



# **Single Building District Improvement Plan**

Arvon Township School

Arvon Township School District

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## **Introduction**

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"See Goals and Plans in ASSIST"	

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

We are a small rural school and interaction between staff members, parents and community members is evidenced on a daily basis. Teachers work on the School Improvement Plan during scheduled days provided by the district. Staff members also attend school improvement work sessions at the Copper Country Intermediate School District. Parent surveys are sent to each family asking a variety of questions focusing on school improvement. At this time, we do not have active committees who work on school improvement due to our small size (less than 10 students) in order to protect student's confidential information.

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

Arvon Township School is a small school located in a rural setting. To protect student confidentiality much of the school planning process is completed by teaching staff at the school. To include other stakeholders in the school improvement process surveys are sent to parents requesting their opinion on a variety of issues. Ongoing discussion in an informal manner also occurs. Input is received from school board members on a regular basis. Actual writing of the plan is completed by teachers.

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

The final School Improvement Plan is presented to staff members and the school board by the administrator. The focus is on goals, strategies and activities planned to meet goals.

# **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?**

We are a small rural school and to protect student's confidential information the comprehensive needs assessment is conducted between collaborative groups within the school staff.

### **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?**

Professional teaching staff uses Michigan Standards test data, AIMSweb scores and DIBELS scores to identify children at risk. Progress monitoring is conducted as needed. This data is analyzed to track student progress and achievement. Teachers also look at classroom performance and classroom assessments to set individual goals for students and to determine the need for additional academic support. Individual Learning Plans are written for each student. Parents, teachers and students are involved in the process. Individual goals are set and reviewed at parent/teacher conferences.

### **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.**

Teaching staff in kindergarten through sixth grade use Michigan Standards at each grade level. Student progress is monitored through classroom performance and assessments, analysis of test results, AIMSweb and DIBELS scores and through professional judgment. Students falling below benchmark are progress monitored and additional academic support is provided in the classroom.

### **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.**

We do not have preschool or young kindergarten classes. Teachers conduct meetings with parents/guardians of kindergarten students prior to the start of the school year. Areas of concern are addressed with parents and individualized student plans are created. During the school year DIBELS and AIMSweb scores, classroom assessments and teacher judgement are used to determine individual student academic needs. Kindergarten teachers attend workshops for transitioning students to kindergarten if they are offered.

## **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.**

Paraprofessionals provide small group and one-on-one support in the general classroom under direct supervision of the teacher. These duties include assisting students with technology programs for math and reading that provide additional learning opportunities.

Paraprofessionals also focus on reading with individuals, practicing skills in core areas and they work with individual students to keep them focused and on task.

### **Component 3: Incorporated Into Existing School Program Planning**

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

Based on the goals and objectives in our School Improvement Plan we determine and plan a variety of activities that will assist us when working towards meeting our goals. Title I instructional support is provided to targeted students in the classroom setting.

## **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?**

Small group and one-on-one tutoring provided by Title I paraprofessionals helps ensure engagement in the topic and focus is placed on continuous improvement. Teachers develop and review, with parents, individual student plans that provide areas of strength and weaknesses of each student. The plans also provide areas for goal setting that is accomplished in collaboration with students, parents and teachers. Individual student plans are updated as goals are met. These plans are reviewed at parent/teacher conferences or throughout the year as needed.

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

Title I paraprofessionals provide targeted Title I students with small group and one-on-one support within the general education classroom. Professional development opportunities provide workshops for staff members to increase skills and encourage student engagement in core subjects.

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

Analysis of DIBELS and AIMSweb data, including progress monitoring is used to provide evidence that extended learning time ensures an accelerated quality curriculum. Professional staff also use classroom assessments, student projects, unit tests and teacher judgment to determine student levels of achievement. Supplemental learning occurs within the general education classroom throughout the school day in multi-age group settings. This support is provided through our Title I program paraprofessionals.

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

We are a small two room school and Title I aides are shared between the classrooms based on student needs. Supplemental instruction is provided within the classroom setting under direct supervision of the classroom teacher and principal.

## **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?**

We are a small rural school and coordination and integration occurs between teachers and Title I staff on a daily basis, in an ongoing, although informal manner. Title I paraprofessionals, teachers and the administrator participate in annual in-service days before school begins. The time is used to determine schedules, provide staff with assignments and prepare for incoming students. Additional professional development is provided by our ISD.

