

# **School Improvement Plan 2019-2020**

**Bridgman Elementary School**

**Bridgman Public Schools**

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## Overview

### Plan Name

School Improvement Plan 2019-2020

### Plan Description

## Goals Summary

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

| # | Goal Name  | Goal Details                                    | Goal Type | Total Funding |
|---|--|---|-----------|---------------|
| 1 | All students will improve in reading proficiency.                    | Objectives: 1<br>Strategies: 5<br>Activities: 8 | Academic  | \$8000        |
| 2 | All students will increase their math proficiency,                   | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Academic  | \$0           |
| 3 | All students will improve their writing skills across the curriculum | Objectives: 1<br>Strategies: 2<br>Activities: 5 | 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 06/15/2020 as measured by curriculum based assessments, progress monitoring tools, and/or standardized tests..

### Strategy 1:

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 or Razz Kids, students select fictional text three out of four times.

Tier: Tier 1

| Activity - Accelerated Reader/Razz Kids  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| All K-4 teachers will use Accelerated Reader or Razz Kids to monitor the reading of non-fiction literature through the use of AR reports.. | Direct Instruction | Tier 1 | Monitor | 09/09/2019 | 06/15/2020 | \$2000            | General Fund      | Classroom Teachers, building principal, Title 1 staff, Media Specialist, Literacy Specialist |

### Strategy 2:

Student Achievement Framework and Building Leadership Team - 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 |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|--------------------|--------|-----------|------------|------------|-----|---------------------|---|
| Academic Achievement and Behavior Program Supports | Policy and Process | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$0 | No Funding Required | Building Principal, Building SAF Team, Building Leadership Team, Literacy Specialist, Title 1 staff |
|--|--------------------|--------|-----------|------------|------------|-----|---------------------|---|

**Strategy 3:**

Data Analysis Meetings - The building will use data analysis meetings during the 2019-20 school year which will allow teacher collaboration and will allow time for teachers to examine student achievement data to identify areas of weakness and curriculum gaps.

Category: English/Language Arts

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

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

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

Tier: Tier 1

| Activity - Data Analysis   | Activity Type         | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|----------|------------|------------|-------------------|---------------------|--|
| Teachers will be given release time in order to work in grade level teams with the literacy coach and Title 1 staff. 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. | Professional Learning | Tier 1 | Evaluate | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator, Literacy Coach |

**Strategy 4:**

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.

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Category: English/Language Arts

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

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

Heggerty Phonemic Awareness

Orton Gillingham

Reading Plus

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 for four days a week of reading instruction to students scoring in the lowest 50%tile based on curriculum assessments, Aims Web Plus, and/or standardized tests. | Direct Instruction | Tier 2 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, literacy coach, building principal |

| Activity - Read Naturally/Reading Plus/ Reading Assistant   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Title 1 staff will monitor progress of students using the Read Naturally, Reading Plus, and Reading Assistant computer based fluency and comprehension program. | Academic Support Program | Tier 2 | Monitor | 09/09/2019 | 06/15/2020 | \$5000            | General Fund      | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal, literacy coach |

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

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|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|
| Teachers and Title I staff will use research based reading interventions to provide targeted interventions based on progress monitoring and screening. Such programs include: Orton Gillingham, Heggerty, Zoo Phonics, Phonics for Reading, Comprehension Tool kits, Six-minute solutions | Direct Instruction | Tier 2 | Implement | 09/09/2019 | 06/15/2020 | \$500 | General Fund | Classroom teachers, Title I staff, building principal, literacy coach |
|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|

**Strategy 5:**

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. Provide assistance and guidance by the literacy coach. | Academic Support Program | Tier 1 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Building Principal, Literacy Coach, ELA Building Representative, ELA Building Committee, Building Leadership Team |

| Activity - Early Literacy Professional Development         | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Attend professional development focusing on early literacy | Academic Support Program | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$500             | General Fund      | , ELA Committee, Building Principal, Title 1 Teacher, Literacy Coach, Classroom Teachers |



## 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 06/15/2020 as measured by curriculum based and/or state assessments.

