1A staff, teachers and administration at Bridgman Elementary provide information notes home in multiple languages other than English.

Home study math links are provided in Spanish or other languages when needed.

Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All Bridgman Public Schools are handicapped accessible. Bilingual interpreters are available to assist parents during school functions. Homeless families may utilize transportation resources upon request. The staff at Bridgman Elementary utilizes these services as necessary to support Target Assistance Families.

5. Describe how the parent involvement activities are evaluated.

The Building Leadership Team and the Title 1A teacher and paraprofessionals analyze the results of the parent evaluation pieces to determine which parent involvement activities were successful according to parent surveys and input. Based on this input, the Title 1 teacher and the Building Leadership Team will seek input from teachers, administration, and parent stakeholders to make necessary adjustments to continually increase parent involvement-especially parents of our Title 1A identified students.

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

Under the guidance of the Title 1 School Parent Involvement Checklist through the requirement of Section 1118 of No Child Left Behind, the school-parent compact was developed through discussions with building teachers, Title 1A teacher, Title 1A paraprofessionals, the Title 1

School Improvement Plan

Bridgman Elementary School

Parent Advisory Committee and the building principal. The staff and parents identified ways in which working with the teacher, parent and student would have the greatest impact on student learning.

This compact is reviewed and discussed during fall(November 2017 parent teacher conferences. Participants involved in review include Title 1A Parent, Title 1A Teacher, and the General education Teacher.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|-------------------------------|
| | 7. Do you have a Title I School-Parent Compact? | Yes | The Title 1 School-Parent Compact is attached. It has been developed by the Title 1 teacher, Title 1 Paraprofessionals, Title 1 Parent Advisory Committee, and grade level general education teachers. | School Parent Compact 2017-18 |

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

Bridgman Elementary School uses a standards based report card in an effort to be more informative to parents about their student's strengths, weaknesses and growth. The report card information is shared with parents at the fall parent teacher conferences.

Bridgman Elementary provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. Assessment data for interpreted in the native language when discussed during fall and spring parent-teacher conferences. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|---|
| | 9. Does the school have a Title I Parental Involvement Policy/Plan? | Yes | The School Level Parent Involvement Policy of Target Assistance is attached. | Title 1 Parent Involvement Plan 2017-18 |

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

The compact is shared with parents and students at the Title 1 Informational meeting held in September. At the Bridgman Elementary, the Title 1 teacher displays and references the parent-teacher compact during the Title 1 family nights and during discussions with parents when providing academic updates. All parties are asked to sign the compact. The compact is again referenced periodically by staff. Staff reviews the compact with each parent at the Parent-Teacher Conferences in November.

Component 9: Coordination of Title I and Other Resources

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

Federal, State and local programs are overseen by the building administrators at Bridgman Public Schools.

Federal Programs:

Title 1A: Title 1A is coordinated by the building principal with supervision provided by the superintendent. The Title 1A teacher and Title 1A paraprofessionals provide supplemental and timely instructional support to students during the school day. Title 1A staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting eligible students' academic goals. Parent Involvement activities are implemented throughout the year. Parents have multiple opportunities for providing input into school and Title 1 program.

Title 2A- coordinated by the building principal with supervision by the superintendent. Money from Title 2A is transferred into Title 1A.

Federal Nutrition Program-Our Food Service Department provides Federally subsidized nutritious breakfast and lunch during the school year in the summer at no or low cost to eligible students. Coordination of these services is done by the District Food Service Director under the supervision of the superintendent. Students in the building GSRP program automatically qualify for free subsidized breakfast and lunch.

Federal-Title III- program is supervised by the building principal under the collaboration with Berrien RESA Consortium. Title III supports Title 1A students who are English Language Learners (ELL) by providing teacher and paraprofessional training and support on how to provide support to ELL students.

Federal-McKinney-Vento Homeless: The Title 1 Director (elementary principal) and the Homeless Liaison (superintendent) work together to identify and provide services for homeless students in the district. Funding is provided based on collaboration between Title 1 director and Homeless Liaison.

Special Education funds are used to support students with IEP's academically and emotionally.

State Programs-

Great Start Readiness Program. Under the direction of the Berrien RESA, a GSRP classroom is run by Bridgman Public Schools at Immanuel Lutheran Church. This school readiness preschool uses standard based report cards which are consistent with Bridgman Elementary. Coordination of the Preschool and elementary programs is done by the elementary principal under the guidance of the superintendent.

Parent as Teachers-partnered with Berrien RESA and held at Bridgman Elementary School on a monthly basis. Parents are welcomed into the Bridgman Elementary School where support is provided by Berrien RESA to promote school readiness and the role parents play in their child's education.