**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.**

If we have incoming kindergarten students we coordinate with their head start teachers to plan a day for children to visit the school. Preschool and kindergarten teachers also schedule meetings to review student data prior to the start of school. Teachers meet with parents and incoming students in the spring to screen children and to introduce themselves to parents and students. Questions are answered and information is provided to parents at this time. Incoming kindergarten students are invited to attend the end of the year activities with their parents to provide additional opportunities for children to become familiar with the school and staff. If summer events are planned incoming students and families are invited to participate.

**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		

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	Teachers meet all NCLB requirements and are committed to furthering their education through additional graduate courses and professional development opportunities. Teachers have successfully moved from provisional to professional certificates.	

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## 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?**

Professional development is provided by the Copper Country Intermediate School District. Teachers participate in professional development as it is provided. Time is provided for Title I paraprofessional staff to attend professional development relevant to their responsibilities. District provided professional development occurs throughout the school year.

**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?**

We are a small school in a rural setting. Professional teaching staff, Title I aides and business manager attend professional development as provided through the Copper Country Intermediate School District.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	Our district provided professional development days are scheduled at the start of the school year. Other professional development opportunities are provided by our ISD. We do not receive a calendar for this, but we receive email offerings throughout the school year.	

## Component 8: Strategies to Increase Parental Involvement

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

Parents are encouraged to fully participate in all school events. Parent/teacher conferences provide time for teachers, students and parents to develop goals, determine areas of strength and identify student interests within the individual student plan. These plans are reviewed and revised as needed. Parents also agree to terms contained within the school-parent compact and open discussion occurs between teachers and parents in an ongoing, though informal way.

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

Parents meet with teachers during parent/teacher conferences and Title I program is explained to parents at this time. Parents are encouraged to participate in their child's education and they read, sign and agree to terms in the Parent/Student Compact. Open discussion occurs regularly throughout the school year and meetings are planned as needed.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are provided with an opportunity to evaluate the program in our annual parent survey. Questions addressing targeted assistance are part of this survey. As a small school we communicate with parents in an ongoing manner and discussion occurs whenever parents indicate they would like a meeting or when teachers feel it necessary to meet with parents/students.	

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

Parent compacts are distributed to parents at the beginning of the school year. This plan outlines responsibilities of parents, teachers and students in planning and implementation of strategies that will help ensure success. Parents are also encouraged to attend all activities provided during the school year. Parent newsletters are sent home monthly, parents are invited to school programs, Open House, Family Science Night, parent/teacher conferences and other events throughout the year. Open communication is evident between staff and parents. Parent/teacher conferences provide a time and place for parents to become involved in setting goals for their children. Parent surveys provide an opportunity for participants to express satisfaction or suggest areas of improvement. A parent resource center is located within the school and videos are available for check out at the school library.

**5. Describe how the parent involvement activities are evaluated.**

Surveys are sent to all families who have students attending Arvon Township School. Results of the surveys is used to determine parent involvement for the following school year.

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

Development of the school parent compact was completed using state guidelines. Teaching and administrative staff finalized the plan before presentation to the school board for approval. The compact is explained and open discussion occurs at parent/teacher conferences.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	The same compact is used for all students since we have a small number of students in our school.	School Parent Compact

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

Parent/teacher conferences provide a time for teaching staff to present and interpret test results for parents. Discussion is encouraged and Individual Student Plans are developed and revised with parents as needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	As a small school we use the same parent involvement policy for all students. This information is provided in our student handbook. Parents are asked to review the handbook with their children and sign and return the back page.	Parent Involvement Plan

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

Teachers review the parent compact with parents and encourage them to be active participants in their child/children's education. It can also be used to encourage parents to become more active and it provides a method of showing parents that we are committed to doing all we can to help their child succeed.

## **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.**

Administration and teaching staff are aware of available services and can provide information to parents as needed. Every effort is made to provide programs as needed. Discussion between teaching staff, administration, school board members, business manager and stakeholders along with review of school improvement goals allow us to coordinate, Federal, State and local programs in an effective manner.

### **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.**

We are a small rural school with less than 10 students. Our School Improvement Plan outlines how Title I funds are used to service eligible students in the classroom.

## **Component 10: Ongoing Review of Student Progress**

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

AIMSweb, DIBELS scores, test scores and classroom assessments are used to review progress of students on a regular basis. If needed, students are progress monitored and Title I paraprofessionals provide supplemental help in a classroom setting under direct supervision of the classroom teacher.

