



School Improvement Plan

Ryan Elementary School

Bronson Community School District

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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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was completed by building leadership teams, administration, staff, grade level team and parent advisory input. In the meetings multiple types of data were shared and discussed. It is a continual process as teams work with students and then data is generated via student achievement, surveys, and comments from all stakeholders.

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

A review of demographic, process, achievement, and perception data was conducted. There are successes and areas of concern. Successes are in area of Reading, Math, and Writing. Areas of concern are still with the lower third achievement in Reading and lower third of Math. A high percentage of our lower third are LEP and ED. The Title 1 teachers did meet their goals of impacting the lower third in Reading and Writing; however there are too many students and not enough Title 1 teachers to raise all of the lower third students. We did not reach our targets in Social Studies and Science on MSTEP.

Teachers, students, and parents are pleased with our programming but teachers want more collaboration in decision making process. Parents appreciate our regular communication and students like our hands on approach to Science. Parents feel we have a safe school and we have high expectations for learning. In data-demographic area we dropped chronic absenteeism and the number of tardy occurrences. Overall behavior is good and we have a significant few students that need BIP and CICO systems. Some of these students need interventions with supports outside of school and after school with detentions, parent meetings, and therapy or counseling. Our free and reduced lunch rate has dropped and we are using universal breakfast to before school to garner back educational / instructional time. We have some senior staff members that have expertise that are nearing retirement. A challenge is to pass on expertise with peer to peer observations and the development of a Procedural Staff Handbook.

In process data we note we have strengths in instruction and assessment but need work on developing a stronger culture of learning and a professional learning culture. We see strength with the current RtI / MTSS schedules but we need more agreements with placement and strategies used with those struggling learners. The 24/7 learning system assists with extended learning opportunities through HyBridge / Pathfinder / Odyssey. The youth center still maintains programming even though of revenue losses. Number of students is down attending the after school program. The SBRC is helpful but we need to find times to support students with P (progressing) and U (unsatisfactory) on their grade cards with power standards. In achievement/outcome data we see strengths in reading, math, and writing compared to state averages but not in science and social studies. When we compare to NWEA national normed we see strengths in Reading, Language Usage, Math, and Science but when we dig deeper we see challenges in Foundational Skills, Vocabulary and Use in reading and in Operations and Algebraic Thinking in Math. In Writing we see strengths in process in state assessment and we are making process in evaluating writing with a local PES process and now two MES rubrics at each grade level with narrative and informational types of writing. In perception data students are pleased with our belief that all students can learn and they are learning new things but they want more control over their environment by gathering their ideas and they feel they are not respected exceptionally well. Parents believe our school provided a safe learning environment and we have qualified staff but they are concerned about support services such as a counselor or social worker. Our teachers believe we have a clear purpose in our school but they see needs for peer to peer support and a professional learning program that even supports new staff members also. Teachers indicate a lack of peer support with observations to share best practice. Teachers are very concerned about the lack of a school counselor for some support.

According to MiSchoolData.org on accountability proficiency it appears we are okay at this time but in order to get all students at 85%

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proficient we have work to do. When we compare our MSTEP scores from last year to state averages we are concerned. 3rd Grade ELA proficiency indicates 35.6 to 51.9 from 2014 to 2015 school years. In 4th grade ELA it is 30.9 to 49.4. In 5th grade ELA it is 39.5 to 30.2. Two of the three grade levels indicate increase in ELA proficiency. In 3rd grade Math proficiency we were 48.4 and down to 42.3. At 4th grade we were 38.3 up to 54.9. At 5th grade we were 36.6 down to 31.0. Lastly in 4th grade Science we were 12.3 and down to 7.3 during the 2015-2016 school year. In 5th grade Social Studies we were 19.5 and down to 6.9. Needless to say we have a large challenge in these two areas in the subject areas of Science and Social Studies.

Ryan Elementary was in the 56th percentile ranking in 2014-2015 and from the 2015-2016 year we are at 62nd percentile ranking.

Students entering our school and taking the NWEA in the fall of 3rd grade year post these results: reading 181.9, 182, 180.6, 180.5 the past 4 years and the national norm average is 188.3. This indicates the students are as a group behind national averages. In Math the scores are 187.1, 192.1, 188.3, and 188.6 the past 4 years and national norm average is 190.4. This indicates that the students are closer to norm in Math than Reading.

Students exiting our school on spring of 5th grade post these results. In Reading the EOY averages were 212.5, 211.4, 208.2, and 210.6 the past 4 years with norm at 211.8. A downward trend is overall indicated. In Math the EOY averages were 225.1, 225.3, 219.7, and 223.0 the last 4 years with the norm at 221.4. This indicates we are above the national norm average in Math consistently 3 out of the last 4 years. It is safe to say that are Math achievement is stronger than our Reading achievement.

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

Students at Ryan Elementary will become become proficient in mathematics.

Students at Ryan Elementary School will become proficient readers in all subjects.

Students at Ryan Elementary School will become proficient writers.

Students at Ryan Elementary School will become proficient in general science.

The admin team gathered data at district level while the building school improvement teams were analyzing current results and processes. The district team led data digs and goal setting with teachers to produce preliminary goals that were refined into the district improvement plans. Then the school improvement team refined the goals once again along with principal to develop the goals. It is clear that multiple pieces of data were used to direct the goals.

Subgroups (ED, Hispanic)

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

By identifying and studying data from those respective sub groups and then setting goals and allocating funds to support the teacher's professional development and support to specific instructional setting for the special populations. Because classrooms are carefully formed with heterogeneous groupings in academics, behavior, parental support, and behavior the teams naturally recognize successes and support one another in intervention processes. The whole system of MTSS supports all learners, but many resources are committed to the lower third performing students. Data is used to identify disadvantaged students and then they are supported.

Component 2: Schoolwide Reform Strategies

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

These strategies should greatly impact all content subjects.

1. Uninterrupted Tier 1 instruction in ELA and Math block. Daily times scheduled for all subjects. Social Studies and Science may be integrated into ELA block time along with separate direct instruction in Science and Social Studies areas.
2. Strengthening instruction through peer observations and improving instruction with researched based techniques such as 9 effective strategies by Marazano and now the 6-step model for vocabulary.
2. MTSS / Rtl model of instruction applied by staff to support students. Leadership team uses a developed (flexible) schedule that supports many remedial sessions to support struggling learners.
3. Rtl / PLC Leadership team regularly meets to direct processes.
4. Grade Level Team meets 90 minutes per week to improve processes.
5. Staff meetings twice per month for PD in ELA, Writing, Math, and technology use.
6. Student use of technology to assist in learning both intervention and extension. (HyBridge Fast ForWord, RAZ Kids, Extra Math, Reading Assistant, Lyrics to Learn etc.)
- 7 Parent involvement meetings and enhanced school to home parent communications.
8. All work correlated to CCSS and progress to all students meeting standards.
9. Use of School-Parent Compact and Parent Involvement Plans
10. Use of math fact automaticity program, Rocket Math.
11. Smeken's Reading and Writing support via Webinars and using those techniques in ELA blocks of time.
12. A school wide focus on The Leader in Me program that teachers and supports the seven habits of highly effective individuals.

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

1. Uninterrupted Tier 1 instruction in ELA and Math block. Also strengthening that instruction through peer observations and improving instruction with researched based techniques such as 9 effective strategies by Marazano and now 6 step model for vocabulary that will support. (improving and increasing instruction)
2. MTSS / Rtl refined model. PLC moves, directs, and sets remedial groups. (increasing instruction)
3. Rtl Leadership team regularly meets to direct processes. (improving instruction)
4. Grade Level Team meets 90 minutes per week to improve processes. (improving instruction)
5. Staff meetings twice per month for PD in ELA, Writing, Math, and technology use. (improving instruction)
6. Student use of technology to assist in learning both intervention and extension. We hope to allow technology (androids) to go home with some intensive students. (increasing instruction)
- 7 Parent involvement meetings and enhanced school to home parent communications. (increasing instruction via home learning)

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

Our students need quality instruction and that first occurs with the general education teacher in Tier 1 settings. This success is revealed with our summative assessment progress, performance evaluation system, and overall school rankings. When we detail and study our subgroup data it reveals students need additional time and support to acquire mastery of the standards, thus our MTSS / RtI instructional times we have included daily in our master schedule. The data still dictates to us that we must provide additional time and support to many learners. Example would be our ELL learners need support with academic vocabulary. Teachers are also identified in need of additional supports and they set professional goals to continually improve their performance.