Local Programs:

PTO- Parent Teacher Organization- PTO members serve on both the Title 1 Parent Advisory and the School Improvement Team.

School Improvement Plan

Bridgman Elementary School

Bridgman Foundation for Educational Excellence- this foundation is a non-profit organization which promotes student learning within the Bridgman Public Schools. The foundation serves as a fund-raising and academic booster club. By tapping various community members, organizations and businesses, the foundation provides our district with various resources such as curriculum materials and technology, which support all students including interventions for our identified students. The foundation provides teacher grants which support student learning. General education and the Title 1A teacher and paraprofessionals are eligible to write a grant for needed materials.

Bridgman Elementary PTO, General Fund and the Bridgman Foundation for Educational Excellence resources are coordinated to provide students at Bridgman Elementary with enrichments such as field trips to Fernwood and Sarette Nature Center, etc.

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

Bridgman Elementary school addresses bullying and violence prevention through the use of Dr. McEvoy's program "Helping Kids Get Along", which is funded with general fund dollars.

Academic and behavior supports is provided through the Student Achievement Framework (SAF) which tracks student behavior and academic progress. The SAF provides through a grant, professional development for our building team, which consists of grade level teachers and the Title 1A teacher.

The nutrition program at Bridgman Elementary School is for low socio-economic students and is funded through Federal Nutrition dollars. Nutrition programs for all are funded in coordination with general fund.

McKenny-Vento funds provide our district with support for our homeless students in partnership with many community members and agencies,.

Bridgman Public Schools offers a Great Start Readiness Preschool which supports low income families by providing free all day preschool. The nutrition program provides free breakfast and lunch to students enrolled in the program.

Local Programs:

PTO- Parent Teacher Organization- PTO members serve on both the Title 1 Parent Advisory and the School Improvement Team.

Bridgman Elementary does not offer any career technical education or job training.

Component 10: Ongoing Review of Student Progress

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

Students who are receiving targeted interventions, based on data, are progress monitored every two weeks. Student progress is monitored several ways. The Title 1 teacher and Title 1 paraprofessionals use the following tools for progress monitoring: Aims Web, Read Naturally Live, Moby Max, grade level curriculum based assessments and standard based report cards. Progress monitoring is done every two weeks.

Results of the progress monitoring data is provided and discussed to the grade level teachers on a bi-weekly basis by the Title 1 teacher. Results of the progress monitoring are also shared with all instructional staff once a month during our building PLC meetings. The aims web benchmark data is analyzed three times a year by the grade level teachers and Title 1 staff. During this time, staff reviews data to determine each student's area of need. Students are placed in WIN groups for additional instruction after the aims web benchmark data analysis.

From the data sharing a discussion, a plan is created for each student with regards to the next steps in instruction, assessment, interventions, or extensions to meet those needs.

If a student has been exited from Title 1 services they continued to be progress monitored by the classroom teacher every two weeks for three consecutive cycles. Students must score above grade level on easy cbm, classroom assessments and teacher recommendation. If a Title 1 exited student falls below grade level on aims web, classroom assessments and teacher recommendation they will begin to receive Title 1 services again.

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

Based on continuous review of student achievement, the Title 1 teacher and paraprofessionals work collaboratively with the staff and administration to provide supplemental instruction in whatever core subject areas need improvement as determined by AIMSweb, Read Naturally Live and grade level curriculum based assessments. The eligible Title 1 students, as well as input from staff and parents, shape the Title 1 program at Bridgman Elementary. The effectiveness of the current targeted assistance plan will be reviewed by our stakeholders in the Spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title 1 Spring Review meeting. The Building Leadership Team team will consider all ideas when updating the plan for the new school year.

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

All of the classroom teachers, the Title 1 teacher and the Title 1 paraprofessionals have received literacy training through workshops and conferences. In addition, teachers have received training on the administration and interpreting of reports using AIMS Web, Read Naturally Live, and Moby Max. Literacy and math training has been provided on the use of specific interventions to assist students who are below grade level.

To better develop a system to support the needs of all learners, as part of our district plan, Professional Learning Communities (PLC's) and bi-weekly Title 1 meetings, have created collaborative time to review reading and math data. Through the effective use of PLC's, Data analysis and Title 1 meetings, teachers at Bridgman Elementary are able to identify and address learning gaps students have from daily instruction. This data has been used to write the building school improvement goals to improve reading, writing, and math at all grade levels.