### **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.**

Students can become eligible during the school year while other students may not require as much additional support. If teaching staff feels that a student will benefit from Title I support in the classroom adjustments in the schedule are made to accommodate the student in question. Technology is incorporated in the classroom and support is given on classroom computers that contain supplemental activities aligned to our school improvement plan goals, Michigan standards, our textbooks and curriculum.

### **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.**

Our teachers are highly qualified and continue to pursue higher education. Teaching staff attends professional development that will assist them in implementing standards in the classroom that will improve student achievement. The Copper Country Intermediate School District provides additional support if needed.

## **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.**

Student scores are evaluated in an ongoing manner and analysis of data is used to review student achievement. AIMSweb and DIBELS benchmark testing is used three times a year to monitor student progress. Progress monitoring is conducted as needed and appropriate actions are taken by teaching staff. Student achievement is also monitored through classroom assessments, report cards, Individual Student Plan goal setting with parent input and teacher judgment..

**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.**

Teaching staff uses test scores from the State's annual assessments, AIMSweb test results/progress monitoring and DIBELS scores/progress monitoring results to determine student achievement. Individual Student Plans are also reviewed to determine whether goals written at beginning of the year were achieved. Teachers also assess classroom performance and progress of targeted students on an individual basis using data gathered through classroom assessments, unit assessments, projects and work produced by students.

**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.**

Student progress and achievement determines success of the Targeted Assistance Program. Careful evaluation of DIBELS, AIMSweb, classroom assessments and assessments developed by teachers will show student improvement in areas they were not proficient in before Title I support. The results of this data helps determine individual student progress/success.

**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.**

Student progress and achievement is monitored closely by the teaching staff. Based on data such as that found through DIBELS, AIMSweb progress monitoring and classroom assessments, revision is an ongoing process to ensure that targeted students receive Title I paraprofessional support in the classroom. Placement of paraprofessionals in the classroom is determined through teacher meetings. Annual evaluations of test scores and student test data allow teachers to determine how best to meet student needs in the core curriculum areas.

# **2017-2018 School Improvement Plan**

## Overview

### Plan Name

2017-2018 School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will maintain and/or increase their skills in mathematics across the curriculum including successful use of online assessments	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3954
2	All students will maintain or increase skills in the sciences and scientific inquiry process across the curriculum school-wide.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$3954
3	All students will maintain and/or increase their skills in social studies across the curriculum schoolwide	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3754
4	All students will become proficient in reading and writing across the curriculum school-wide	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$6029
5	Teaching staff will become proficient in using student assessments to show student growth	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students will maintain and/or increase their skills in mathematics across the curriculum including successful use of online assessments

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematics using Michigan standards in Mathematics by 06/30/2020 as measured by pre and post tests, AIMSweb scores and classroom assessments.

### Strategy 1:

Professional Development - Teachers and paraprofessionals will receive professional development training, as available, throughout the year to enhance skills and help to increase skills in all areas of mathematics. Professional development opportunities are provided through the Copper Country Intermediate School District.

Professional development workshops are selected to assist instructors in meeting the goals on the School Improvement Plan.

Category: Mathematics

Research Cited: School Improvement Plan goals and Michigan Standards will be used to determine professional development. Profession development opportunities provide teachers with strategies, materials and feedback that allow them to successfully implement what is learned.

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) was also reviewed when making the decision to support professional development for paraprofessionals.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Paraprofessionals will attend at least 1 day of professional development each year as opportunities are available. Teaching staff will attend at least 30 hours of professional development sessions per year. All professional development opportunities will include areas that are pertinent to our district and align with our School Improvement Plan. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area.</p>	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2019	\$200	Other	The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff
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### Strategy 2:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase mathematical skills.

Category: Mathematics

Research Cited: AIMSweb test results and progress monitoring results, classroom assessments, pre and post tests, unit tests, and professional judgment are used to identify students who need supplemental support for academic success. Careful review of these assessments will allow teachers to determine how Title I paraprofessionals will be implemented to supplement learning. An increase in engagement, improving tests scores and continuing academic progress will inform teachers when they make decisions regarding classroom instruction and paraprofessional support.

[http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf) was reviewed to support this strategy.