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

Currently our most needy students receive small group and intensive support (Tier 2 or 3) with our Title 1 Reading or Math teachers. They are additionally supported with meeting with their general ed teacher at higher frequencies in guided reading groups. Some students that have been identified also meet with their special education teacher. Blended learning is used with targeted Odyssey lessons, In class fluency activities are used with students having difficulty in fluency, in tier one Rocket Math, Six Minute Solution, and now wireless netbooks and android tablets are available in classroom for more computer assisted support.

Reading: Higher frequency contact (Daily) in Guided Reading Groups. Access to RAZ kids and Read Naturally. Tier 2 and Tier 3 support via Title 1 Reading teachers. Extended school day with Fast Forward before school and allowing android tablets to be sent home with needy students.

Writing: Higher frequency contact in Guided Writing Groups. Use of common grade level rubrics and using some intervention time in master schedule for writing.

Math: Reteaching groups in Math time cycle. Access to blended target learning via HyBridge / NWEA results. Rocket Math automaticity. Tier 2 and 3 support via Title 1 Math teachers and paraprofessionals. Multisensory Math

Science and Social Studies is support by the mastery of the first three portal subjects. Science has new curriculum and resources this year and leveled literacy can be used with many of the science content integrating it into ELA blocks of time.

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

The SBRC (Standards Based Report Card) contains rankings of OMPU (Outstanding performance to CCSS, Meets CCSS, Progress towards mastery, and Unsatisfactory progress towards mastery). The cards and system is in constant discussion by stakeholders. The SBRC is a key driver in ongoing current work. Summative data sets up the initial structures. Fall NWEA is formative as it sets Blending Learning lessons through HyBridge / Odyssey. The teacher and principal performance evaluation system contains data that give educator and stakeholder information that a teacher or principal is successful in meeting needs of students. The district through Blueprint Mi Excel is designing on target reports (from DnA) that determine that these needs are being met.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We lost one teacher this year due to that teacher getting married and moving closer to her hometown region. We average about one teacher per year.

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

A few teachers are now ranked Highly Effective and a few at Effective rating. There are no minimally effective or Ineffective educators. The principal is ranked at an effective rating. The average years of experience in the building is at 16 years. Our Title 1 reading teacher was a previous third grade teacher. We have a brand new teacher at a third grade classroom due to a larger class of students coming through. That teacher is BA step 1. We have a new fourth grade teacher with experience at MA step 4.

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

We first post internally for the changing of new positions and then post outside our district extensively to many colleges. We have a well-developed process for identifying the attributes / characteristics of educator position that we are seeking. We do take in consideration the certifications and we look for dual certified educators. We have developed a mentoring process and we attempt to create a "family" atmosphere amongst all of our staff members. We also work to develop professional development relative to their specific job assignment. We have implemented PBSi in previous years and now we will be implementing a culture changing program called, "The Leader in Me." These programs have and will create positive working climates. We collaboratively set annual goals with them to continue their career development. We also promote our school and district accomplishments on the internet and in a quarterly publication. We support new staff with additional training and mentoring.

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

We first post internally for the changing of new positions and then post outside our district extensively to many colleges. We have a well-developed process for identifying the attributes / characteristics of educator position that we are seeking. We do take in consideration the certifications and we look for dual certified educators. We have developed a mentoring process and we attempt to create a "family" atmosphere amongst all of our staff members. We also work to develop professional development relative to their specific job assignment. We have implemented PBSi in previous years and now we will be implementing a culture changing program called, "The Leader in Me." These programs have and will create positive working climates for staff, students, and families. We collaboratively set annual goals with them to continue their career development. We also promote our school and district accomplishments on the internet and in a quarterly publication. District admin leaders attend college career fairs to meet new teachers giving them some basic information about our district.

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

N/A We do not often lose teachers in our school. Precise professional development that meets the teachers need.

Component 5: High Quality and Ongoing Professional Development

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

The teachers will get PD on the use of technology with online assessment as the state is going to online MSTEP assessment Spring of 2015 and forward. We will continue PD in ELA and Math. Most of this PD will be at staff meetings. (Professional development has consisted of Professional Learning Communities, RtI Process, Making Meaning for Comprehension, and New Math "Go Math" Supports for 5th Grade, Rocket Math, Fast ForWord, Data Conferencing, SkyWard, and DnA training.) Two DPPD days this year will be committed continue the "The Leader in Me" program. The Leader in Me program focuses on building the seven habits of effective people in childre, staff, and families and we believe this will create a highly engaged climate throughout our school and community.

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

We continue to be reflective on our classroom practice. We allow peer observations to take place. Through our professional learning communities we discuss our efforts and monitor our progress towards our SMART goals. The principal conducts walk throughs, observations, and evaluations documenting processes of the plan. For large projects such as "Leader in Me" we consult and build a master plan for implementation and sustainability.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Our current plan was just accepted for Title II support.	Title II Learning BCS Plan

Component 6: Strategies to Increase Parental Involvement

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

The parents are surveyed and a parent advisory meeting is conducted that reviews achievement and new plans that are being made for future years. Parents receive a draft of plan for review and input.

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

The parents are surveyed and a parent advisory meeting is conducted that reviews achievement and new plans that are being made for future years. The School-Parent compact is signed at beginning of the year and referenced throughout the year to support student learning. We welcome and train parent volunteers to assist us with educational activities. We ask parents to serve on all nine components of school wide plan.

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

Input is given via parent survey and parent advisory meetings. Additionally the draft plan is presented at the open house before the final adoption for implementation for the given school year.

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

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

We organize meeting and conferences that explain standards and grade cards that contains "kid & parent" friendly CCSS statement. We invite parents and students to MSTEP report meetings and also grant them access to our parent connection via Skyward. We provide parenting support materials and check out materials on a variety of topics. We invite parents to attend county parenting fairs. We have parent involvement nights in the fall and spring that generate ways parents can help assist with learning at home. At risk personnel work with parents in providing basic needs and ideas so parents can help their children. The school sends home a bi-monthly newsletter with ideas to increase student learning at home. Teachers send home weekly classroom letters or posting to Facebook Groups. There is an ongoing partnership with the Bronson Area Youth Center and Bronson Parks Program that provides safe child activities in the summer. Additionally all highly important documents are produced in English and/or Spanish.

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

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The use of parents surveys and then an open forum meeting with parent advisory.

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

The results are then applied to improve efforts to help address parent/student perceptions about the educational programs. This information is processed with the principal and school improvement team. The district additionally holds meeting that give input to successes and concerns that lead to opportunities for improvement.

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

It is reviewed annually by parent advisory and also teacher and administrator input. The most recent changes occurred with parents having the option to check what they can do to support their child's learning. It is unrealistic that educators expect all parents can do all the things that are on the compact. We can use the information to help students that come from homes that need additional supports, such as referring them to the youth center after school program and McKinney Vento funds.

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

It is referred to and used as a tool to build mutual support and understanding between parent and teachers on how to support the unique learning for all children.

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

N/A At BCS only our elementary is Title 1, however a copy of the compact is given to the Jr. Sr. High School principal as the secondary school does receive At-risk 31a money.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Ryan School Parent Teacher Compact

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

The standards based report card is written in parent/student friendly language. A student grade level card is made available for parents at the back to school night before school starts. The NWEA uses line graphs which are easy to understand once explain by teachers in conferences. They are sent home two to three times per year. When a different language is spoken we use translators and we translate many documents into Spanish. We provide pamphlets explaining the common core state standards to parents.

Component 7: Preschool Transition Strategies

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

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

They are designed by the grade level teams in regards to the SBRC. They are trained in understanding the data from any national or state assessment. The teachers participate in the District PES committee that sets up our evaluation system that impacts are assessment system to tracks learning in our district. This year we are using Blueprint Mi Excel building teams to advise on assessments that track academic assessments. Additionally considerations are being given to the new K-3 Literacy Law.

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

Through Professional Learning discussion and agreement to best and most effective practices across a grade level or in similar situations at other schools. Yearly K-12 vertical core academic teams met and discussed data and posed goals and strategies for improvements. Data is often presented and understood at staff and/or PLC meetings and they are actively involved in decision making for program development.

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

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

Assessments are given and criteria is set by certified staff members. Students that do not meet this criteria are available for Title 1 and 31a support services.

Eligibility Criteria:

Students not performing at or above grade level based on the above indicators are eligible for Title I or 31a services in the qualifying subject area.