### Strategy 1:

Professional Learning Communities and Grade Level Meetings - The building will use professional learning communities during the 2019-20 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 | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Classroom and special education teachers, Title 1 staff, Literacy Specialist, building principal |
| Activity - Identify Problem Solving Skills   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |

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|  |                       |        |         |            |            |     |                     |   |
|--|-----------------------|--------|---------|------------|------------|-----|---------------------|---|
| PLC time and grade level meetings 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 | Monitor | 09/09/2019 | 06/15/2020 | \$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 and grade level meetings, 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 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal |

**Strategy 2:**

Individual Instructional Support - Staff will provide extra time and assistance to students not making progress. Students will be identified using AimsWeb Plus and classroom curriculum assessments. Staff will provide an extra thirty minutes daily, four times a week, during Math WIN (What I Need Time).

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

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| 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 acquisition and retention of math facts. Specifically, Title 1 instructional and general education staff will provide time outside of classroom math instruction to do of math fact interventions to students scoring in the lowest 50% on progress monitoring, Aims Web Plus, and/or standardized tests. | Academic Support Program | Tier 2 | Monitor | 09/09/2019 | 06/15/2020 | \$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 50% curriculum based assessments, Aims Web Plus progress monitoring, and/or standardized tests.  | Academic Support Program | Tier 2 | Monitor | 09/09/2019 | 06/15/2020 | \$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.  | Academic Support Program | Tier 2 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader |

### Strategy 3:

Math Reasoning - Through Kagan Cooperative Learning supports, building teams will be able to collaborate to create strategies to intervene with student academic achievement and student behavior expectations.

Category: Mathematics

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

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

Positive Behavior Supports by Bob McLaughlin.

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

Elementary Mathematics Higher-Level Thinking Questions: Kagan Publishing and Professional Development

Tier: Tier 1

| Activity - Kagan Cooperative Learning Structures in Math   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Use Kagan Cooperative Learning Structures to move beyond memorization, rote learning, and application of predetermined procedures. The Kagan Structures will allow teachers to work toward a deeper conceptual understanding and to foster mathematical reasoning. | Academic Support Program | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, School Kagan Cooperative Learning Trainers |

### **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 06/15/2020 as measured by curriculum based and/or district assessments.

**Strategy 1:**

Professional Learning Communities and Grade Level Meetings - The building will use professional learning communities during the 2019-20 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.

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Tier: Tier 1

| Activity - Identification and Data Collection of Target Skills  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Writing data from all curricular areas will be collected and monitored during PLC time and grade level meetings in order to track the success on the identified target skills and ELA standard. | Academic Support Program | Tier 1 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Literacy Coach |

| 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 | 09/09/2019 | 06/15/2020 | \$0               | No Funding Required | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Literacy Coach |

**Strategy 2:**

Standards Based Writing Rubric - Staff will assess writing pieces in ELA, math, science, social studies, physical education, music, and art using a writing rubric based on the ELA writing standards..

Category: English/Language Arts

Research Cited: Core Standards, Michigan Department of Education. [https://www.michigan.gov/documents/mde/MDE\\_ELA\\_Standards\\_599599\\_7.pdf](https://www.michigan.gov/documents/mde/MDE_ELA_Standards_599599_7.pdf)