Evaluation

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

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

The Building Leadership Team creates surveys at least once every year which includes the evaluation of the Title 1 program. These surveys are provided for parents, students, teachers and Title 1 paraprofessionals. These surveys help the Building Leadership Team to understand how the TA program can be used to better support parents, students, and staff. In addition to the general surveys, the Title 1 teacher also surveys the Title 1 parents separately in order to gain information to help revise the Title 1 program as needed. In regards to academic support, the Title 1 teacher evaluates the effectiveness of the program based on student growth as measured by the building curriculum assessments.

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

Common assessment and aims web data are analyzed and discussed monthly at PLC meetings. Teaching staff uses data to differentiate instruction and identify services for students to be revised. The Title 1 program is revised based on the data of the assessments as well as input from classroom teachers.

Students who receive Title 1 supplemental services are progress monitored every two weeks in order to assess the success of the current intervention. Additional support is provided in other forms. Interventions occur in the classroom from the classroom teacher, with the Title 1, Title 1 paraprofessional, Special Education teachers as well as the specials teachers (music, art, physical education).

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

Classroom teachers and the Title 1 teacher meet weekly to discuss who will be best served by the Title 1 program. Based on the evaluation of progress monitoring data, and academic improvement in the classroom, the staff determines if the Title 1 program has been beneficial in closing the gap for students who were furthest from meeting state standards. The students who are not making sufficient progress in closing the gap will be discussed at a Child Study meeting. This meeting includes the parent, classroom teacher, principal, school teacher consultant, school psychologist, and the Title 1 teacher. The progress of the student is discussed and interventions are suggested. If no progress has been made for several six week periods, the Child Study team refers the student for further evaluations of academic skills.

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

At the end of the year, the Title 1 teacher considers survey results from the staff and parents to help determine how to structure the Title 1 program for the upcoming fall. In addition, the academic focus on the program is revised to meet the needs of students as determined by the results of the curriculum based assessments. The program is altered throughout the school year as needed based on what areas students are showing growth and deficiencies in as well as what areas of concern are expressed by the teachers.

2017-18 School Improvement Plan

Overview

Plan Name

2017-18 School Improvement Plan

Plan Description

2017-18 School Improvement Plan

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: 9 | Academic | \$4400 |
| 2 | All students will increase their math proficiency, | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$0 |
| 3 | All students will improve their writing skills across the curriculum | Objectives: 1 Strategies: 3 Activities: 6 | Academic | \$0 |

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 06/08/2018 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 | Implement | 09/01/2017 | 06/08/2018 | \$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: English/Language Arts

Research Cited: Based on data collected through the use of the Accelerated Reader program, students select fictional text three out of four times.

Tier: Tier 1

| Activity - Accelerated Reader | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Bridgman Elementary School

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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 |
|--|--------------------|--------|---------|------------|------------|--------|--------------|---|

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: English/Language Arts

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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Building Principal, Building SAF Team, Building Leadership Team, Title 1 staff |

Strategy 4:

Professional Learning Communities - The building will use professional learning communities during the 2017-18 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

School Improvement Plan

Bridgman Elementary School

| 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 research based intervention. Data driven dialog will occur for the purpose of improving instruction. Training will be provided for Aims Web and the Core Phonics Screener. | Professional Learning | Tier 1 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator |

Strategy 5:

Individual Assistance - Staff will provide extra time and assistance to students not making progress. Extra time will be provided during scheduled Title 1 times and designated "What I Need" (WIN) times.

Category: English/Language Arts

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

"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 30 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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | 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 |
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Bridgman Elementary School

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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 | 09/08/2017 | 06/08/2018 | \$1200 | General Fund | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal |
|--|--------------------------|--------|---------|------------|------------|--------|--------------|--|

| 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 | Implement | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Classroom teachers, Title I staff, building principal |

Strategy 6:

Early Literacy - Introduce and implement essential instructional practices in early literacy. Staff will introduce, model, and practice the Essential Instructional Practices for 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 | Implement | 09/08/2017 | 06/08/2018 | \$1000 | General Fund | Building Principal, Early Literacy Merit Committee, ELA Building Representative, Building Leadership Team |

| Activity - Early Literacy Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Bridgman Elementary School

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|--|--------------------------|--------|-----------|------------|------------|-------|--------------|--|
| Attend professional development focusing on early literacy | Academic Support Program | Tier 1 | Implement | 09/08/2017 | 06/08/2018 | \$500 | General Fund | Early Literacy (Pro5-2) Teachers, ELA Committee, Building Principal, Title 1 Teacher |
|--|--------------------------|--------|-----------|------------|------------|-------|--------------|--|

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 curriculum based and/or state assessments in Mathematics by 06/08/2018 as measured by curriculum based and/or state assessments.

Strategy 1:

Professional Learning Communities - The building will use professional learning communities during the 2017-18 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

| 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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Classroom and special education teachers, Title 1 staff, building principal |

School Improvement Plan

Bridgman Elementary School

| 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 | 09/08/2017 | 06/08/2018 | \$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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | 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.