Selection Criteria:

Priority is given to reading and math. In reading and math, the lowest 30 to 36 students per subject (approx. 12 slots per grade level), not achieving at grade level/benchmark/mastery level, will be selected for intervention programming in the qualifying area(s). As students reach grade level achievement in reading and math, using the above criteria, they will be exited from intervention programming. New students who are not achieving grade level proficiency will fill open spots.

Additional 31a Selection Criteria:

In accordance with the above academic criteria, the primary qualifier for participation with 31a programming is below grade level achievement in either English language communication or math; however, if further narrowing should need to occur at selection, the following social indicators may be used in this order: eligible for free/reduced lunch, atypical behavior or attendance, family history of school failure, incarceration, or substance abuse, victim of child abuse or neglect, teen parent.

Exit Criteria:

Students selected for Title I/31a interventions will exit programming up on reaching grade level achievement based on the above indicators. Students receiving services are progress monitored at least monthly on at least one indicator within the subject area for which they are receiving interventions.

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

In our new model we will use targeted skill re-teaching in Tier 1 and also in Tier 2 and Tier 3. We will operate from data from our standards based report cards CCSS and our Skyward system. We have report cards every 5-6 weeks. Intervention or re-teaching for mastery is in constant action. Usually intervention groups are changed every 4-6 weeks. Some grade levels are now using 2 week cycles for some students and targets. Students that are below average meet with their teachers at a higher frequency in guided reading groups and these groups change throughout the year.

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

Teachers use different frequency of meeting in guided reading and/or guided math groups. Assignments are modified for different types of learners. The CAI Odyssey sets different learning paths for each students. Some students can demonstrate mastery of concepts by different modes of assessments. Teachers designed lessons that support delivery in multiple learning modalities.

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

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

Coordination of the program is through Professional Learning Communities / Grade Level Team meetings, discussions, principal evaluation, supervision and the TLIM Ryan Leadership Team. This year we monitor with Advanc-ed using the notes that are in the goal areas. We are also using the Leader in Me online resources to monitor success and implementation.

This money is used in the school wide program as it supports Title 1 Reading and Math teachers that target the struggling learners according to the eligibility criteria. Additionally certified paraprofessionals operate other small group learning groups directed/supervised by PLC teams and certified Reading and Math Title 1 teachers. Paraprofessionals that support students with skills keep log of how they service / support lower these students. The grade level teams operate Tier 1 and also share some grouping of Tier 2. General education teachers are teaching students during these times also.

ELLs are also supported by certified and trained paraprofessional during common grade tier 2/3 intervention times.

31a money is also used to support a trained paraprofessional critical thinking comprehension and understanding. Title II money (77G total BCS) supports professional development for all these positions.

Title VI (7G) is being used to bring in more wireless devices. This will extend our 24/7 online learning as we move towards one to one technology. We are now at 20 plus devices at 5th grade and 15 plus devices at 3rd and 4th grades.

A collaboration with some resources from United Way and local civic groups is found with an after school program operated at the Bronson Youth Center. The Bronson Elementary PTO and Walmart Foundation are additionally supportive for academic materials. All of these actions support our SIP goals to promote learning and proficiency in all core subjects.

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

1. Comprehensive Needs Assessment Process: Most support from this component comes from state funds. Title 1 Teachers are involved so there is Title 1 money used also.
2. School wide Reform Strategies: State funds and Title II funds support this function with training/PD, and support for identified strategies Such as "Leader in Me" training for this year and next year.
3. Highly Qualified Staff: Title II funds support along with state funds for teachers and paraprofessional acquire and maintain HQ. Example local / state funds allow reimbursement for college credit. There is support of teachers attending PD for peer observation and discussion.
4. Attract and Retain Highly Qualified Staff: General funds and federal funds are used for principals to visit teacher job fairs in the state.
5. Professional Development: Title II and general funds are used for DPPD days. Leader in Me, peer observations, Smeken's Webinar for ELA strategy development, and (Title 3, SIOP training for teachers to support ELL learners that are found in every classroom) are some of the main programs supported by funds.
6. Parent Involvement: General funds and Title 1 funds are used to schedule open houses, Math Nights, ELA nights, and parent advisory meetings. Title 3 funds will support EL liaison that will support parents and students with school and learning.
7. Preschool Transition: n/a to Ryan Elementary grades 3-5. We use general funds to supports transition for 2nd to 3rd and for 5th to 6th grade. We have parent input forms and meetings also for these important transitions.

8. Assessment Decisions: General funds and Title 1 and 31a funds are used to make decisions about assessment of students. The

Evaluation committee that met last summer will reconvene in fall of 2017. TLIM leadership committee (Title 1) discusses assessment for students. Parents also give input to decisions about assessment and evaluation.

9. Timely and Additional Assistance: This is the main focus of money from general, title 1, 31a, and Title 3 money as it is used to support MTSS services for students that have been identified.

10. Coordination and Integration of Federal, State, and Local Resources: The comprehensive needs assessment is completed with support from general fund and Title II PD to understand data and Blueprint Mi Excel educator competencies. In Title II PD school wide reform strategies are observed and studied to bring in best and most effective strategies and models. Further discussions in school reform are supported by general fund meetings that occur weekly in common planning times and at staff meetings. Title II money is used to train teachers and staff to be highly qualified. When hiring new staff members and keeping staff members, professional development opportunities are afforded to them to meet their unique needs. During professional development sessions we survey attendees to gather information about the quality and next steps in building a high-quality ongoing professional development. We use Title 1 funds to help support parental involvement nights throughout the year, general fund money is also used in this endeavor. Parents are invited to parenting fairs, attended by the principal and others, and we transition students from earlier grades to Ryan school every spring. Title II money is used to help make decisions about assessments along with general fund money. General fund and Title 1 money is used to support our Rtl program along with Title II money to trained educators in strategies for success for all students. The coordination of all services comes about by meetings at all levels that lead to the BCS administration making final decisions in developing the consolidated application for the school wide programming.

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

The principal attends (admin) meetings and is debriefed on head start, adult ed, vocational and technical education. The principal shares information to TLIM and PLC Leadership and parents appropriately. The school uses PBSi with training for appropriate behavior including anti-bullying. It also participates in state attorney general presentations on Internet Safety. The school collaborates at grade levels and school wide with Fuel Up to Play 60 activities and events. The school promotes parents using the free / reduced lunch program and also participates in Universal Free Breakfast for all students. The At-risk/McKinney Vento Contact, (Anderson Elementary Principal) and with cooperation with secretary, teachers, and principal identifies homeless and make application for families to the McKinney Vento support system in the county.

Evaluation:

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

Through surveys and stakeholders meetings and discussions. The teacher and principal's PES also gives evidence to success of the schoolwide program. The Mi School Data website allows for comparison's of other like schools. Currently our school is a 62 percentile in the state and we are ranked 20th out of 54 schools in Michigan that have grades 3,4, and 5. The school participates in audits of review of the school wide program.

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

It is a constant cyclic review of new data to current trend data with academic achievement. The PDSA cycle will continue with monitoring of the current program. As soon as new comparable data is available we review and discuss implications. A teacher summer meeting is held to review roster, master schedule, and developing SIP. The TLIM surveys given in the spring of the year will help once again with giving the team guidance for new and future improvements. Currently the NWEA is the key indicator of academic success or concern of success. When MSTEP results come out we will have 3 years of MSTEP data to review with trends for making more changes and improvements.

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

We monitor the lower third by identifying them and targeting them with Rtl / MTSS supports through Title 1 certified teachers and the general education teachers along with some support from Title 1 paraprofessionals. We then have documented their growth from BOY to EOY with NWEA, PES Writing Rubrics, and Dibels. We have used the program evaluation tool to evaluate Rocket Math and Summer School. Parents are invited to learning and support meetings during the year. The Title 1 Reading Teacher's PES focuses precisely on the lower students. Also the state ranking system found at Mi School Data indicates we are at the 80 state percentile in supporting lower students and making sure they grow like our top students.

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

We constantly have to continue the SIP cycle of PDSA and we continually have to look at data and work on best practices with curriculum resources and methods of instruction. We follow a cycle that is found through CISD as refined by Beth Brophy. Basic process is found at this website, Parents are included this cycle throughout the year with open houses, parent-teacher conferences, and parent advisory meetings.

<https://sites.google.com/calhounisd.org/miexcelresourcecenter>

School Improvement Plan

Ryan Elementary School

Beth Brophy

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It involves attending TLIM/PLC meetings throughout the year, our high school has done this the past year. Ryan Elementary will use this resource this past year and it has helped our SIT effectiveness.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was completed by building leadership teams, administration, staff, grade level team and parent advisory input. In the meetings multiple types of data were shared and discussed. It is a continual process as teams work with students and then data is generated via student achievement, surveys, and comments from all stakeholders.

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

Assessments are given and criteria is set by certified staff members. Students that do not meet this criteria are available for Title 1 and 31a support services. MSTEP results are also used to determine at risk.

Eligibility Criteria:

Students not performing at or above grade level based on the above indicators are eligible for Title I or 31a services in the qualifying subject area.

Selection Criteria:

Priority is given to reading and math. In reading and math, the lowest 30 to 36 students per subject (approx. 12 slots per grade level), not achieving at grade level/benchmark/mastery level, will be selected for intervention programming in the qualifying area(s). As students reach grade level achievement in reading and math, using the above criteria, they will be exited from intervention programming. New students who are not achieving grade level proficiency will fill open spots.

Additional 31a Selection Criteria:

In accordance with the above academic criteria, the primary qualifier for participation with 31a programming is below grade level achievement in either English language communication or math; however, if further narrowing should need to occur at selection, the following social indicators may be used in this order: eligible for free/reduced lunch, atypical behavior or attendance, family history of school failure, incarceration, or substance abuse, victim of child abuse or neglect, teen parent.

Exit Criteria:

Students selected for Title I/31a interventions will exit programming up on reaching grade level achievement based on the above indicators. Students receiving services are progress monitored at least monthly on at least one indicator within the subject area for which they are receiving interventions.

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

Additionally MSTEP results from Grades 3, 4, and 5 in ELA, Math, and Science and Social Studies at certain grade levels.

Reading Qualification Indicators:

Grade Indicator 1 Indicator 2 Indicator 3

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3 Current NWEA (45% and below) DRA (B/M/E) (28,30,40) Teacher Recommendation
(students receiving P or U for mastery of MES)

4 Current NWEA (45% and below) DRA (B/M/E) (38,40,50) Teacher Recommendation
(students receiving P or U for mastery of MES)

5 Current NWEA (45% and below) DRA (B/M/E) (40,50,60) Teacher Recommendation
(students receiving P or U for mastery of MES)

Math Qualification Indicators:

Grade Indicator 1 Indicator 2 Indicator 3

3 Current NWEA (45% and below) Previous NWEA (45% and below)

Mid-Year Short Survey NWEA Teacher Recommendation

(students receiving P or U for mastery of MES)

4 Current NWEA (45% and below) Previous NWEA (45% and below)

Mid-Year Short Survey NWEA Teacher Recommendation

(students receiving P or U for mastery of MES)

5 Current NWEA (45% and below) Previous NWEA (45% and below)

Mid-Year Short Survey NWEA Teacher Recommendation

(students receiving P or U for mastery of MES)

Writing Qualification Indicators:

Grade Indicator 1 Indicator 2 Indicator 3

3 B/M/E Writing Prompt B/M/E Writing Prompt Teacher Recommendation

4 B/M/E Writing Prompt B/M/E Writing Prompt Teacher Recommendation

5 B/M/E Writing Prompt B/M/E Writing Prompt Teacher Recommendation

Science Qualification Indicators:

Grade Indicator 1 Indicator 2 Indicator 3

3 Current NWEA (45% and below) Mid-Year NWEA (45%tile and below) Teacher Recommendation

4 Current NWEA (45% and below) Mid-Year NWEA (45%tile and below) Teacher Recommendation

5 Current NWEA (45% and below) Mid-Year NWEA (45%tile and below) Teacher Recommendation

Social Studies Qualification Indicators:

Grade Indicator 1 Indicator 2 Indicator 3

3 Unit/Classroom Assessments Student work samples Teacher Recommendation

4 Unit/Classroom Assessments Student work samples Teacher Recommendation

2 Unit/Classroom Assessments Student work samples Teacher Recommendation

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

N/A

Component 2: Services to Eligible Students

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

In Reading they get assistance from a full time Title 1 Reading teacher and parapro support with targeted assistance with small group work with push in time during ELA blocks and MTSS blocks of time.

In Math they get assistance from a part time Title 1 Math teacher and parapro support with targeted assistance with small group work with push in time during Math blocks and MTSS blocks of time.

Parapros also assist teacher working with students during Writing, Science, and Social studies time during the school day. Additionally students are supported with blended learning with our 24/7 blended learning tool Edgenuity. Lessons presented to students are targeted to their learning needs. A another tool used is Fast ForWord with our most struggling learners. Fast ForWord supports learning in all areas helping students with processing, memory, attention, and sequencing.

Component 3: Incorporated Into Existing School Program Planning

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

Common planning time and the use of PLC's make it possible to plan for MTSS. The PLC leaders are supported with PD funding also. This requires a master schedule to supports students for MTSS with organizing common blocks of time across the grade levels so students can be shared with multiple staff members.

Component 4: Instructional Strategies

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

1. MTSS
2. Use of LLI kits with students.
3. High frequency of student contact for struggling learners during Tier 1 times.
4. Blended learning with targeted computer lessons.
5. Targeted skill groups.
6. Multi sensory math techniques.
7. Use of manipulative objects in Math and Science.
8. Use of graphic organizers and visual thinking maps in all subjects.
9. Engaging CAI such as Lyrics to Learn, RAZ Kids, Reading Assistant, Fast ForWord, etc.
10. 90 Minute uninterrupted daily ELA time
11. 60 Minute block
12. Updated curriculum for NGSS and curriculum resources from Pearson.

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

The same strategies for struggling learners support all learners.

1. MTSS
2. Use of LLI kits with students.
3. High frequency of student contact for struggling learners during Tier 1 times.
4. Blended learning with targeted computer lessons.
5. Targeted skill groups.
6. Multi sensory math techniques.
7. Use of manipulative objects in Math and Science.
8. Use of graphic organizers and visual thinking maps in all subjects.
9. Engaging CAI such as Lyrics to Learn, RAZ Kids, Reading Assistant, Fast ForWord, etc.
10. 90 Minute uninterrupted daily ELA time
11. 60 Minute block
12. Updated curriculum for NGSS and curriculum resources from Pearson.

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

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We use a blended learning program that allows students to access targeted learning skills via online support. We also partnership with the Bronson Area Youth Center for after school support. In previous years we have had summer school but summer of 2017 it was dropped but it needs to be re instated in light of the new K-3 Literacy Law. We schedule in to every day two 25 minute Intervention / Extension blocks of instruction where we give instruction specifically to each learner. Our main focus is literacy and numeracy. We also conduct a tier 3 or 4 time before school starts.

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

We have a master schedule that allow for push in for Title 1 and At Risk support. In that schedule we have two separate MTSS blocks of time daily. We conduct interventions and extensions during those times. We protect the Tier 1 instruction and avoid pull outs during those time frames to our master schedule.

Component 5: Title I and Regular Education Coordination

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

The Title 1 teachers meet with the paraprofessional as well do the teachers. The title one teachers would just not meet with students on those training / coordinating days. The principal will also teach for teachers so they can coordinate with paraprofessionals so there is coordination of services. Our LEP paraprofessional also meets with Title 1 Reading teacher. Additionally we coordinate with our special education students with joint planning meetings.

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

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All paraprofessionals are highly qualified for assisting in instruction as directed by certified teachers.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers are certified to the requirements of NCLB.	

Component 7: High Quality and Ongoing Professional Development/Learning

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

Monthly support meetings with Title 1 Reading or Math teacher with the principal with support. This year there will be a focus on LLI kits and basic math skills and concepts that will support algebraic thinking. (Especially in grade 4) Paraprofessionals will also be supported with "The Leader in Me" program and concepts. Training is ongoing and as needed to be timely to meet the changing needs of students as they move from one skill to another skill.

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

The monthly to bi-monthly parent meeting will have a focus on "The Leader in Me" program and the publication "Parents Make a Difference."

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	We will be inserting parapro support days on weeks when they only work 4 days. The over all plan for this year is attached.	Ryan Learning PD Plan 17-18

Component 8: Strategies to Increase Parental Involvement

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

Parents can meet with the principal at any time with concerns about their child's support and learning. Parents are invited to round table discussion and meeting in which they can discuss the MTSS support system we have for struggling learners. We as survey the parents about our programs. Parents are also involved with interviewing new teachers and staff members. We have parent involvement nights that help parents with ideas on how they can help their children learn at home and during the summer. We have child study meetings for parent participation additionally.

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

At parent teacher conferences teachers review the support system we have in place for their child. At the beginning of the year at our open house the principal and/or the Title 1 teachers share our system we use for support. Parents are personally contacted for our MTSS system before school to arrange for the student arriving earlier if possible for access to Fast ForWord or Reading Assistant.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Via survey and personal contact to the building principal and Title 1 teachers and program review meetings.	

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

1. Parents understand the state's content standards by teacher to parent discussion of the Standard's Based Report Card that has a description of each standard. Standards information is made available to parents at the Beginning of School Open House and at Parent Teacher conferences.
2. Monthly or bi-monthly meetings are set up for parent round table discussion using a program called "Parents Make a Difference." Also two school wide parent involvement nights are conducted featuring Math, Reading, and Writing skills. Ideas are suggested on how parents can assist students at home or after school hours via technology and/or the Bronson Area Youth Center.
3. Staff in previous years have been trained with Ruby Payne's work on understanding poverty. Teachers also communicate regularly with parents via Facebook, Class DoJo, and classroom newsletters. The principal and teacher at times will make home visits to support students and parents.
4. Teachers collaborate with Bronson Area Youth Center after school and summer program. They also work with Homeless and the Foster Care liaison to coordinate support services. Also we have a buddy backpack program that allows students to take home food for weekends.
5. Newsletter are edited for clarity. Important communications are produced in English and Spanish as necessary.

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14. Child Study Teams involve parents and work them to find additionally resources for parent support such as Pine Behavioral Services, Branch and St. Joseph's county parenting fairs, and Branch ISD special educational services.

(f) All important documents are translated in Spanish as necessary and parental rights and safeguards are given to students of disabilities or of 504 status.

5. Describe how the parent involvement activities are evaluated.

A parent meetings are used to gather information on the parents' involvement policy and also the use of surveys to improve parent to school relationships.

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

The compact is reviewed by the leadership team and parents and modified to be effective with meeting the school's mission. The last review we inserted checkboxes on what the educators and parents can do to help the child learn.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Ryan Elementary Parent Compact

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

The standards were put in a parent friendly language and also the use of "I can" statement that are in common student language so they understand what they are learning.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan 17-18

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

The compact is filled out at open house and then referred to or refined with further parent, teacher, student discussions to produce the best support system available for the student.

Component 9: Coordination of Title I and Other Resources

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

Title 1 and Title 3 funds are coordinated with state funds (31a) and local funds to serve all children via a master schedule that allows for Tier 1, 2, 3 and in some cases Tier 4 times of instruction. Each grade level team of educators work as a PLC to determine the allocations of resources and students to meet individual student needs. We have 5 marking terms and we conduct at least 4 rotations through out the year of different intervention schedules. Some groups only meet for two weeks and then change. These groups are targeted instruction groups.

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

The master schedule additionally allows for violence prevention programs with the use of The Leader in Me program that is creating a safer and more engaging environment for all learners. We have a universal free breakfast that is served before school starts or students may choose the "grab and go" breakfast just a school starts. Our school is located just across the street from HUD apartments. Our district participates in Branch ISD Head Start and our district participates as students move into high school with the Branch Area Career Center that supports technical and job training. Our school also partners with the Bronson Area Youth Center to provide after school child watch program that supports students some academically and socially. The youth center also has a summer program that collaborates with the local Parks Program and a free lunch program during the summer months.

Component 10: Ongoing Review of Student Progress

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

All students take universal screening assessments such as NWEA and DRA. Students that consistently score low are given more intervention times. Weekly Child Study Teams meet on the lowest learners or students with behavioral issues. The NWEA and our data warehouse provides longitudinal data on student progress or lack of progress.

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

The PLC Leadership teams along with the principal make changes to the master schedule nearly every year to improve programming and each year a intervention program is evaluated for its effectiveness. The past two years we have evaluated Summer School and a program called Fast ForWord. Curriculum work is completed by committees and recommended to the admin, teachers, and school board. Science was just conducted this past year moving to the NGSS and there was a cross curricular focus on literacy with Science content.

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

Teachers are trained on using assessments to group students and identify struggling students. Criteria is set and students that meet that criteria are placed into Tier 2 and Tier 3/4 interventions. These students are also meet with teachers in small group work at a higher frequency than other students that do not struggle with learning. The standards based report card indicate students that are mastering standards and students that do not. PLC look at this data and discuss successes or lack of successes at the end of each term.

Evaluation

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

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

The protocols found in the program evaluation of advanced are conducted on a selected intervention. The leadership teams gather the data and review it accordingly to the questions found in the program evaluation tools. We realize that any one intervention does not work for all students and we try to select interventions that are recommended from the What Works Clearinghouse. Also leadership completed integrity checks with the implementation of interventions.

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

Once the MSTEP data is ready for review it is reviewed by leadership and a patterns of strengths and weaknesses is noted via the writing of narratives. Where there are opportunities for improvements action plans are designed to address issues to hopefully make positive impact with future students and instruction. Key indicators of academic achievement are the Standards Based Report Card that represents many grade level common assessments, the NWEA national norm assessment, the MSTEP, and DRA. We also give a grade level writing sample in the fall and spring that is group grade for alignment to the standards and expectations of the state.

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

Program evaluations are done annually to determine the effectiveness of interventions that are used with struggling learners. Students NWEA scores are compared to similar students that did not get the intervention then a report is given to the staff, parents, or school board. In June of 2017 a program was conducted on Fast ForWord and the results were positive. Fast ForWord is made available to the students that are the farthest away from achieving standards.

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

We weekly schedule Child Study Meetings to work specifically on students that are not making progress in the school wide program we have set up. The revisions made lead to more prescriptive programming and/or BISD special education services.

The overall plan is adjusted via parent advisory comments and end of the school year data reviews and surveys. The draft of improvements are shared back to staff, parents, or other leaders.

2016-2019 Ryan School Goals

Overview

Plan Name

2016-2019 Ryan School Goals

Plan Description

A continuation of goals, objectives, strategies, and activities to improve reading, writing, math, and social studies / science achievement for Ryan Elementary School students.

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	Students at Ryan Elementary will become become proficient in mathematics.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$11000
2	Students at Ryan Elementary School will become proficient readers in all subjects.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$49215
3	Students at Ryan Elementary School will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$31500
4	Students at Ryan Elementary School will become proficient in general science and social studies.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$65872

Goal 1: Students at Ryan Elementary will become become proficient in mathematics.

Status	Progress Notes	Created On	Created By
N/A	We started are MTSS in October.	October 11, 2016	Mr. Mark A Heifner

Measurable Objective 1:

80% of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in meeting individual projected growth in Mathematics by 06/12/2017 as measured by comparing the beginning of the year Math Rit score to the end of the year Math Rit score.

Status	Progress Notes	Created On	Created By
Not Met	In third grade we were at 67% so off target -13 points, In fourth grade we hit 72% so off target 8 points, and in fifth grade we were off target -22 points.	July 07, 2016	Mr. Mark A Heifner

(shared) Strategy 1:

Tier 2/3 Daily Math Intervention - 1-5% of all students will receive Tier 2/3 math instruction for up to 45 minutes daily for 2-4 weeks at a time..

Category: Mathematics

Research Cited: http://floridarti.usf.edu/resources/factsheets/tiered_math.pdf

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Not all classroom are doing Tier 2 and 3 daily in math. More teachers need to meet in small group after core instruction. Also more use of a selected blended learning tool such as Odyssey or Edgenuity.	July 31, 2017	Mr. Mark A Heifner

Activity - Schedule Tier 3 Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a schedule that contains 25 minutes daily of common grade level Tier 3 Intervention time for Math.	Policy and Process	Tier 3	Implement	09/02/2014	09/30/2015	\$0	General Fund	Mark Heifner and Harmonee McCrea

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Status	Progress Notes	Created On	Created By
In Progress	Schedule daily time for small group / Tier 1 or Tier 2 time for targeted students and the use of a blended learning tool supportive to learning targets for a specific student.	July 31, 2017	Mr. Mark A Heifner

Strategy 2:

Daily Tier 1 Math - Teachers will daily conduct a Math block of at least 60 minutes in time. It will be placed into master schedule and then teacher will work that into their daily plan and will coordinate additional MTSS times.

Category: Mathematics

Research Cited: <http://ies.ed.gov/ncee/pubs/20134020/pdf/20134020.pdf>

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Lesson plans and walkthroughs need to confirm daily math tier 1 time is focused and in line with curriculum mapping through PLC agreement.	July 31, 2017	Mr. Mark A Heifner

Activity - Student Engaged in Direct Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give instruction during agreed upon Math Block times and students will be engaged in the process and the process monitored by principal walk through observations. Use of math manipulative tools will be expected to be used weekly.	Direct Instruction, Walkthrough	Tier 1	Monitor	08/05/2016	06/14/2019	\$0	General Fund	Principal and teachers

Status	Progress Notes	Created On	Created By
In Progress	During Walkthroughs peer teachers or evaluators survey math instruction to check for high levels of engagement. Teachers discuss engagement ideas during PLC meetings.	July 31, 2017	Mr. Mark A Heifner

Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of Operations and Algebraic Thinking average to be within 2 points of the mean RIT score to the national average. in Mathematics by 06/30/2017 as measured by tracking and using the average RIT score for each grade level in Operations and Algebraic Thinking from the NWEA assessments. .

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Status	Progress Notes	Created On	Created By
Not Met	We have not met this goal further work needs to be done.	July 31, 2017	Mr. Mark A Heifner
Not Met	In third grade we did make it as we scored 202.9 and norm was 203.4. In fourth grade we did make it as we scored 213.2 and norm was 213.5. In fifth grade we did not make it as we scored 217.8 and norm was 221.4.	July 07, 2016	Mr. Mark A Heifner

(shared) Strategy 1:

Tier 2/3 Daily Math Intervention - 1-5% of all students will receive Tier 2/3 math instruction for up to 45 minutes daily for 2-4 weeks at a time..

Category: Mathematics

Research Cited: http://floridarti.usf.edu/resources/factsheets/tiered_math.pdf

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Not all classroom are doing Tier 2 and 3 daily in math. More teachers need to meet in small group after core instruction. Also more use of a selected blended learning tool such as Odyssey or Edgenuity.	July 31, 2017	Mr. Mark A Heifner

Activity - Schedule Tier 3 Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a schedule that contains 25 minutes daily of common grade level Tier 3 Intervention time for Math.	Policy and Process	Tier 3	Implement	09/02/2014	09/30/2015	\$0	General Fund	Mark Heifner and Harmonée McCrea

Status	Progress Notes	Created On	Created By
In Progress	Schedule daily time for small group / Tier 1 or Tier 2 time for targeted students and the use of a blended learning tool supportive to learning targets for a specific student.	July 31, 2017	Mr. Mark A Heifner

Strategy 2:

Common Math Vocabulary - Teachers and interventionists will use fast mapping, word walls, sight words, ROK cards, illustrate the concept and flash cards with common CCSS math words.

They will use technology to assist with this tasks also.

Category:

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Research Cited: <http://www.marzanoresearch.com/media/documents/reproducibles/vocab-common-core/sourcelistforpartIIandIIIterms.pdf>

The Effects of Focused Academic Vocabulary Instruction on Underperforming Math Students

By: Margie Gifford, Susan Gore

Publication date: March 1, 2008

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Need more work on common math vocabulary	July 31, 2017	Mr. Mark A Heifner
N/A	The third grade are making common math box sheets and working on them collectively in their grade level. This supports common math vocabulary.	November 04, 2016	Mr. Mark A Heifner

Activity - Net Books Availability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase an additional set of net books to conduct math vocabulary activities. We currently have 30 but with 28 more we could have 3 assigned to each classroom and one assigned to Title 1 Reading or Math teachers.	Materials	Tier 1	Getting Ready	08/26/2014	12/05/2014	\$11000	USAC Technology	Robin Kiomento, Mark Heifner, Leslee Ziegler, Kate Wall

Status	Progress Notes	Created On	Created By
In Progress	We now have up to 10 netbooks in grades 3 and 4 and 10 chromebooks in grade 5. The mobile lab of netbooks will be kept in 5th grade area so they can have full classroom one to one. We also now have 3-4 android tablets in each classroom.	July 07, 2016	Mr. Mark A Heifner

Strategy 3:

Regular Use of Math Manipulatives - Teachers will use math manipulative tools and visual to explain math concepts to build number sense and deep understanding of algebraic thinking. Teachers will explore current resources available via lessons that recommend use of math tools. They will focus on students using the tools to explain to their peers the math concepts and functions.

Category: Mathematics

Research Cited: https://www.hand2mind.com/pdf/learning_place/research_math_manips.pdf

Tier: Tier 1

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Activity - Student work with Math Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will model and explain and student then will model and explain to others. Activity use in direct instruction time during math block.	Direct Instruction, Professional Learning, Materials, Supplemental Materials, Technology	Tier 1		08/05/2016	06/14/2019	\$0	General Fund	Principal and grade level teams / PLC

Goal 2: Students at Ryan Elementary School will become proficient readers in all subjects.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency reading growth in Reading by 06/14/2019 as measured by beginning of the year Reading Rit compared to the end of the year Reading Rit. .

Strategy 1:

Out of School Support for Learning - Out of school support will be contracted with the Bronson Area Youth Center to allow students to have homework help and study support at the local youth center. Students will be monitored and supported with learning activities assigned by classroom teachers and they will have access to CAI. 7/2015 Title 1 funding was pulled as G.Green said there has to be a certified teacher present. The BAYC is still active and is used but now we are moving toward sending home some technology (android tablets) that students can use that are intensive needs students.

Category: English/Language Arts

Research Cited: Alan, G. (2006). Afterschool Achievement: Strengthening Literacy & Other Skills. SEDL Letter, 18(1). 6-8.

Use of Technology in Teaching and Learning at <http://www.ed.gov/oii-news/use-technology-teaching-and-learning>

Tier: Tier 3

Status	Progress Notes	Created On	Created By
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N/A	Concerns about how to maintain this youth center with Title 1 support pulled. Odyssey lessons are assigned by Certified staff and the works are HQ paras.	August 05, 2015	Mr. Mark A Heifner
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Activity - Contract and Support After School Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will work with the Bronson Area Youth Center activities coordinator to provide program that will support learning for students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2016	\$900	General Fund	Mark Heifner and Peggy Modert

Strategy 2:

Parent Involvement - Teachers will prepare students to produce an ELA / Math activity that can be shared with parents at a fall / spring event called "In the Spotlight" or "Counting the Stars" At these event students will demonstrate their knowledge and skills in ELA and or Math. Resources also will be provided for the event for refreshments, educational games, and school supplies for giveaways. Parent Round Table discussion will be set up throughout the year to discuss Leader in Me process.

Category: School Culture

Research Cited: http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	We conduct 2 annual parent involvement nights and offer PMD round tables but unless students perform parents don't show.	August 05, 2015	Mr. Mark A Heifner

Activity - In the Spotlight Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee is formed to plan the spring event and give direction to all teachers, students, and parents for a night of ELA celebration.	Parent Involvement	Tier 1	Getting Ready	08/26/2014	06/12/2015	\$375	Title I Part A	Mark Heifner, "In the Spotlight" committee, Leslee Ziegler

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Status	Progress Notes	Created On	Created By
In Progress	Very successful event and now improving Math parent involvement night.	August 05, 2015	Mr. Mark A Heifner

Activity - LEP Parent Support and Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will communicate with Hispanic families building collaboration from school to home.	Community Engagement, Parent Involvement	Tier 2		08/05/2016	06/14/2019	\$2200	Title III	Principal and support staff

Strategy 3:

Daily ELA Instruction - All students will receive at least 90 minutes of Tier 1 daily, explicit, research-based, direct instruction in reading.

Category: English/Language Arts

Research Cited: <http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%C2%A2-Just-Say-No.aspx>
<http://e-f-services.com/uploads/Taylor-report.pdf>

Tier: Tier 1

Activity - Review of PLC Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review current practice and agree upon components of their grade level ELA block. They will continue to explore ways to use "Making Meaning" types of questions, how, when to conduct whole groups and their guided reading session collaborating with Title 1 support.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/25/2016	06/14/2019	\$3240	General Fund	Teachers and school principal

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Activity - ELA Block Components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A review of ELA Block components, such as main focus lesson for reading / comprehension strategies / etc. Then Guided Reading Groups, Featured text, Independent text reading , SSR 20 - 35 minutes daily, Spelling work with decoding and word attack skills, contextual skills, and fluency work daily. This is tier 1 and also Tier 2/3. Teachers will have opportunity to peer observe and watch Smecken's webinar for additional ideas and practices.	Walkthrough, Policy and Process, Teacher Collaboration	Tier 1	Monitor	08/05/2016	06/14/2019	\$2500	Title II Part A	Principal and teachers

Strategy 4:

Leader in Me - The staff will learn about the Leader in Me process and build the program for our school. This will create a supportive culture change that will impact all functions and achievement in the school.

Category: School Culture

Research Cited: <http://www.theleaderinme.org/uploads/Documents/results/RochesterLitRev.pdf>

Tier: Tier 1

Activity - Professional Development on LIM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 PD days in 2016 and other PD days to follow in following years to implement and institutionalize the process. Teachers and staff will learn how to weave the process into the school's curriculum and school day.	Community Engagement, Professional Learning, Materials, Teacher Collaboration	Tier 1	Getting Ready	08/05/2016	11/01/2019	\$40000	Title II Part A	Principal and all staff members

Goal 3: Students at Ryan Elementary School will become proficient writers.

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Status	Progress Notes	Created On	Created By
N/A	Our writing scores are up on a trend line in MEAP at 4th grade. Our PES end of the year is strong 2015.	August 05, 2015	Mr. Mark A Heifner

Measurable Objective 1:

80% of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in writing in English Language Arts by 06/14/2019 as measured by the beginning of the year Writing Rubric compared to the end of year Writing Rubric.

Status	Progress Notes	Created On	Created By
Not Met	We have been meeting our annual PES BOY to EOY writing goals. We correlated the rubrics to the CCSS but we don't know how the current MSTEP aligns to our work.	December 13, 2016	Mr. Mark A Heifner
Not Met	We need to set another goal once we have MSTEP writing data. Some discussion about setting to the rubric topics.	August 05, 2015	Mr. Mark A Heifner
Not Met	We are making goal to PES but we need to compare our PES data to MSTEP writing. Results won't be in until 10/2015. :(August 05, 2015	Mr. Mark A Heifner

Strategy 1:

Smekens Writing Workshop - Teachers will use Smekens strategies in their writing instruction.

Category: English/Language Arts

Research Cited: Anderson, C. (2000). How's it going: A practical guide to conferring with student writers. Portsmouth, NH: Heinemann.

Calkins, L. (1994). The art of teaching writing (new ed.). Portsmouth, NH: Heinemann.

Units of Study for Teaching Writing, Grades K-2, 2006, FirstHand Press

Units of Study for Teaching Writing, Grades 3-5, 2006, FirstHand Press

How Writers Work, Ralph Fletcher, 2000, HarperCollins

Ray, K. W. (2001). The writing workshop: Working through the hard parts (and they're all hard parts). Urbana, IL: National Council of Teachers of English.

Calkins, L., Hartman, A., & White, Z. (2005). "One to One". Portsmouth, NH: Heinemann.

Calkins, L (2011). A Curricular Plan for the Writing Workshop. Portsmouth, NH: Heinemann

Tier: Tier 1

Status	Progress Notes	Created On	Created By
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N/A	We held at BCS a Smekkens Webinar and it was attended by a few teachers and really good quality. It should be repeated for other Ryan teachers.	August 05, 2015	Mr. Mark A Heifner
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Activity - Professional Development Smekens	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops on the writing process and make plans for implemmenting these techniques into their instruction. Teachers will continue to refine the strategies.	Professional Learning	Tier 1	Monitor	07/01/2013	06/14/2019	\$25000	Title II Part A	General education teachers and principal

Status	Progress Notes	Created On	Created By
In Progress	Many have attended smekkens writing development but more need to attend via webinar and then implement.	August 05, 2015	Mr. Mark A Heifner

Activity - Scope Sequence Writing Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate by grade levels to map out their lessons for the year and align them to their grade cards.	Curriculum Development	Tier 1	Implement	07/26/2013	06/14/2019	\$4000	Title II Part A	General Education Teachers and principal

Status	Progress Notes	Created On	Created By
In Progress	We have scoped out genre's in Curriculum Crafter but it needs to be improve with Smekkens strategies listed.	August 05, 2015	Mr. Mark A Heifner

Activity - Narrative and Informational Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use current Narrative Writing Rubric and / or Informational Writing Rubric with their writing instructional. They will group grade student writing prompts and track progress of students writing development. They will teach mini lessons from the topics that they identify in this collaboration effort.	Teacher Collaboration	Tier 1	Monitor	08/03/2015	06/14/2019	\$0	No Funding Required	General education teachers and principal
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Status	Progress Notes	Created On	Created By
In Progress	Even the 5th grade team adjusted rubric some this fall. 2016 We are just third year into the more advanced rubrics that were aligned to CCSS. We see a disconnect to MSTEP Writing and our EOY PES writing data.	December 13, 2016	Mr. Mark A Heifner
In Progress	We are working on info writing rubrics on September 2 and will refine them by December 18 of 2015	August 05, 2015	Mr. Mark A Heifner

Strategy 2:

Writing Motivation for Struggling Writers - Teachers will read "Ontario teachers report on how to improve boys' literacy skills" and discuss ways they can help boys and other struggling writers/readers. They will use some of the suggested strategies from the book in Tier 2 time especially in 5th grade.

Category: English/Language Arts

Research Cited: Organisation for Economic Co-operation and Development. (2005, November). Formative assessment: Improving learning in secondary classrooms. An OECD policy brief. Retrieved from www.oecd.org/dataoecd/19/31/35661078.pdf

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	We need to work this into GLT or staff meeting agendas.	August 05, 2015	Mr. Mark A Heifner

Activity - Professional Development for Struggling Writers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet together and listen to a webinar from the authors of the writing ideas. Then proceed to actions plans to insert those high motivating activities into the writing curriculum.	Professional Learning	Tier 2	Implement	09/03/2014	06/10/2015	\$1500	Title II Part A	General Education Teachers, Principal, Title Director, and Business Manager.

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Status	Progress Notes	Created On	Created By
In Progress	We do tier 2 / 3 work at 5th grade ELA intervention / extension time but there is not tier 2/3 at 3rd or 4th with writing.	August 05, 2015	Mr. Mark A Heifner

Strategy 3:

Use of Interactive Writing Journals - Teachers will use interactive writing journals in different subjects, not just in ELA writing time. Example of interactive writing journals will be shown to teachers during this year and teachers will start using this strategy in their classrooms. Teachers currently use journal in some work in each classroom but this will be an extension of writing across the curriculum.

Category: English/Language Arts

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	A few teachers are using interactive notebooks. Some are teacher made.	December 13, 2016	Mr. Mark A Heifner

Activity - Interactive Writing Journal Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will extend their use of journal writing in their classrooms to other subjects. They will explore other ways they can to interactive writing with their students.	Materials	Tier 1	Getting Ready	07/25/2016	06/14/2019	\$1000	General Fund	teachers and principal

Goal 4: Students at Ryan Elementary School will become proficient in general science and social studies.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency on science content standards ranking 45 percentile or higher in Science by 06/14/2019 as measured by the NWEA Science Assessment given mid year..

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Strategy 1:

Science Standards Review - Teachers will seek out materials and plan to conduct a review of science standards that were taught the previous school year. Example: 3rd grade will review 2nd grade standards, 4th grade will review 3rd grade standards, and 5th grade will review 4th grade standards.

Category: Science

Research Cited: October 2010 | Volume 68 | Number 2

Interventions That Work Pages 82-83

Art and Science of Teaching / Reviving Reteaching

Robert J. Marzano

Tier: Tier 1

Activity - Build PLC and Rtl Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet two or more times a week to work professionally with joint planning and discussing of student learning. Leadership teams will be formed to influence the PLC meeting.	Professional Learning	Tier 1	Getting Ready	09/05/2013	06/14/2019	\$18441	Title II Part A, General Fund	Teachers and Principal and CISD consultants

Activity - Study Science Data and Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review and study science assessments with guidance from CISD and or BCMSC support personnel.	Professional Learning, Technology	Tier 1	Implement	07/14/2014	06/14/2019	\$5824	Title II Part A, General Fund	teachers, principal, CISD or BCMSC staff

Strategy 2:

Daily Science or Social Studies - Teachers will give instruction in Social Studies and/or Science nearly everyday of the school calendar.

Category: Science

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Research Cited: "Research on the Effectiveness of Direct Instruction Programs: An Updated Meta-Analysis", Cristy Coughlin, Paper Presented at the Annual Meetings of the Association for Behavior Analysis International, May, 2011

Tier: Tier 1

Activity - Scheduling / Planning Daily Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will plan into the master schedule daily Social Studies and/or Science Instruction. Teachers will plan daily for this instruction.	Direct Instruction	Tier 1		07/11/2014	06/14/2019	\$13500	General Fund	teachers and principal

Measurable Objective 2:

A 15% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in scientific reading proficiency in Science by 06/14/2019 as measured by the annual Winter MEAP Science. .

Strategy 1:

Close Reading of Scientific and Social Studies Text - Teachers will conduct close reading of multiple scientific and social studies texts to the topic they are studying. They will use guided reading, science word walls, reading workshop, Smekens techniques to accomplish this task.

Category: Science

Research Cited: Coleman, D., & Pimentel, S. (2012). Revised publishers' criteria for the Common Core State Standards in English Language Arts and Literacy, grades 3–12. Retrieved from Student Achievement Partners at www.achievethecore.org/stealthesetools

National Assessment Governing Board. (2002). Reading Framework for the 2003 National Assessment of Educational Progress (Appendix A). Washington, DC: Author.

Partnership for Assessment of Readiness for College and Careers. (2011). PARCC model content frameworks: English language arts/literacy grades 3–11. Retrieved from www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

Student Achievement Partners. (2012). Close reading exemplar: Grade 3, "Because of Winn-Dixie." Retrieved from Student Achievement Partners.

Tier: Tier 1

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Activity - Multiple Scientific and Social Study Reading of Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with teachers to identify multiple science text via MEL and other resources so more scientific close reading is accomplished promoting more scientific understanding.	Direct Instruction	Tier 1	Monitor	08/26/2014	06/14/2019	\$11232	Title II Part A, General Fund	Mark Heifner, classroom teachers, CISD consultants , BCMSC consultants .

Activity - Journaling in Science and Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep journals in Science and Social Studies concerning their learnings and findings.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/14/2019	\$16875	General Fund	teachers and principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multiple Scientific and Social Study Reading of Text	Work with teachers to identify multiple science text via MEL and other resources so more scientific close reading is accomplished promoting more scientific understanding.	Direct Instruction	Tier 1	Monitor	08/26/2014	06/14/2019	\$3744	Mark Heifner, classroom teachers, CISD consultants , BCMSC consultants .
Build PLC and Rtl Skills	Teachers will meet two or more times a week to work professionally with joint planning and discussing of student learning. Leadership teams will be formed to influence the PLC meeting.	Professional Learning	Tier 1	Getting Ready	09/05/2013	06/14/2019	\$4000	Teachers and Principal and CISD consultants
ELA Block Components	A review of ELA Block components, such as main focus lesson for reading / comprehension strategies / etc. Then Guided Reading Groups, Featured text, Independent text reading , SSR 20 - 35 minutes daily, Spelling work with decoding and word attack skills, contextual skills, and fluency work daily. This is tier 1 and also Tier 2/3. Teachers will have opportunity to peer observe and watch Smeken's webinar for additional ideas and practices.	Walkthrough, Policy and Process, Teacher Collaboration	Tier 1	Monitor	08/05/2016	06/14/2019	\$2500	Principal and teachers
Scope Sequence Writing Lessons	Teachers will collaborate by grade levels to map out their lessons for the year and align them to their grade cards.	Curriculum Development	Tier 1	Implement	07/26/2013	06/14/2019	\$4000	General Education Teachers and principal

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Professional Development on LIM	3 PD days in 2016 and other PD days to follow in following years to implement and institutionalize the process. Teachers and staff will learn how to weave the process into the school's curriculum and school day.	Community Engagemen t, Professiona l Learning, Materials, Teacher Collaborati on	Tier 1	Getting Ready	08/05/2016	11/01/2019	\$40000	Principal and all staff members
Professional Development for Struggling Writers	Teachers will meet together and listen to a webinar from the authors of the writing ideas. Then proceed to actions plans to insert those high motivating activities into the writing curriculum.	Professiona l Learning	Tier 2	Implement	09/03/2014	06/10/2015	\$1500	General Education Teachers, Principal, Title Director, and Business Manager.
Professional Development Smekens	Teachers will attend workshops on the writing process and make plans for impelementing these techniques into their instruction. Teachers will continue to refine the strategies.	Professiona l Learning	Tier 1	Monitor	07/01/2013	06/14/2019	\$25000	General education teachers and principal
Study Science Data and Assessments	Teachers will review and study science assessments with guidance from CISD and or BCMSC support personnel.	Professiona l Learning, Technology	Tier 1	Implement	07/14/2014	06/14/2019	\$2080	teachers, principal, CISD or BCMSC staff

USAC Technology

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Net Books Availability	Purchase an additional set of net books to conduct math vocabulary activities. We currently have 30 but with 28 more we could have 3 assigned to each classroom and one assigned to Title 1 Reaing or Math techers.	Materials	Tier 1	Getting Ready	08/26/2014	12/05/2014	\$11000	Robin Kiomento, Mark Heifner, Leslee Ziegler, Kate Wall

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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In the Spotlight Committee	A committee is formed to plan the spring event and give direction to all teachers, students, and parents for a night of ELA celebration.	Parent Involvement	Tier 1	Getting Ready	08/26/2014	06/12/2015	\$375	Mark Heifner, "In the Spotlight" committee, Leslee Ziegler
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Narrative and Informational Writing Rubrics	Teachers will use current Narrative Writing Rubric and / or Informational Writing Rubric with their writing instructional. They will group grade student writing prompts and track progress of students writing development. They will teach mini lessons from the topics that they identify in this collaboration effort.	Teacher Collaboration	Tier 1	Monitor	08/03/2015	06/14/2019	\$0	General education teachers and principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Science Data and Assessments	Teachers will review and study science assessments with guidance from CISD and or BCMSC support personnel.	Professional Learning, Technology	Tier 1	Implement	07/14/2014	06/14/2019	\$3744	teachers, principal, CISD or BCMSC staff
Contract and Support After School Learning	The principal will work with the Bronson Area Youth Center activities coordinator to provide program that will support learning for students.	Academic Support Program	Tier 2	Implement	08/26/2014	06/10/2016	\$900	Mark Heifner and Peggy Modert
Student work with Math Tools	Teacher will model and explain and student then will model and explain to others. Activity use in direct instruction time during math block.	Direct Instruction, Professional Learning, Materials, Supplemental Materials, Technology	Tier 1		08/05/2016	06/14/2019	\$0	Principal and grade level teams / PLC
Journaling in Science and Social Studies	Students will keep journals in Science and Social Studies concerning their learnings and findings.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/14/2019	\$16875	teachers and principal

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Schedule Tier 3 Math Intervention	Develop a schedule that contains 25 minutes daily of common grade level Tier 3 Intervention time for Math.	Policy and Process	Tier 3	Implement	09/02/2014	09/30/2015	\$0	Mark Heifner and Harmonee McCrea
Multiple Scientific and Social Study Reading of Text	Work with teachers to identify multiple science text via MEL and other resources so more scientific close reading is accomplished promoting more scientific understanding.	Direct Instruction	Tier 1	Monitor	08/26/2014	06/14/2019	\$7488	Mark Heifner, classroom teachers, CISD consultants, BCMSC consultants.
Review of PLC Reading Block	Teachers will review current practice and agree upon components of their grade level ELA block. They will continue to explore ways to use "Making Meaning" types of questions, how, when to conduct whole groups and their guided reading session collaborating with Title 1 support.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	07/25/2016	06/14/2019	\$3240	Teachers and school principal
Interactive Writing Journal Work	Teachers will extend their use of journal writing in their classrooms to other subjects. They will explore other ways they can to interactive writing with their students.	Materials	Tier 1	Getting Ready	07/25/2016	06/14/2019	\$1000	teachers and principal
Build PLC and Rtl Skills	Teachers will meet two or more times a week to work professionally with joint planning and discussing of student learning. Leadership teams will be formed to influence the PLC meeting.	Professional Learning	Tier 1	Getting Ready	09/05/2013	06/14/2019	\$14441	Teachers and Principal and CISD consultants
Student Engaged in Direct Math Instruction	Teachers will give instruction during agreed upon Math Block times and students will be engaged in the process and the process monitored by principal walk through observations. Use of math manipulative tools will be expected to be used weekly.	Direct Instruction, Walkthrough	Tier 1	Monitor	08/05/2016	06/14/2019	\$0	Principal and teachers
Scheduling / Planning Daily Instruction	The school will plan into the master schedule daily Social Studies and/or Science Instruction. Teachers will plan daily for this instruction.	Direct Instruction	Tier 1		07/11/2014	06/14/2019	\$13500	teachers and principal

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LEP Parent Support and Communication	Staff will communicate with Hispanic families building collaboration from school to home.	Community Engagement, Parent Involvement	Tier 2		08/05/2016	06/14/2019	\$2200	Principal and support staff