Tier: Tier 1

| Activity - Cross Curricular Writing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|---------------------------------|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|
| <p>Students will write in all classes with extended response and will write a positional statement in social studies and science. Students will be assessed using a text based writing rubric.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>09/09/2019</p> | <p>06/15/2020</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 and Title 1 paraprofessionals, Literacy coach</p> |
|--|---------------------------------|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|

| Activity - Text Based Writing Rubric  | Activity Type                          | Tier          | Phase           | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible  |
|---|--|---------------|-----------------|-------------------|-------------------|-------------------|----------------------------|--|
| <p>Students will be evaluated at least twice per year using the District Writing Assessment Rubric. This rubric is based on the State of Michigan Text Based Writing Rubrics Teachers will formally assess 20% of student writing through the use of this rubric.</p> | <p>Other, Academic Support Program</p> | <p>Tier 1</p> | <p>Evaluate</p> | <p>09/09/2019</p> | <p>06/15/2020</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, Literacy Coach</p> |

| Activity - Target Skill Introduction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|---------------------------------|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|
| <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 grade level meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>09/09/2019</p> | <p>06/15/2020</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, Literacy Coach</p> |
|--|---------------------------------|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                    | Activity Description  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------------------|---|--------------------------|--------|---------|------------|------------|-------------------|--|
| 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 | 09/09/2019 | 06/15/2020 | \$0               | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Literacy Coach   |
| Cross Curricular Writing         | Students will write in all classes with extended response and will write a positional statement in social studies and science. Students will be assessed using a text based writing rubric. | Academic Support Program | Tier 1 | Monitor | 09/09/2019 | 06/15/2020 | \$0               | Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher and Title 1 paraprofessionals, Literacy coach |



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|                                 |   |                          |        |           |            |            |     |   |
|---------------------------------|---|--------------------------|--------|-----------|------------|------------|-----|---|
| Data Analysis                   | Teachers will be given early release time in order to work in Professional Learning Communities. Grade level and department meetings will focus on data analysis, curriculum alignment and researched based interventions. Data driven dialogue will occur for the purpose of improving instruction.  | Professional Learning    | Tier 1 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Classroom and special education teachers, Title 1 staff, Literacy Specialist, building principal                  |
| Building SAF Program            | Academic Achievement and Behavior Program Supports  | Policy and Process       | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$0 | Building Principal, Building SAF Team, Building Leadership Team, Literacy Specialist, Title 1 staff               |
| Identify Problem Solving Skills | PLC time and grade level meetings 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 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal |
| Acquisition of Math Facts       | Staff will provide extra time and assistance to students not making progress in the acquisition and retention of math facts. Specifically, Title 1 instructional and general education staff will provide time outside of classroom math instruction to do of math fact interventions to students scoring in the lowest 50% on progress monitoring, Aims Web Plus, and/or standardized tests. | Academic Support Program | Tier 2 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Title 1 teacher, Title 1 paraprofessionals, classroom teacher, building principal                                 |

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|   |   |                                 |        |          |            |            |     |   |
|---|---|---------------------------------|--------|----------|------------|------------|-----|---|
| Instructional Practices in Early Literacy | Provide professional development to teachers and support staff on the essential instructional practices of early literacy. Provide assistance and guidance by the literacy coach.   | Academic Support Program        | Tier 1 | Monitor  | 09/09/2019 | 06/15/2020 | \$0 | Building Principal, Literacy Coach, ELA Building Representative, ELA Building Committee, Building Leadership Team   |
| Text Based Writing Rubric                 | Students will be evaluated at least twice per year using the District Writing Assessment Rubric. This rubric is based on the State of Michigan Text Based Writing Rubrics. Teachers will formally assess 20% of student writing through the use of this rubric. | Other, Academic Support Program | Tier 1 | Evaluate | 09/09/2019 | 06/15/2020 | \$0 | Building Principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Literacy Coach |
| Math Fact Acquisition                     | Using PLC time and grade level meetings, 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 | Monitor  | 09/09/2019 | 06/15/2020 | \$0 | Building Math Department Chairperson, classroom and special education teachers, Title 1 staff, building principal   |

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|   |  |                          |        |           |            |            |     |  |
|---|--|--------------------------|--------|-----------|------------|------------|-----|--|
| Kagan Cooperative Learning Structures in Math       | Use Kagan Cooperative Learning Structures to move beyond memorization, rote learning, and application of predetermined procedures. The Kagan Structures will allow teachers to work toward a deeper conceptual understanding and to foster mathematical reasoning. | Academic Support Program | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$0 | Building principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, School Kagan Cooperative Learning Trainers |
| Identification and Data Collection of Target Skills | Writing data from all curricular areas will be collected and monitored during PLC time and grade level meetings in order to track the success on the identified target skills and ELA standard.  | Academic Support Program | Tier 1 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Building Principal, classroom teachers, Title 1 teacher, Title 1 paraprofessionals, Literacy Coach                             |
| Number Worlds                                       | Implement the RTI intervention program Number Worlds into the math curriculum for special education and Title 1.   | Academic Support Program | Tier 2 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Title 1 Teacher, Title 1 Paraprofessionals, Building Principal, Math Building leader   |
| Title 1 Support                                     | Title 1 Instructional Staff will provide an extra 30 minutes per day for four days a week of reading instruction to students scoring in the lowest 50%tile based on curriculum assessments, Aims Web Plus, and/or standardized tests.                              | Direct Instruction       | Tier 2 | Monitor   | 09/09/2019 | 06/15/2020 | \$0 | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, literacy coach, building principal                             |

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|                           |  |                          |        |          |            |            |     |  |
|---------------------------|--|--------------------------|--------|----------|------------|------------|-----|--|
| Problem Solving Skills    | Staff will provide extra time and assistance to students not making progress and scoring in the bottom 50% curriculum based assessments, Aims Web Plus progress monitoring, and/or standardized tests.   | Academic Support Program | Tier 2 | Monitor  | 09/09/2019 | 06/15/2020 | \$0 | Title 1 teacher, Title 1 paraprofessionals, classroom teachers, 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 grade level meetings.  | Academic Support Program | Tier 1 | Monitor  | 09/09/2019 | 06/15/2020 | \$0 | Building principal, building language arts representative, building language arts committee, classroom teachers, Title 1 teacher, Title 1 paraprofessional, Literacy Coach |
| Data Analysis             | Teachers will be given release time in order to work in grade level teams with the literacy coach and Title 1 staff. 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. | Professional Learning    | Tier 1 | Evaluate | 09/09/2019 | 06/15/2020 | \$0 | Classroom teachers, special education teachers, Title 1 staff, building principal, district technology administrator, Literacy Coach                                       |

**General Fund**

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

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|  |   |                          |        |           |            |            |        |  |
|--|---|--------------------------|--------|-----------|------------|------------|--------|--|
| Early Literacy Professional Development        | Attend professional development focusing on early literacy  | Academic Support Program | Tier 1 | Implement | 09/09/2019 | 06/15/2020 | \$500  | ,ELA Committee, Building Principal, Title 1 Teacher, Literacy Coach, Classroom Teachers            |
| Reading Interventions                          | Teachers and Title I staff will use research based reading interventions to provide targeted interventions based on progress monitoring and screening. Such programs include: Orton Gillingham, Heggerty, Zoo Phonics, Phonics for Reading, Comprehension Tool kits, Six-minute solutions | Direct Instruction       | Tier 2 | Implement | 09/09/2019 | 06/15/2020 | \$500  | Classroom teachers, Title I staff, building principal, literacy coach                              |
| Accelerated Reader/Razz Kids                   | All K-4 teachers will use Accelerated Reader or Razz Kids to monitor the reading of non-fiction literature through the use of AR reports..  | Direct Instruction       | Tier 1 | Monitor   | 09/09/2019 | 06/15/2020 | \$2000 | Classroom Teachers, building principal, Title 1 staff, Media Specialist, Literacy Specialist       |
| Read Naturally/Reading Plus/ Reading Assistant | Title 1 staff will monitor progress of students using the Read Naturally, Reading Plus, and Reading Assistant computer based fluency and comprehension program.   | Academic Support Program | Tier 2 | Monitor   | 09/09/2019 | 06/15/2020 | \$5000 | Title 1 Teacher, Title 1 paraprofessionals, classroom teachers, building principal, literacy coach |