Tier: Tier 2

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work.	Technology , Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3754	Title I Part A	Teachers and paraprofessionals will develop a student-centered approach for implementing Title I services in the classroom.
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## Goal 2: All students will maintain or increase skills in the sciences and scientific inquiry process across the curriculum school-wide.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on classroom assessments and performance projects in Science by 06/30/2020 as measured by pre and post test scores, classroom assessments and projects..

### Strategy 1:

Professional Development - Teachers and paraprofessionals will receive professional development training as available to enhance skills and help increase science content knowledge and knowledge of the scientific process.

Category: Science

Research Cited: Pre and post tests, classroom assessments, Individual Learning Plan goals and professional judgment is used to identify areas that need improvement. Professional Development is provided by the Copper Country Intermediate School District and School Improvement Goals are used to determine focus of professional development. [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) research was reviewed to assist in determining success of this strategy.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals will attend at least one session/day of professional development each year if sessions are provided that pertain to their position. Teaching staff will attend at least 30 hours of professional development or continuing education each year. All professional development opportunities will include areas that meet School Improvement Plan goals. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country ISD and other school districts in the area.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2019	\$200	Other	Administrative staff, teachers and paraprofessionals are responsible for implementing this activity.
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### Strategy 2:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase skills.

Category: Science

Research Cited: Improving scores on classroom assessments, progress towards Individual Learning Plan goals and professional judgment are used to identify areas that need improvement. Small group activities provide students with additional and repeated exposure to core curriculum subjects.

[http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf)

Tier: Tier 1

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3754	Title I Part A	Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with targeted students.

### Strategy 3:

Supplemental Supplies - Arvon Township School will purchase supplies and/or materials that will be available to Title I paraprofessionals to provide additional (small group and one-on-one support) to targeted students.

Category: Science

Research Cited: Pre and post test scores, class work and classroom assessments are used to determine student needs. Professional teacher judgment and classroom assignments are also used. Teachers will use this data to determine areas of focus within the classroom. Supplies purchased will be used by Title I staff to

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engage students in learning, provide supplemental support and increase student achievement.

Tier: Tier 1

Activity - Purchase supplies and materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arvon Township School will purchase supplies and materials to use in small group and one-on-one settings in the classroom as needed to ensure student engagement and achievement. Technology including digital microscopes, Smart board activities, I-pads and computers will be incorporated into the curriculum.	Materials, Technology	Tier 1	Monitor	07/01/2016	06/30/2019	\$0	General Fund	Teaching staff will be responsible for determining what supplies will be most effective in providing students with additional support within the classroom.

### Goal 3: All students will maintain and/or increase their skills in social studies across the curriculum schoolwide

#### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency when assessed in Social Studies by 06/30/2020 as measured by pre and post test scores, classroom assessments and unit tests..

#### Strategy 1:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and provide supplemental academic support.

Category: Social Studies

Research Cited: Classroom assessments, pre and post test scores, unit tests and professional judgement is used to identify specific areas in the curriculum that need improvement. [http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf)

Tier: Tier 1

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Title I paraprofessional staff will assist targeted students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2019</p>	<p>\$3754</p>	<p>Title I Part A</p>	<p>Title I paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom.</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and paraprofessionals will receive professional development training, as available, to enhance skills and help to increase general knowledge in the content area of social studies. The school administrator will share professional development opportunities with staff members that focuses on school improvement goals.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>General Fund</p>	<p>Administrative staff will share upcoming professional development opportunities with teachers and paraprofessionals. Teaching staff and paraprofessionals are responsible for implementing the activities.</p>

## Goal 4: All students will become proficient in reading and writing across the curriculum school-wide

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading and writing skills in English Language Arts by 06/30/2020 as measured by pre and post test scores, DIBELS benchmark scores, AIMSweb scores and classroom assessments.

### Strategy 1:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement and to increase reading and writing skills.

Category: English/Language Arts

Research Cited: Research results found at <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3> states that providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening have a strong impact on improving student performance. Our Title I paraprofessionals provide this additional practice as determined by classroom teachers. DIBELS and AIMSweb benchmark and progress monitoring data provide teachers with information on student achievement and progress. This data provides teachers with information needed to determine Title I assignments in the classroom.