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 2

School Improvement Plan

Bridgman Elementary School

| 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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | 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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | 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 |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader |

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.

School Improvement Plan

Bridgman Elementary School

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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | 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 curriculum based assessments and/or the district assessments in Writing by 06/08/2018 as measured by curriculum based and/or district assessments.

Strategy 1:

Professional Learning Communities - The building will use professional learning communities during the 2017-18 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: Solution Tree 2006.

Tier: Tier 1

School Improvement Plan

Bridgman Elementary School

| 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 | Monitor | 09/08/2017 | 06/08/2018 | \$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 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals |

Strategy 2:

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/

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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School Improvement Plan

Bridgman Elementary School

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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 | 09/08/2017 | 06/08/2018 | \$0 | No Funding Required | Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals |
|---|--------------------------|--------|---------|------------|------------|-----|---------------------|--|

Strategy 3:

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 | Tier 1 | Monitor | 09/08/2017 | 06/08/2018 | \$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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School Improvement Plan

Bridgman Elementary School

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| <p>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.</p> | <p>Academic Support Program, Other</p> | <p>Tier 1</p> | <p>Evaluate</p> | <p>09/08/2017</p> | <p>06/08/2018</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessionals</p> |
|---|--|---------------|-----------------|-------------------|-------------------|------------|----------------------------|--|

| Activity - Target Skill Introduction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|---------------|----------------|-------------------|-------------------|-------------------|----------------------------|---|
| <p>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.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>09/08/2017</p> | <p>06/08/2018</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Building principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessional</p> |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Instructional Practices in Early Literacy | Provide professional development to teachers and support staff on the essential instructional practices of early literacy. | Implementation | Tier 1 | Implement | 09/08/2017 | 06/08/2018 | \$1000 | Building Principal, Early Literacy Merit Committee, ELA Building Representative, Building Leadership Team |
| 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 |
| Early Literacy Professional Development | Attend professional development focusing on early literacy | Academic Support Program | Tier 1 | Implement | 09/08/2017 | 06/08/2018 | \$500 | Early Literacy (Pro5-2) Teachers, ELA Committee, Building Principal, Title 1 Teacher |

School Improvement Plan

Bridgman Elementary School

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| 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 | Implement | 09/01/2017 | 06/08/2018 | \$200 | Classroom teachers, building principal, Title 1 teacher, Title 1 Paraprofessionals |
| Read Naturally | Title 1 staff will monitor progress of students using the Read Naturally computer based fluency program. | Academic Support Program | Tier 2 | Monitor | 09/08/2017 | 06/08/2018 | \$1200 | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|---------------------------------|--------|----------|------------|------------|-------------------|---|
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessionals |

School Improvement Plan

Bridgman Elementary School

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| 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 | Tier 1 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | Building Principal, building language arts representative, building language arts committee, classroom Teachers, Title 1 teacher and Title 1 paraprofessionals. |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Classroom and special education teachers, Title 1 staff, building principal |
| 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 | Tier 1 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | Building principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessional |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals |

School Improvement Plan

Bridgman Elementary School

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| 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 | 09/08/2017 | 06/08/2018 | \$0 | Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal |
| Building SAF Program | Academic Achievement and Behavior Program Supports | Policy and Process | Tier 1 | Implement | 09/08/2017 | 06/08/2018 | \$0 | Building Principal, Building SAF Team, Building Leadership Team, Title 1 staff |
| Title 1 Support | Title 1 Instructional Staff will provide an extra 30 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 | 09/08/2017 | 06/08/2018 | \$0 | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Title 1 teacher, Title 1 paraprofessionals, classroom teacher, building principal |
| 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 | Implement | 09/08/2017 | 06/08/2018 | \$0 | Classroom teachers, Title I staff, building principal |

School Improvement Plan

Bridgman Elementary School

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| 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 | 09/08/2017 | 06/08/2018 | \$0 | Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader |
| 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 and the Core Phonics Screener. | Professional Learning | Tier 1 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Title 1 teacher, Title 1 paraprofessionals, classroom teachers, building principal |
| 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 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Building SAF Leadership Team |

School Improvement Plan

Bridgman Elementary School

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| SAF Programs | Academic and Behavior Support Programs | Academic Support Program | Tier 1 | Implement | 09/08/2017 | 06/08/2018 | \$0 | Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, SAF Leadership Team |
| 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 | 09/08/2017 | 06/08/2018 | \$0 | Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal |
| 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 | Monitor | 09/08/2017 | 06/08/2018 | \$0 | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals |