



School Improvement Plan

Boyne City Elementary School

Boyne City Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Boyne City Elementary School served 513 students during the 2012-2013 school year and is fortunate to be located on the beautiful shores of Lake Charlevoix. Due to the natural beauty and quality of life associated with our area the general population has remained relatively stable with a slight upward trend. Our community, students, and staff are largely homogeneous being primarily Caucasian. The largest change our school has experienced in the last three years is a move to a 1:1 iPad program for all of our students. This is a challenge as we are re-defining teaching and learning for both students and staff.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Boyne City Public Schools believe in learning for all. We are dedicated to teaching the foundations skills necessary for all students to be successful in the future. We understand that academic achievement is our number one priority, but we also recognize that addressing students social, emotional, and physical needs is a component of academic achievement. We believe that education is most effective when students feel safe and confident. Simply stated, we believe that all children can learn.

Mission Statement

In partnership with families and community, Boyne City Public Schools will provide a diverse and challenging curriculum preparing each student to become a responsible member of society.

Beliefs Statement

1. Learning is a life long process for everyone.
2. Parent involvement is key to student success.
3. It is important for community members to be invited, informed, and involved in the educational process.
4. Education is best facilitated in a safe, caring, and nurturing environment where all people are treated with respect and dignity.
5. All people can learn.
6. Academic, social, emotional, and physical aspects of school life need to be integrated with and aligned to our outcomes.
7. Quality staff development is one key to effective schools.
8. Assessment should match instruction and measure student learning toward established outcomes.
9. The evaluation and improvement of all programs is an on-going process.
10. Problem solving, decision making and higher order thinking skills need to be integrated into the curriculum.
11. There is a direct relationship between self-esteem, effort, and success.
12. Self-evaluation is important in developing and reaching higher expectations.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our most notable achievements over the last three years is the adoption of a 1:1 iPad program. We have invested heavily in the integration of technology into instruction and learning. We hope to continue to improve student achievement for all students with particular attention paid on reducing the discrepancy in achievement between our economically disadvantaged student population and those not economically disadvantaged. We believe that providing all student equal access to educational tools and resources will go a long way in reducing this discrepancy.

Additional Information

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

We believe that we have discovered a new model of teacher professional learning and are confident that this will have a direct impact on student achievement.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our School Improvement Team incorporates all stakeholders and provides the opportunity for all individuals to be involved with the planning and implementation of all school practices. Parents are invited to be active participants in all aspects of program design. Parents are a part of the school improvement planning process and provide valuable input into the plan and total Title 1 program. The use of parent, staff, student perception surveys are used on a yearly basis being distributed during parent teacher conferences. These surveys help the school to obtain important perception information from our stakeholders. Furthermore, a variety of survey information is collected throughout the school year to collect information for programming and feedback purposes. This information is collected during Title 1 parent events, during school improvement meetings, PTO parent events, 21st Century parent classes and during parent teacher conferences. Information from all of these surveys and meetings is used as a primary source for program design. The schoolwide plan is shared with stakeholders through formal PTO board meetings as well as Parent nights hosted by the PTO and Title 1 parent committee.

The Boyne City Building School Improvement Team meets monthly throughout the school year. This team is comprised of staff from all areas of our program as well as parents from diverse backgrounds. An intentional effort is paid to selecting parents with students considered at-risk and those parents on both ends of the economic spectrum. Furthermore, consideration is made each year to the timeframe of these meetings to ensure the participation of all stakeholders in these meetings. The Boyne City District Wide School Improvement Team also meets monthly. This team is comprised of 25-members including: 9 teachers (3 per building) 8-community members including board representatives and parents, 5-administrators, and a support staff representative from each building. It is through a combined effort of both of these school improvement teams that the design, implementation and evaluation of the schoolwide plan are completed. Parents have a strong voice in the implementation of school programs. Because they are key stakeholders in the development and evaluation of school programs, implementation is one of the key variables that is evaluated. Parents help to determine implementation of programs that they believe will have the most impact on their child and families.

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

Our school improvement teams are made up of teachers from various grade levels and content areas, support staff, administration, parents and school board representation. Each stakeholder group served as a representative for their respective group as well as students.

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

The final school improvement plan is communicated to all stakeholders through the district website and information provided during parent orientation. Stakeholders are informed on the progress of the school improvement plan through regular parent activities, school newsletters and special programs.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Our student enrollment has remained relatively flat with a slight upward trend over the last 5-years. Staffing levels have not really been affected by changes in enrollment only by a lack of appropriate funding.

How do student enrollment trends affect staff recruitment?

We have been in constant state of recruitment ever since Proposal A. Because the only control we have over revenue is through increased student count, we are always looking for more.

How do student enrollment trends affect budget?

Luckily for us, student enrollment trends have not had a huge impact on our budget.

How do student enrollment trends affect resource allocations?

Luckily for us, student enrollment has remained stable so it has had a big impact on resource allocation.

How do student enrollment trends affect facility planning and maintenance?

We have a relatively stable student enrollment so there isn't a trend that is affecting facility planning and maintenance.

How do student enrollment trends affect parent/guardian involvement?

Our student enrollment trend is flat so we have not noticed an affect on parent/guardian involvement.

How do student enrollment trends affect professional learning and/or public relations?

Our student enrollment trend is stable and therefore does not affect professional learning and public relations.

What are the challenges you noticed based on the student enrollment data?

Our challenges are not related to student enrollment data. We have been relatively flat over the last five years.

What action(s) will be taken to address these challenges?

No actions need to be taken.

What are the challenges you noticed based on student attendance?

We enjoy a 95% average attendance rate which has remained relatively stable over the last 5-years. Therefore, no significant challenges are observed.

What action(s) will be taken to address these challenges?

No actions are planned as we enjoy a 95% average attendance rate.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading enjoys the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Reading, writing and math all show a positive overall trend in performance.

In which content area(s) is student achievement above the state targets of performance?

Reading, Writing and Math are all above the state proficiency targets set for Boyne City Elementary School.

What trends do you notice among the top 30% percent of students in each content area?

Our top 30% of students primarily consists of those students NOT classified as economically disadvantaged.

What factors or causes contributed to improved student achievement?

One of the trends we've observed with regards to improved students achievement is access to educational resources outside of the school walls and high levels of parent involvement.

How do you know the factors made a positive impact on student achievement?

Research and observational finding on the characteristics of top performing students in our district.

Which content area(s) indicate the lowest levels of student achievement?

Math and Science

Which content area(s) show a negative trend in achievement?

None

In which content area(s) is student achievement below the state targets of performance?

None

What trends do you notice among the bottom 30% of students in each content area?

The bottom 30% of students tend to have the highest concentration of economically disadvantaged students.

What factors or causes contributed to the decline in student achievement?

Lack of educational resources and parent involvement.

How do you know the factors made a negative impact on student achievement?

Research and observational data collected on this student population.

What action(s) could be taken to address achievement challenges?

We are providing every student in our district with an iPad for the purpose of providing equal access to educational resources for all students. We are also taking advantage of technology and social media tools to attempt to increase parent involvement in our school.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Reading and Math

How do you know the achievement gap is closing?*

MEAP data

What other data support the findings?

DIBELS and Delta Math data

What factors or causes contributed to the gap closing? (Internal and External)*

An intentional focus on our economically disadvantaged students. Providing all students with equal access to educational resources by providing them with an iPad and focusing on building home school connections.

How do you know the factors made a positive impact on student achievement?

We have been watching this closely because it has been a primary focus as part of our school improvement process.

What actions could be taken to continue this positive trend?

Continue on our current track. Maintain iPad initiative and continue to build home school connections.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

•None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

Not applicable

How do you know the achievement gap is becoming greater?*

Not applicable

What other data support the findings?*

Not applicable

What factors or causes contributed to the gap increasing? (Internal and External)*

Not applicable.

How do you know the factors lead to the gap increasing?*

Not applicable

What actions could be taken to close the achievement gap for these students?*

Not applicable

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Not applicable

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have a three tiered intervention model and make sure that all students work through the three tiers of intervention. Special education services are on the end of that continuum of services.

How are students designated 'at risk of failing' identified for support services?

We are experienced at making data based decisions as we have been doing this for years. Our teachers work tremendously well as grade level teams and take responsibility for all students in our building. Grade levels meet regularly to determine students in need of intervention and work collaboratively to provide those interventions for students. We do regular benchmark assessments for our students and progress monitor those receiving intervention support throughout the year. Grade levels have developed common assessments used for all students which are based on the CCSS. We also review MEAP data closely. All of our assessment data is used for identifying students in need of support services.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We have developed an award winning Leap Frog model where all building resources are pooled together to provide instruction based on individual student needs during scheduled intervention periods throughout the school day. We provide after school support for students needing additional time outside of the regular school day as well as providing summer school during the months of June and August.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	17.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

We inform parents of extended learning opportunities through regular building and district newsletters as well as weekly newsletters sent from each classroom. Parents are also informed during parent orientation, Title 1 parent nights, parent teacher conferences and other parent meetings scheduled by classroom teachers and administration.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	28.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	14.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	7.0

What impact might this data have on student achievement?

I believe we actually have a very nice balance of teachers covering a wide spectrum of experience. I believe that this has a positive impact on student achievement as our teachers work well together and support each other.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	81.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	172.0

What impact might this data have on student achievement?

Teacher absences can have a big impact on student achievement. I'm concerned at the number of teacher absences and wish to make that a focus for improvement next year.

Perception Data - Students

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

Our students overwhelmingly enjoy our school, staff and total program.

Which area(s) show a positive trend toward increasing student satisfaction?

Our student perception data has always been high across the board, so no trends are apparent.

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

The bus ride and behavior issues on the bus as well as the food program.

Which area(s) show a trend toward decreasing student satisfaction?

No changes apparent. The bus and food program have traditionally been our lowest areas.

What are possible causes for the patterns you have identified in student perception data?

Moving towards a healthier lunch program and lack of supervision on the busses.

What actions will be taken to improve student satisfaction in the lowest areas?

Food service is working towards more student choice in the lunch program. Our transportation department is going through some significant staffing changes and these drivers will be better equipped to handle discipline issues.

Perception Data – Parents/Guardians

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

Parents are overall very satisfied with the overall program of the elementary school. They believe that our teachers are dedicated and always willing to go above and beyond the call of duty.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

The data has been very similar for the past 5-years.

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

Playground supervision and lack of programming for academically advanced students are the areas of lowest parental satisfaction.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

The data has been very consistent over the last 5-years.

What are possible causes for the patterns you have identified in parent/guardian perception data?

A strong focus on programming for students struggling to make academic gains leads parents to believe that this is the only population we program for. Parents believe that we should have more supervision on the playground for recess.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We are working hard to focus programming on our highest achieving students during our intervention periods and ensuring that parents are aware that this is happening. We are placing a big focus on teaching new playground games to our students and adult supervisors and have come up with a plan to teach high school students how to assist with directing small area games on the playground for our elementary school students.

Perception Data – Teachers/Staff

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

Teaching staff is pleased with the overall achievement of the school. They are happy with our new PD model and hope to see that continue.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Administrative favoritism.

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

Food service.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Our staff perception data has been relatively stable over the last 5-years.

What are possible causes for the patterns you have identified in staff perception data?

Not applicable.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

The elementary school does not complete the MiPHY survey. Our MS and HS does, but it hasn't impacted us yet.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

All stakeholders are involved in the decisions about curriculum, instruction and assessment. This involvement occurs at the building and district wide school improvement committees with participation from all stakeholders, at our PTO, Title 1 Parent meetings, grade level meetings as well as through our building wide personal learning network teams. All staff feel involved in the school improvement process of our school and are happy with the curricular, instructional and assessment decisions that are made.

What evidence do you have to indicate the extent to which the standards are being implemented?

We have CCSS pacing guides for every grade level specifying in great detail what is taught on a weekly basis and how what is taught and assessed meets the CCSS.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

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

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA-This building is K-4	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA-Our school is K-4	

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

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Peter Moss, School Superintendent, 321 S. Park Street, Boyne City, MI 49712, 231-439-8190	

School Improvement Plan

Boyne City Elementary School

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

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Our comprehensive needs assessment is an ongoing process that occurs throughout the school year by our school improvement team. Our School Improvement team meets monthly to review student assessment data, progress with our strategies and activities, and to plan for and implement professional development activities. Data is reviewed as closely as possible to the collection date. When we complete our yearly surveys of students, staff, parents and community our school improvement team disaggregates the results and incorporates that data into our overall plan. When we complete the school process rubrics each winter the same process occurs. Data from all of these meetings are combined into our yearly school improvement plan.

What were the results of the comprehensive needs assessment?

Boyne City Elementary School reviews data from many sources as a part of our comprehensive needs assessment. The following summary describes student achievement data, perception data, process data and demographic data.

Students at Boyne City Elementary School are assessed through a variety of measures. Language Arts growth is measured by the DIBELS in grades K-4 and unit tests developed at grade level. Growth in mathematics is measured by grade level unit assessment tests in grades K through 4 and through the use of Delta Math and IXL. Academic achievement in reading and mathematics is measured by the MEAP in grade 3 and grade 4.

A review of this Dibels data tells a great deal about our school and the direction we are heading. The trend data has revealed exceptional growth through the last few years. This is a result in large part to changes in instruction and implementation of a 3-tier intervention model with participation in Cohort 4.1 of the MiBLSi project. We are very encouraged by the percentage of students in kindergarten, first and second grade at benchmark status. Also, of special significance is the fact that the students who achieved benchmark status in kindergarten remained at that level in first grade. We have had the opportunity to observe these students as they move through our system and the results are tremendous. Furthermore, this tells us as a building and a district that meaningful change takes place at the youngest grades and therefore we need to provide as many resources as possible for those students.

A review of our MEAP data indicates that we are seeing relatively steady growth in math and reading.

Writing scores continue to be a huge concern for us. When compared with the State and ISD, these scores aren't as shocking, but they are still far too low for our standards.

We will want to continue working on our reading comprehension as presented in our goal area to continue this positive trend.

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities we find that:

Mobility rates for sub-group populations have not been an item we have had to track in the past as we don't have high mobility rates and very few sub-groups. Our mobility rate has remained relatively consistent over time.

Our attendance data has been reviewed consistently and reveal that we enjoy attendance rates in the mid 90% on a consistent basis.

Suspension and expulsion data is also positive and does not reveal a need for further exploration at this time.

A review of data associated with extended learning opportunities reveals much growth. The extension of our school day through the use of a 21st century grant has been a major asset to our school. We enjoy large numbers of students attending intervention and enrichment activities everyday after school. These numbers have been steadily increasing and the results of this program have been outstanding.

A review of our process data indicates that we are doing a great job progressing through our school improvement process. We have developed a very functional and practical professional learning community where all staff take responsibility for the education of all students.

Staff work very closely with each other and all students are monitored closely for positive or negative changes in achievement status. We will continue to focus our energies in the area of improving the ability of our grade level teams to have difficult conversations about student achievement and building practices.

What conclusions were drawn from the results?

This response is the same as the previous response as the results are included in the process description.

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What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

School Improvement Plan

Boyne City Elementary School

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A review of this Dibels data tells a great deal about our school and the direction we are heading. The trend data has revealed exceptional growth through the last few years. This is a result in large part to changes in instruction and implementation of a 3-tier intervention model with participation in Cohort 4.1 of the MiBLSi project. We are very encouraged by the percentage of students in kindergarten, first and second grade at benchmark status. Also, of special significance is the fact that the students who achieved benchmark status in kindergarten remained at that level in first grade. We have had the opportunity to observe these students as they move through our system and the results are tremendous. Furthermore, this tells us as a building and a district that meaningful change takes place at the youngest grades and therefore we need to provide as many resources as possible for those students.

A review of our MEAP data indicates that we are seeing relatively steady growth in math and reading.

Writing scores continue to be a huge concern for us. When compared with the State and ISD, these scores aren't as shocking, but they are still far too low for our standards.

We will want to continue working on our reading comprehension as presented in our goal area to continue this positive trend.

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities we find that:

Mobility rates for sub-group populations have not been an item we have had to track in the past as we don't have high mobility rates and very few sub-groups. Our mobility rate has remained relatively consistent over time.

Our attendance data has been reviewed consistently and reveal that we enjoy attendance rates in the mid 90% on a consistent basis.

Suspension and expulsion data is also positive and does not reveal a need for further exploration at this time.

A review of data associated with extended learning opportunities reveals much growth. The extension of our school day through the use of a 21st century grant has been a major asset to our school. We enjoy large numbers of students attending intervention and enrichment activities everyday after school. These numbers have been steadily increasing and the results of this program have been outstanding.

A review of our process data indicates that we are doing a great job progressing through our school improvement process. We have developed a very functional and practical professional learning community where all staff take responsibility for the education of all students. Staff work very closely with each other and all students are monitored closely for positive or negative changes in achievement status. We will continue to focus our energies in the area of improving the ability of our grade level teams to have difficult conversations about student achievement and building practices.

How are the school goals connected to priority needs and the needs assessment?

All school goals are based on the results of the priority needs discovered during the comprehensive needs assessment.

How do the goals portray a clear and detailed analysis of multiple types of data?

Our School Improvement Team takes a detailed look at all types of data through our comprehensive needs assessment. This data is the driving factor in making decisions about what the school will focus its energies and resources on each year. As a result, the school improvement goals are a portrait of this detailed analysis of multiple types of data.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Our school improvement goals address all students and special recognition is paid to all subgroups not making adequate progress. We are concerned about the gap in achievement between our ED students and those not classified as ED.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

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

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

All research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

All research-based reform strategies in the schoolwide plan align with the findings of the needs assessment.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

All strategies in the schoolwide plan focuses on accelerating the learning of all students found to be below expected academic levels through the use of a 3-tiered intervention model. In this manner, progress is expected for all students.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

All strategies in the schoolwide plan are built on the foundation of the building wide 3-tier intervention model. The building has a system in place for identifying those students most in need of support and the school improvement process is focused on providing the most appropriate support possible for those students.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All paraprofessional meet the highly qualified requirements.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All teachers meet the highly qualified status.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We expect no teacher turnover for this school year.

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

Of our 28 teaching staff:

- 1 staff have been teaching less than three years
- 14 staff have been teaching between 4-8 years
- 6 staff have been teaching between 9-15 years
- 7 staff have been teaching more than 15 years
- The building principal has served this building for 13-years

We currently have 14 staff members with a Masters degree

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Boyne City Elementary School is fortunate to be located within the boundaries of Michigan's Gold Coast. Due to the natural beauty and quality of life associated with our area, attracting high quality professionals to our area is not problematic. Furthermore, once candidates see our high academic achievement rate, our many special programs, our support services, and competitive wage and benefits packages, high quality teachers are attracted to our district. Furthermore, the Boyne City school district only has one elementary school so we can't target staff to particular high need schools.

High teacher turnover rates are not a problem at our school. In the last two school years we have had only 1 janitorial vacancy and 1 teaching vacancy, both due to retirements. For every vacancy, including maintenance and support staff, we get an average of 300 resumes and applications. It is not uncommon for teaching staff from other areas to apply to our District even though being hired could result in some temporary decrease in salary.

Our hiring procedure is thorough and helps to ensure that we hire the best individual for each position and seeks to ensure a good fit with our school and community. Ensuring this good fit helps to decrease turnover. Hiring decisions begin with a committee screening all applications to choose the best potential candidates for interview. A committee comprised of staff, administration and parents interview applicants and rank the top candidates who are then interviewed at the Superintendent's level. In this manner, we have the best opportunity to hire highly qualified teaching staff members who will bring energy, enthusiasm, knowledge, and creative ideas to our elementary program.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Boyne City Elementary School is fortunate to be located within the boundaries of Michigan's Gold Coast. Due to the natural beauty and quality of life associated with our area, attracting high quality professionals to our area is not problematic. Furthermore, once candidates see

School Improvement Plan

Boyne City Elementary School

our high academic achievement rate, our many special programs, our support services, and competitive wage and benefits packages, high quality teachers are attracted to our district. Furthermore, the Boyne City school district only has one elementary school so we can't target staff to particular high need schools.

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

There is not a high turnover rate so we have not created any initiatives to attempt to lower it.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

The results of the comprehensive needs assessment were used to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies as identified in the Schoolwide plan. The specific types of PD are varied as the building is structured under a professional learning network model. However, all PD is directly aligned to the SIP and is evaluated monthly as part of our SI meetings.

Describe how this professional development is “sustained and ongoing.”

Our PD is sustained and ongoing as it occurs continuously throughout the school year. We have restructured our PD model to reflect a true Personal Learning Network Model. Teachers are placed in both school level PLN teams and personal PLN teams all working towards accomplishing our building and district level SI goals. These teams have flexible meeting arrangements all designed around the concept of fostering a PD plan that is continuous, ongoing and learner specific. I would hold our model of staff PD up as the most innovative approach to PD in the state for these reasons.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

The Boyne City Building School Improvement Team meets monthly throughout the school year. This team is comprised of staff from all areas of our program as well as parents from diverse backgrounds. An intentional effort is paid to selecting parents with students considered at-risk and those parents on both ends of the economic spectrum. The Boyne City District Wide School Improvement Team also meets monthly. This team is comprised of 25-members including: 9 teachers (3 per building) 8-community members including board representatives and parents, 5-administrators, and a support staff representative from each building. It is through a combined effort of both of these school improvement teams that the design, implementation and evaluation of the schoolwide plan are completed.

How were parents involved in the implementation of the schoolwide plan?

Parents have a strong voice in the implementation of school programs. Because they are key stakeholders in the development and evaluation of school programs, implementation is one of the key variables that is evaluated. Parents help to determine implementation of programs that they believe will have the most impact on their child and families.

Another important role that parents play in program implementation is through our after school programs and events. Parents play an important role not only in planning for these programs, but in program implementation as well. This can take the form of volunteering, organizing, and communicating.

How were parents involved in the evaluation of the schoolwide plan?

Parents participate in the evaluation of our schoolwide program through their involvement at the committee level, through attendance at school events and through the variety of survey data collected throughout the year.

A great deal of discussion and data disaggregation occurs at the school improvement level. The aim of this time is to improve programming for the purpose of improved student achievement. Parents feedback at the committee level as well as through surveys is valuable to the overall evaluation of the schoolwide program.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes

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

Boyne City Public Schools has a goal to make parent contacts with 100% of our students in each grade. In order to reach this goal, we continue to find creative ways and times to have parents visit the school and meet with our staff. We keep parents informed through the use of monthly District Newsletters mailed to every family living in our community and those attending our school from outside of our district

boundaries. We provide weekly communication in the form of Friday folders for every student in the elementary school. This is a procedure that families are very familiar with and assist us greatly with communication. Classroom teachers communicate through weekly newsletters and an up to date, informative web page as well as by the use of telephones available in every classroom.

Regular Title 1 Parent Events are held throughout the year for the purpose of providing parents with information about the Title 1 services available to their child but also to provide materials and training for parents to support their child at home as well. Furthermore, parent classes are a part of our 21st Century programming as another method of providing materials and training to parents as they support their children at home. Parent Teacher Conferences also provide an opportunity to provide this information to families as well as parent pick up time following after school tutoring.

The need for parent participation in a successful school is well documented. As a result, the Boyne City Elementary School schedules parent involvement training into each year's professional development activities.

Boyne City Elementary School has many groups charged with the goal of improving parental involvement. All these groups work together to implement as effective of a parent involvement plan as possible. Our PTO, 21st Century Program, and Title 1 program often times team up on parent nights to offer parents a variety of sessions to choose from that will best meet their child's or personal needs. Each group has their own priorities and by providing many options for parents we not only get more parents into our school, but we also help them to learn about other opportunities available for their child.

Our school has organized an Action Team for Partnership with the goal of following Joyce Epstein's handbook for action. The goal of this team is to ensure that our school utilizes the six types of involvement needed for a successful school partnership.

How will the parent involvement component of the schoolwide plan be evaluated?

Parents participate in the evaluation of our schoolwide program through their involvement at the committee level, through attendance at school events and through the variety of survey data collected throughout the year.

A great deal of discussion and data disaggregation occurs at the school improvement level. The aim of this time is to improve programming for the purpose of improved student achievement. Parents' feedback at the committee level as well as through surveys is valuable to the overall evaluation of the schoolwide program. Parent involvement is monitored through attendance at our parent orientation event in the fall, parent teacher conference attendance in the fall and spring, Title 1 parent events, Monthly PTO meetings and annual events, 21st Century advisory committee attendance and events as well as parent enrichment sessions offered through our 21st Century programming.

We monitor parent attendance regularly to ensure that we are making an effective home-school connection and that parents are engaged in their child's learning. This information is also used to determine events that are of the greatest interest for our stakeholders. We fully understand the importance of developing solid parent participation in our total school program and to this end parent feedback will be solicited following most parent activities and through regular perception surveys. Again, this information is used to determine the overall effectiveness of the services we provide and to provide direction for the selection and organization of future events.

How will the results of the evaluation be used to improve the schoolwide program?

We fully understand the importance of developing solid parent participation in our total school program and to this end parent feedback will be solicited following most parent activities and through regular perception surveys. Again, this information is used to determine the overall effectiveness of the services we provide and to provide direction for the selection and organization of future events.

How was the school-parent compact developed?

The Boyne City Elementary School parent compact is discussed twice each year during face to face parent teacher conferences in the fall and spring.

We have a school-parent compact, a written agreement between teachers and parents. Our document clarifies what families and schools can do to help children reach high academic standards. A parent compact is completed by every family with students attending our Title 1 supported schools (elementary and middle).

The parent compact is revised each fall and distributed to staff, students and parents annually at Parent Orientation at the beginning of the school year. The parent compact is then used annually at both parent teacher conference meetings to remind staff, parents and students of our joint responsibilities in the education of each and every child.

The compact is revised annually by staff, parents and students. The revision process takes place at the student, parent and staff level as follows: Time is spent prior to the school year reviewing the compact with staff and making revisions as needed. Staff spend time during the first week of school reviewing and explaining the compact with students. Suggestions from these discussions are used to revise the compact as needed. Finally, the parent compact is presented and discussed during parent orientation in the fall and during parent teacher conferences. Parent feedback and commitment is collected during this time.

How is the parent compact used at elementary-level parent teacher conferences?

The parent compact is revised each fall and distributed to staff, students and parents annually at Parent Orientation at the beginning of the school year. The parent compact is then used annually at both parent teacher conference meetings to remind staff, parents and students of our joint responsibilities in the education of each and every child.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

We are a K-4 Building

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

Parents are informed of their child's academic progress through a "kid talk" standards based report card. This report card insures that the State's content standards are communicated to both the parent and child in a language that they can understand. Furthermore, report cards are presented during parent teacher conferences in the fall and spring of each year. In addition parents are presented with grade level content expectations and end of grade level expectations at Parent Orientation. This face to face communication provides the opportunity to clearly articulate the academic results for them and provides the opportunity for staff to explain the State's content standards. MEAP assessment results are communicated with the parent report distributed with the test results as well as during spring parent teacher conferences. The district utilizes Power School for our primary student data base. Power School helps us to communicate real time academic data to parents through the homework/parent communication applications. All students receiving academic assistance through our 21st Century program receive an individual learning plan and parents/guardians play a role in developing this individualized learning plan. Furthermore, regular Title 1 parent nights are scheduled throughout the year where assessment tools are shared with parents as well as explanations on interpreting the results from those instruments and how to support their children with their individual learning goals. Important information including summative assessment data is shared regularly through our monthly newsletter distributed to all residents of the Boyne City School District. District Annual Report Information is also made available on our district web site.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

Boyne City Schools has implemented an Early Learners Program targeting 3 to 4 year old children. Their primary goal is to ensure that students will build the skills necessary to begin Kindergarten.

Transition meetings are held yearly with all the early childhood programs and include a visitation for the incoming students to each classroom. They also attend a 1/2 day orientation during Kindergarten Round Up.

Boyne City Elementary School staff participates in training with a consortium of early childhood educators with members from the Intermediate School District, the Be-Four Program, Head Start, Even Start, Boyne City Nursery, Boyne City Schools Early Learner Program and area day care providers. The Elementary representatives include the Principal, two kindergarten teachers, a first grade teacher, and two parent representatives. The building principal also acts as the preschool representative on the district school improvement team.

The Early Childhood Committee meets several times a year to develop and assess strategies for improving services to pre-school children, as well as transition to school services. Members of the Committee assist with our Kindergarten Round-Up to insure a smooth transition from pre-school experience to the kindergarten year.

We host family events throughout the year at the Elementary School and often involve pre-school families with the goal of helping the transition to the elementary school. Appropriate Elementary staff attends these sessions that help to build a positive relationship between families and school. In addition, the Boyne City Elementary Parent-Teacher organization often hosts events to increase parental involvement in education.

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

Boyne City Elementary School staff participates in training with a consortium of early childhood educators with members from the Intermediate School District, the Be-Four Program, Head Start, Even Start, Boyne City Nursery, Boyne City Schools Early Learner Program and area day care providers. The Elementary representatives include the Principal, the Student Success Coordinator, two kindergarten teachers, a first grade teacher, and two parent representatives. The building principal also acts as the preschool representative on the district school improvement team.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teacher input on assessment decisions is gathered in many ways. In practice, the flow of information often is cyclical from the School Improvement Team to the Building Management Teams to Grade Level Teams and the entire Elementary Staff. The good thing is that these processes are designed to have information, ideas, and feedback going in both directions. In this way, all areas of the program are represented in the decisions that are made. Review of testing data and disaggregated data are ongoing to determine areas of the curriculum that are in need of improvement or expansion or to determine if changes to the assessment plan need to be made.

All staff are involved in the review and disaggregation of assessment data on an ongoing basis throughout the school year. A minimum of three benchmark assessment meetings are scheduled with the entire staff each year as well as monthly staff meetings and weekly grade level meetings all focused on student assessment data. This continuous review of assessment data leads to the development of intervention groups and services. It provides the necessary information to guide instructional decisions by staff and provides feedback to parents on each child's academic progress.

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

First and foremost, staff at Boyne City Elementary School function in what can best be described as one of the best professional learning communities ever witnessed. Our staff work collaboratively in grade level teams and pour over all available assessment data on a weekly basis in a grade level meeting format. During these meetings, all students in a particular grade level are considered the responsibility of all staff members at that grade level. Student assessment data is reviewed and is matched with the instructional strategies or intervention strategies being implemented at that time. In this format, staff evaluate real time data and make very informed decisions about the academic achievement of all students. Furthermore, building level data is reviewed on a regular basis throughout the school year during regularly scheduled PD time. Tri-mester assessment and benchmark data is reviewed as a building as well as data concerning state level assessment results.

Individual student needs are brought to the forefront through a building wide systematic approach. Individual concerns are first brought to weekly grade level team meetings. During this team meeting time, student intervention groups are developed and refined continuously to ensure that all student needs are being met. Often times, assessment decisions are made at this level to assist staff in gaining the assessment data that they need to program appropriately. If concerns continue to persist, issues are brought to the building level Student Success Team. At this level, a diverse group of professionals review student assessment information and prior educational records and interventions to develop an instructional plan for the individual child's success. These instructional plans continue to be analyzed and monitored at weekly grade level meetings as well as future Student Success Team meetings. If the need arises, continued concerns are presented at the district special education level during monthly special education planning meetings. It may be determined to undergo a full special education evaluation at this level.

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

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Boyne City Elementary places data based decisions at the core of what we do. We have a process in place to identify students who are having difficulty mastering the standards of academic achievement. We believe it is important to utilize all forms of student assessment data for identifying students who experience difficulty in academic achievement. Student assessment data is collected regularly in grades K-4 from multiple sources including:

- Standards based report cards covering all academic areas
- Regular DIBELS testing for benchmark placement as well as progress monitoring data to assess the following: fluency, phonemic awareness, phonics, and comprehension
- MLPP data to assess the following: phonemic awareness, phonics, sight words, writing
- DRA running records to assess the following: fluency and comprehension
- MEAP testing for grades 3-4 to assess the following: reading, writing, and math
- Common grade level assessments in all core content areas. These assessments were designed by grade level teams to measure a student's achievement in the content standards from the CCSS.

The information gathered from the above assessments is utilized for identifying students needing additional support and remediation in all content areas. It also allows the district to be proactive in making decisions with regard to needed curriculum changes in all core content areas. This information also helps to build lessons that focus on needs of students, as well as how to differentiate instruction to best meet the needs of all students. This information is readily available to staff in many formats. Weekly grade level meetings, release days for DIBELS benchmark data evaluation, and regularly scheduled PD meetings for the purpose of disaggregating assessment data are all ways that the staff use the assessment data to create plans for students that are having academic difficulty in all content areas.

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

Boyne City Elementary school realizes the importance of timely decision making regarding student academic needs. To assist with this, we have prioritized time for all grade level teachers to participate in weekly grade level meetings. These meetings are for thirty minutes each week. This meeting time has two primary goals. The first goal is to review student assessment data to make decisions regarding the need for student intervention services. These decisions are made based on research and assessment data. Teachers collaborate to develop individual student achievement plans that focus on the student's academic difficulty. Students are then placed into small intervention groups, six children or less, that focus on the academic needs of each child. The intervention groups are conducted for thirty minutes twice a day. We term these intervention periods as Leap Frog blocks. The programming allows for differentiated instruction that meets the needs of all students in that grade level. Meeting the needs of all students occurs because of differentiated instruction that is achieved by the rotation of small groups and having literacy stations that focus on the five ideas of reading. These intervention periods differ from most schools in that all staff including paraprofessional and special education staff work together in a team format during these blocks to divide an entire grade level into intervention groups based on each child's individual needs. Our staff are then organized into areas of specialization to provide the best targeted instruction to our students at-risk of failure. As an example, in the area of reading, each team member is given one of the reading

skills to teach to these small intervention groups. While one team member would teach phonics another would focus on fluency. Our school has been awarded an Educational Excellence award from MASB in recognition of the design of this intervention time. We regularly host visitations from other school districts to demonstrate how we foster a team environment and utilize all building resources in a collaborative effort to provide specialized small group instruction for those students needing additional assistance. Our weekly grade level team meetings are essential to ensuring timely effective assistance to our students. This same idea is being implemented in all core content areas.

The second goal of the weekly grade level meeting time is to continually improve the curricular programming for our student population. Assessment data is reviewed and alterations are made to our core curriculum based on readily available assessment data. Changes are made on a timely basis to ensure appropriate instruction for all students. Our goal is to ensure all students achieve adequate yearly progress. We meet this goal by creating intervention groups designed to meet the child's current academic level. Then our goal is to move that child closer to the grade level expectation using our interventions and differentiated instruction that have been created from research based lessons.

Students that need assistance beyond that which grade level teams can provide are brought to our building level student success team. This team is comprised of classroom teachers K-4, special education staff, one staff member from art, music, or physical education, building administrator, and a staff member from the intermediate school district. This committee meets once a month for an hour to review all of the children K- 4 who are not meeting academic standards. These are the children who have received daily interventions in the regular classroom and still need further support. It is at this level where a detailed examination of each student's educational background is explored and a more detailed instructional plan is developed. These plans are developed by using daily classroom assignments, as well as assessment data. All the data is gathered and analyzed to make an academic decision for the student's intervention needs. Often times at the Student Success level students are placed in extended day learning opportunities either through our 21st Century after school tutoring program, summer school programming, or student mentoring program. The extended day learning opportunities are held year round. The extended day program consists of two thirty minute intervention blocks that occur Monday through Thursday. The interventions used are based on the individual student's academic needs. Also at this level more frequent assessment is given to monitor student growth. The summer school program is a six week program that meets four days a week for four hours a day. Once again, an individual student plan is developed based on assessment data and the student's academic difficulties.

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

I am including the same answer as the previous question as it describes in detail the methods being used to meet the individual needs of students through differentiated instruction.

Boyne City Elementary school realizes the importance of timely decision making regarding student academic needs. To assist with this, we have prioritized time for all grade level teachers to participate in weekly grade level meetings. These meetings are for thirty minutes each week. This meeting time has two primary goals. The first goal is to review student assessment data to make decisions regarding the need for student intervention services. These decisions are made based on research and assessment data. Teachers collaborate to develop individual student achievement plans that focus on the student's academic difficulty. Students are then placed into small intervention groups, six children or less, that focus on the academic needs of each child. The intervention groups are conducted for thirty minutes twice a day. We term these intervention periods as Leap Frog blocks. The programming allows for differentiated instruction that meets the needs of all students in that grade level. Meeting the needs of all students occurs because of differentiated instruction that is achieved by the rotation of small groups and having literacy stations that focus on the five ideas of reading. These intervention periods differ from most schools in that all staff including paraprofessional and special education staff work together in a team format during these blocks to divide an entire grade level into intervention groups based on each child's individual needs. Our staff are then organized into areas of specialization to provide the best targeted instruction to our students at-risk of failure. As an example, in the area of reading, each team member is given one of the reading skills to teach to these small intervention groups. While one team member would teach phonics another would focus on fluency.

Our school has been awarded an Educational Excellence award from MASB in recognition of the design of this intervention time. We regularly host visitations from other school districts to demonstrate how we foster a team environment and utilize all building resources in a collaborative effort to provide specialized small group instruction for those students needing additional assistance. Our weekly grade level team meetings are essential to ensuring timely effective assistance to our students. This same idea is being implemented in all core content areas.

The second goal of the weekly grade level meeting time is to continually improve the curricular programming for our student population. Assessment data is reviewed and alterations are made to our core curriculum based on readily available assessment data. Changes are made on a timely basis to ensure appropriate instruction for all students. Our goal is to ensure all students achieve adequate yearly progress. We meet this goal by creating intervention groups designed to meet the child's current academic level. Then our goal is to move that child closer to the grade level expectation using our interventions and differentiated instruction that have been created from research based lessons.

Students that need assistance beyond that which grade level teams can provide are brought to our building level student success team. This team is comprised of classroom teachers K-4, special education staff, one staff member from art, music, or physical education, building administrator, and a staff member from the intermediate school district. This committee meets once a month for an hour to review all of the children K- 4 who are not meeting academic standards. These are the children who have received daily interventions in the regular classroom and still need further support. It is at this level where a detailed examination of each student's educational background is explored and a more detailed instructional plan is developed. These plans are developed by using daily classroom assignments, as well as assessment data. All the data is gathered and analyzed to make an academic decision for the student's intervention needs. Often times at the Student Success level students are placed in extended day learning opportunities either through our 21st Century after school tutoring program, summer school programming, or student mentoring program. The extended day learning opportunities are held year round. The extended day program consists of two thirty minute intervention blocks that occur Monday through Thursday. The interventions used are based on the individual student's academic needs. Also at this level more frequent assessment is given to monitor student growth. The summer school program is a six week program that meets four days a week for four hours a day. Once again, an individual student plan is developed based on assessment data and the student's academic difficulties.

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

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

Boyne City Elementary School takes the school improvement process very seriously. The building establishes goals based on student needs demonstrated through a thorough review of our comprehensive needs assessment. General fund dollars as well as Title I and At-Risk funds are used to support the School Improvement Goal Action Plan. All professional development, supplies and materials and staffing supported with these funds are geared toward the three priority goal areas.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The Administration and Staff of Boyne City Elementary have worked diligently to provide a comprehensive educational experience for our students. To this end, we continuously strive to integrate and coordinate all federal and state level programs into one schoolwide improvement plan. We also network with a wide array of local resources to provide support for our students and their families. Within the school setting, we utilize our Title I, 31-a, AmeriCorps, Safe and Drug Free Schools, and Title VII funds to create a program to help serve the needs of our students. Our free and reduced breakfast and lunch programs provide nutritious meals to students. Our 21st Century program provides after school reading assistance to provide an opportunity to extend the instructional day for students in need of academic support. Safe and Drug Free school funding is used to provide programming aimed at the reduction of verbal and physical violence by promoting tolerance and problem solving strategies. We also are utilizing the behavior portion of the MIBLIS grant to track behavior and specifically teach behavior expectations throughout the school setting.

Title I and At-Risk funds are also used to support the School Improvement Goal Action Plan. All professional development, supplies and materials and staffing with the funds are geared toward the three priority goals.

Our school works directly with various community agencies such as the Family Independence Agency, Community Mental Health, and the Housing Coalition to help meet the needs of our children and families. Our Nurse provides direct services and referral in cooperation with Public Health and area physicians. In addition, our students receive dental, eye, and hearing examinations during the school year. The Boyne City School District primarily utilizes community resources and volunteers as an extension of our curriculum. Community volunteers are present in the majority of our district committees and have input in district decisions; in each of our buildings as helpers and assistants; and in many of our classrooms as class visitors and guest speakers.

Boyne City businesses and human service agencies extend educational, health, and family support to our students and families. The Boyne City Elementary School Parent Teacher Organization is an active committee, led by parents, community members and teachers. This organization sponsors many educational and enrichment activities for the students of Boyne City. An active All School Boosters Foundation offers much financial assistance to our co-curricular, as well as our academic activities throughout the school year.

The Char-Em ISD provides many support services: special education, teacher consultants, professional development opportunities, and technological as well as financial support.

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

School Improvement Plan

Boyne City Elementary School

Comprehensive Needs Assessment- This component is completed at various School Improvement and committee level meetings including coordination with other programs like 21st century and MiBLSi. The funding sources used to complete these activities are General Fund, Title 1, 21st Century Community Learning Center, MiBLSi Grant

Schoolwide Reform Strategies- This component is completed through School Improvement activities, various professional development opportunities and is part of our total, Title 1 Schoolwide Program. Funding sources used to complete this activity are the general fund, Title 1, Title 11A, 31a.

Instruction by Highly Qualified Professional Staff- All staff (teachers and paraprofessionals) are highly qualified

Strategies to Attract Highly Qualified Teachers- Some of the processes we have in place to attract high qualified teachers takes the form of new teacher orientation Activities, mentoring program for all new staff, Professional Development opportunities for all staff, paid conference attendance guaranteed in teaching contract, classroom mini grants. Funds for these programs are derived from the general fund, Title 11a and 31a.

High Quality and Ongoing Professional Development- Some recent examples of our ongoing professional development as found in our PD plan are as follows: Literacy Station training, Writer's Workshop Training, Vocabulary Training, Math Goal implementation, DIBELS Benchmark Meetings, MEAP Articulation, Technology Training, Curriculum Audit Training, Social Studies Review, Powerschool Training, 21st Century Training. Funding sources coordinated to accomplish this goal are: General Fund, Title 11A, Title 11D, MiBLSi Grant, 21st Century Community Learning Center

Strategies to increase parent involvement- Some of the strategies we have in place to increase parent involvement are as follows: We have a building Action Team for Partnerships for the sole purpose of increasing parent involvement, we conduct Title 1 parent nights, Monthly PTO meetings and year long programming, Love and Logic parenting classes, Home visits for pre-school parents, Reading Celebration, PTO Carnival. Funding sources coordinated for these activities come from: Title 1, PTO, 21st Century Community Learning Center, MSRP Funds, general fund dollars

Preschool Transition Strategies- Some programs coordinated to assist preschool transition include: Kindergarten Round Up, Early Learners Open House, Be-4 Program, Head Start, Early Learners Classrooms, Early education consortium meetings. Funding sources coordinated for this activity are: General Fund, MSRP, Early Learners, Head Start.

Teacher Participation in Making Assessment Decisions- Procedures coordinated to accomplish this task are: Weekly Grade Level Meetings, Tri-Mester Benchmark Meetings, Two PD meetings designated for MEAP disaggregation each year, MiBLSi data meetings. Funding sources coordinated for these activities include: General Fund, Title 1, Title 11A, MiBLSi.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards- Some of the programs and activities coordinated for this component include: Leap Frog Intervention Program, After School Tutoring, After School Enrichments, After School Homework completion, Paraprofessional Support, Special Education Teachers and Paraprofessionals, Social Work services, School Nurse, Summer School, Summer Enrichment Programs. Coordinated funding sources include: Title 1, Title 11A, Special Education, At-Risk Funding, General Fund, Title V11 MiBLSi, 21st Century.

Coordination and Integration of Federal, State and Local Funds and Resources Such as In-Kind Services and Program Components- Coordination of funds is completed through a collaborative effort between the Title 1/21st Century program directors, building staff and administration, as well as central office staff. General fund dollars are primarily utilized for this activity.

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

The Administration and Staff of Boyne City Elementary have worked diligently to provide a comprehensive educational experience for our students, as well as to network with local resources to provide support for our students and their families.

School Improvement Plan

Boyne City Elementary School

Within the school setting, we utilize our Title I, 31-a, AmeriCorps, Safe and Drug Free Schools, and Title VII funds to create a program to help serve the needs of all our students. Our free and reduced breakfast and lunch programs provide nutritious meals to students. Our 21st Century program provides after school reading assistance to provide an opportunity to extend the instructional day for students in need of academic support. Safe and Drug Free school funding is used to provide programming aimed at the reduction of verbal and physical violence by promoting tolerance and problem solving strategies. We also are utilizing the behavior portion of the MIBLIS grant to track behavior and specifically teach behavior expectations throughout the school setting.

Our school works directly with various community agencies such as the Family Independence Agency, Community Mental Health, and the Housing Coalition to help meet the needs of our children and families. Our Nurse provides direct services and referral in cooperation with Public Health and area physicians. In addition, our students receive dental, eye, and hearing examinations during the school year.

The Boyne City School District primarily utilizes community resources and volunteers as an extension of our curriculum. Community volunteers are present in the majority of our district committees and have input in district decisions; in each of our buildings as helpers and assistants; and in many of our classrooms as class visitors and guest speakers.

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The Char-Em ISD provides many support services: special education, teacher consultants, professional development opportunities, and technological as well as financial support.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Boyne City Elementary School evaluates the implementation of and results achieved by the schoolwide program continuously through an on-going school improvement process. Our building School Improvement Team meets monthly for the purpose of planning and implementing our school program. This team has representatives from all levels of the program. The schoolwide plan is used as a guiding document to focus our energy and resources towards our building and district goals and is reviewed annually as part of our continuing school improvement process.

The Boyne City Elementary School has established a system for using data to make decisions about the overall educational program we offer as well as to measure the effectiveness of our total program. Data analysis occurs throughout the school year through weekly grade level progress monitoring meetings, through tri-mester benchmark data meetings, as well as data days built around MEAP data. We believe it is important to look at data at all levels which is why we have regularly scheduled data meetings at the district, building and grade level. Furthermore, we have a committee established for each core content area which meets at least monthly for the purpose of continually evaluating our effectiveness at teaching an aligned curriculum. These content area committees continually evaluate the school improvement goals related to their content area and make suggestions to any changes or professional development needed.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Boyne City Elementary School evaluates the implementation of and results achieved by the schoolwide program continuously through an on-going school improvement process. Our building School Improvement Team meets monthly for the purpose of planning and implementing our school program. This team has representatives from all levels of the program. The schoolwide plan is used as a guiding document to focus our energy and resources towards our building and district goals and is reviewed annually as part of our continuing school improvement process.

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How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The School Improvement Team meets at least monthly throughout the school year and uses the schoolwide plan as a guiding document at these meetings. We review assessment data regularly to determine the extent of our effectiveness. Of particular interest is the level to which we are able to move those student furthest from achieving grade level standards. Grade level teams and content area teams function as a professional learning community where student assessment data is at the forefront of all their discussions. Students furthest from achieving

given standards are identified for intervention and their progress through these interventions is closely monitored.

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

As mentioned, our School Improvement Team takes their role very seriously and a culture of continuous improvement has been established. As a result, we are in a constant cycle of revise our school improvement plan based on the results of our evaluation of the total schoolwide program. As data and building practices are reviewed throughout the school year, the plan is revised. In the spring of each year the revised plan is finalized and we begin to take action on any changes needed for the following school year. We believe that this continuous approach to school improvement ensures that we see continuous growth from our student population.

Boyne City Elementary school School Improvement Plan

Overview

Plan Name

Boyne City Elementary school School Improvement Plan

Plan Description

2013-2014 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 at Boyne City Elementary School will improve reading comprehension across the content areas.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$112550
2	All students at Boyne City Elementary School will be proficient writers across the content areas.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$26000
3	All students at Boyne City Elementary School will be proficient in mathematics	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$63250

Goal 1: All students at Boyne City Elementary School will improve reading comprehension across the content areas.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% decrease of Economically Disadvantaged students will demonstrate a proficiency Decrease the discrepancy between the economically disadvantaged and those that are not in the 5th grade reading state level assessment from 16% to 10%. in English Language Arts by 12/08/2014 as measured by Comparing the 2014 reading MEAP scores of those students classified as economically disadvantaged and those that are not..

Strategy 1:

RTI Reading Intervention System - Teaching and paraprofessional staff will team together to implement reading intervention strategies with small groups of students during our LEAP Frog scheduled intervention times and throughout the day to increase the reading achievement of all students with a particular focus on reducing the current discrepancy between economically disadvantaged students and those not.

Research Cited: National Center on Response to Intervention; <http://rti4success.org>

Fielding, L., Kerr, N., & Rosier, P. (2007). Annual Growth for All Students, Catch-Up Growth for Those Who Are Behind. Kennewick, WA: The Foundation Press, Inc.

Wahlstrom, ED. (2002). Using Data to Improve Student Achievement. Chesapeake, VA: Successline Pulications

California Department of Education (2003); Flexible grouping. Taking Center Stage Act II; <http://pubs.cde.ca.gov/tcsii/ch2stdntgrpng.aspx>

Clay, M.M. (1985). The Early Detection of Reading Difficulties (3rd ed.). Portsmouth, NH: Heiemann Educational Books.

National Reading Panel

Debbie Diller Literacy Workstations

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional staff will be utilized to support teachers with small group instruction.	Academic Support Program	09/03/2013	06/10/2016	\$64000	Title I Part A	Building Principal

Activity - Family Resource Liaison Paraprofesional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The goal of the Family Resource Liaison position is to provide services to students, families and the school with the primary focus of removing barriers to academic success. The Family Resource Liaison is specifically charged with helping Boyne City Elementary School reduce the academic discrepancy between those students considered at-risk and those not considered at-risk especially with regards to socio economic differences.	Academic Support Program	08/27/2013	06/13/2014	\$22250	Title I Schoolwide	Family Resource Liaison, Classroom Teachers, Building Principal

Strategy 2:

Individual Technology Devices for Student Intervention - All students will be provided with equal access to educational resources through the use of a 1:1 iPad initiative.

School Improvement Plan

Boyne City Elementary School

We believe the best method for reducing the discrepancy between our economically disadvantaged students and those not is to provide them equal access to educational resources.

Research Cited: <http://www.naace.co.uk/publications/longfieldipadresearch>

<http://www.minnisjournals.com.au/articles/ipads%20et%20t3%2011.pdf>

http://www.u-bunkyo.ac.jp/center/library/image/fsell2010_031048.pdf

<http://www.edweek.org/dd/articles/2011/06/15/03mobile.h04.html>

<http://www.ipadpd.com/ipad-research.html>

Activity - Tech Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building in the district will provide two Tech Mentors to be used to help teachers best capitalize on the power of the iPad to transform teaching and learning. Tech Mentors will be existing teachers within the district that excel at the use of the iPad for instruction in their classroom. The additional responsibility of serving as a Tech Mentor will be added to the regular instructional day of the teachers and they will receive a stipend for this additional time.	Professional Learning	06/17/2013	06/13/2014	\$13300	Title II Part A	Building Principals
Activity - District Technology Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Instructional Technology Coach will support the Tech Mentors and classroom teachers during this transition year of professional learning targeting improving student achievement and reducing academic discrepancy through the use of a 1:1 iPad initiative. We relied on the district technology coach for the 2012-2013 school year with the hope of transiting this task to in-house experts.	Professional Learning	06/17/2013	06/13/2014	\$13000	Title II Part A	Building Principals, Superintendent

Goal 2: All students at Boyne City Elementary School will be proficient writers across the content areas.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

59% of All Students will demonstrate a proficiency By scoring a 1 or 2 in English Language Arts by 10/31/2014 as measured by 4th Grade MEAP Writing assessment.

Strategy 1:

Writing for Authentic Audience - Staff will take advantage of student 1:1 technology to encourage writing for a purpose by publishing student writing to an authentic audience by publishing student work in apps like Book Creator and Story Buddy and through social media tools like Twitter, Blogging, Edmodo, etc.

Research Cited: Graham, S., & Herbert, M. (Eds.) (2010). Writing to Read. New York: Alliance for Excellent Education.

The College Board. (2006, May). Writing and School Reform. Report of the National Commission on Writing.

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Gingell, A, (2012) Learning with iPad, Learning, Teaching, Life

Washuk, B, (2012). Giving iPads to Auburn Kindergartners increase test scores: Sun Journal

Gerstein, J Ed.D. (2012) Mobile Learning and the Flipped Classroom: The Full Picture, User Generated Education

Activity - Authentic Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize mobile technology and related resources to publish student writing on social media sights, web pages, and through the use of publishing applications on the iPad	Technology	08/27/2013	06/13/2014	\$13000	Title II Part A	Tech Mentors and Teaching Staff

Strategy 2:

Increase Student Writing Time - Staff will provide opportunities for anytime/anywhere learning opportunities by encouraging students to utilize their iPad outside of regular school hours for writing. This can be accomplished through commenting on Edmodo posts, utilizing writing apps, interacting with iTunes U courses to write, gain background knowledge and access writing prompts all outside of the regular school day.

Research Cited: Graham, S., & Herbert, M. (Eds.) (2010). Writing to Read. New York: Alliance for Excellent Education.

The College Board. (2006, May). Writing and School Reform. Report of the National Commission on Writing.

Gingell, A, (2012) Learning with iPad, Learning, Teaching, Life

Washuk, B, (2012). Giving iPads to Auburn Kindergartners increase test scores: Sun Journal

Gerstein, J Ed.D. (2012) Mobile Learning and the Flipped Classroom: The Full Picture, User Generated Education

Activity - Teacher Training on writing tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with building Tech Mentors and District wide Technology Integration Specialists to develop skills and platforms for increasing the amount of time students engage in authentic writing activities outside of the regular school day.	Professional Learning	08/27/2013	06/13/2014	\$13000	Title II Part A	Tech Mentors, Technology Integration Specialist, Building Principal, Classroom Teachers

Goal 3: All students at Boyne City Elementary School will be proficient in mathematics

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of All Students will demonstrate a proficiency Level 1 or 2 in Mathematics by 10/31/2014 as measured by 5th Grade MEAP mathematics assessment.

Strategy 1:

Small Group Instruction - Students will participate in a 3-tier intervention model for math intervention. Within this model, students will participate in targeted small group

School Improvement Plan

Boyne City Elementary School

intervention activities during structured intervention times throughout the school day. Regular grade level teachers and paraprofessional staff will be utilized to provide these services.

Research Cited: National Center on Response to Intervention; <http://www.rti4success.org/>

Fielding, L., Kerr, N., & Rosier, P. (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press, Inc.

Wahlstrom, ED. (2002). Using Data to Improve Student Achievement. Chesapeake, VA: Successline Publications

California Department of Education (2003); Flexible grouping. Taking Center Stage Act II; <http://pubs.cde.ca.gov/tcsii/ch2/stdntgrpng.aspx>

Anthony, G., & Walshaw, M. (2009). Effective pedagogy in mathematics.

Wiggins, G., & McTighe, J. (2005). Understanding by Design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Paraprofessional Staff to provide targeted small group instruction in a 3-tier intervention model.	Academic Support Program	08/27/2013	06/13/2014	\$36000	Title I Schoolwide	Teaching Staff, Paraprofessionals, Administration
Activity - IXL and Delta Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize IXL and Delta Math to implement math intervention groups during our LEAP Frog time to increase math proficiency for all students. Both classroom teachers and paraprofessional staff will support student intervention groups using these resources for our students.	Academic Support Program	08/27/2013	06/13/2014	\$5000	Title I Schoolwide	Classroom Teachers, Paraprofessionals, Administration
Activity - Family Resource Liaison Paraprofesional	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The goal of the Family Resource Liaison position is to provide services to students, families and the school with the primary focus of removing barriers to academic success. The Family Resource Liaison is specifically charged with helping Boyne City Elementary School reduce the academic discrepancy between those students considered at-risk and those not considered at-risk especially with regards to socio economic differences.	Academic Support Program	08/27/2013	06/13/2014	\$22250	Title I Schoolwide	Family Resource Liaison, Classroom Teachers, Building Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Paraprofessional staff will be utilized to support teachers with small group instruction.	Academic Support Program	09/03/2013	06/10/2016	\$64000	Building Principal
Total					\$64000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Utilize Paraprofessional Staff to provide targeted small group instruction in a 3-tier intervention model.	Academic Support Program	08/27/2013	06/13/2014	\$36000	Teaching Staff, Paraprofessionals, Administration
Family Resource Liaison Paraprofessional	The goal of the Family Resource Liaison position is to provide services to students, families and the school with the primary focus of removing barriers to academic success. The Family Resource Liaison is specifically charged with helping Boyne City Elementary School reduce the academic discrepancy between those students considered at-risk and those not considered at-risk especially with regards to socio economic differences.	Academic Support Program	08/27/2013	06/13/2014	\$22250	Family Resource Liaison, Classroom Teachers, Building Principal
IXL and Delta Math	Staff will utilize IXL and Delta Math to implement math intervention groups during our LEAP Frog time to increase math proficiency for all students. Both classroom teachers and paraprofessional staff will support student intervention groups using these resources for our students.	Academic Support Program	08/27/2013	06/13/2014	\$5000	Classroom Teachers, Paraprofessionals, Administration
Family Resource Liaison Paraprofessional	The goal of the Family Resource Liaison position is to provide services to students, families and the school with the primary focus of removing barriers to academic success. The Family Resource Liaison is specifically charged with helping Boyne City Elementary School reduce the academic discrepancy between those students considered at-risk and those not considered at-risk especially with regards to socio economic differences.	Academic Support Program	08/27/2013	06/13/2014	\$22250	Family Resource Liaison, Classroom Teachers, Building Principal
Total					\$85500	

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Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Technology Coach	The District Instructional Technology Coach will support the Tech Mentors and classroom teachers during this transition year of professional learning targeting improving student achievement and reducing academic discrepancy through the use of a 1:1 iPad initiative. We relied on the district technology coach for the 2012-2013 school year with the hope of transiting this task to in-house experts.	Professional Learning	06/17/2013	06/13/2014	\$13000	Building Principals, Superintendent
Tech Mentors	Each building in the district will provide two Tech Mentors to be used to help teachers best capitalize on the power of the iPad to transform teaching and learning. Tech Mentors will be existing teachers within the district that excel at the use of the iPad for instruction in their classroom. The additional responsibility of serving as a Tech Mentor will be added to the regular instructional day of the teachers and they will receive a stipend for this additional time.	Professional Learning	06/17/2013	06/13/2014	\$13300	Building Principals
Teacher Training on writing tools	Teachers will work with building Tech Mentors and District wide Technology Integration Specialists to develop skills and platforms for increasing the amount of time students engage in authentic writing activities outside of the regular school day.	Professional Learning	08/27/2013	06/13/2014	\$13000	Tech Mentors, Technology Integration Specialist, Building Principal, Classroom Teachers
Authentic Writing	Teachers will utilize mobile technology and related resources to publish student writing on social media sights, web pages, and through the use of publishing applications on the iPad	Technology	08/27/2013	06/13/2014	\$13000	Tech Mentors and Teaching Staff
Total					\$52300	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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