Tier: Tier 2

Activity - Title I Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Single Building District Improvement Plan

Arvon Township School

<p>Paraprofessionals provide small group and one-on-one support for targeted students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Title I paraprofessionals will also work with individual students to increase fluency and learn spelling rules by practicing weekly lists.</p>	<p>Technology , Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2016</p>	<p>06/30/2019</p>	<p>\$3755</p>	<p>Title I Part A</p>	<p>Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments.</p>
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### Strategy 2:

Technology Purchases - Arvon Township School will make purchases in technology to provide equipment that promotes the integration of reading and writing in core content areas. Students will research and create projects using technology that will meet standards in English Language Arts while incorporating standards from other content areas. These activities will provide students with hands-on experience in the use of technology and will improve and support student achievement.

Category: English/Language Arts

Research Cited: Administration and teaching staff also reviewed Michigan Education Technology Standards and Mission Statement at <http://www.techplan.org/>. To provide our students with necessary knowledge and skills in technology we need to continue to make purchases that update technology available at our school.

Tier: Tier 1

Activity - Technology Purchases	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Single Building District Improvement Plan**

Arvon Township School

<p>Technology purchases will be made according to Three Year Technology Plan, teacher and administrative recommendations and information received by resource people at CCISD. Technology purchases will be used to support and improve student achievement. Items included are updates to repair or replace equipment as needed, provide additional (individual) technology devices e.g. I-pads for student use in the classroom, software for student use that meets core curriculum standards for use on individual computers or Smart boards.</p>	Technology	Tier 1	Monitor	07/01/2016	06/30/2019	\$2274	Title II Part D	Teachers and administrators will determine what purchases to make and teaching staff with approval from the Arvon Township School board members. Teachers and Title I paraprofessionals will integrate technology in the classroom.
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**Goal 5: Teaching staff will become proficient in using student assessments to show student growth**

**Measurable Objective 1:**

demonstrate a proficiency in using student assessments to accurately measure student growth by 06/30/2020 as measured by 100% of staff members using a variety of classroom assessments to authentically assess student growth. Meeting this objective will be measure by staff members actively using data to show student growth throughout the school year. .

**Strategy 1:**

Professional Development - Professional teaching staff will attend professional development opportunities that provide knowledge on how to effectively use student assessments to show authentic student growth.

Category: Other - Student Growth

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Single Building District Improvement Plan**

Arvon Township School

Professional teaching staff will participate in ISD offerings, if available, that provide knowledge of how to use student assessments to demonstrate student growth.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Other	Teaching staff will be responsible for meeting this goal.
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Purchases	Technology purchases will be made according to Three Year Technology Plan, teacher and administrative recommendations and information received by resource people at CCISD. Technology purchases will be used to support and improve student achievement. Items included are updates to repair or replace equipment as needed, provide additional (individual) technology devices e.g. I-pads for student use in the classroom, software for student use that meets core curriculum standards for use on individual computers or Smart boards.	Technology	Tier 1	Monitor	07/01/2016	06/30/2019	\$2274	Teachers and administrators will determine what purchases to make and teaching staff with approval from the Arvon Township School board members. Teachers and Title I paraprofessionals will integrate technology in the classroom.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Single Building District Improvement Plan**

Arvon Township School

Professional Development	Teachers and paraprofessionals will receive professional development training, as available, to enhance skills and help to increase general knowledge in the content area of social studies. The school administrator will share professional development opportunities with staff members that focuses on school improvement goals.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2019	\$0	Administrative staff will share upcoming professional development opportunities with teachers and paraprofessionals. Teaching staff and paraprofessionals are responsible for implementing the activities.
Purchase supplies and materials	Arvon Township School will purchase supplies and materials to use in small group and one-on-one settings in the classroom as needed to ensure student engagement and achievement. Technology including digital microscopes, Smart board activities, I-pads and computers will be incorporated into the curriculum.	Materials, Technology	Tier 1	Monitor	07/01/2016	06/30/2019	\$0	Teaching staff will be responsible for determining what supplies will be most effective in providing students with additional support within the classroom.

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Single Building District Improvement Plan

Arvon Township School

Title I Support Staff	Paraprofessionals provide small group and one-on-one support for targeted students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Title I paraprofessionals will also work with individual students to increase fluency and learn spelling rules by practicing weekly lists.	Technology , Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3755	Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments.
Paraprofessional Support	Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3754	Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with targeted students.

## Single Building District Improvement Plan

Arvon Township School

Paraprofessional Support	The Title I paraprofessional staff will assist targeted students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3754	Title I paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom.
Paraprofessional Support	Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work.	Technology, Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2019	\$3754	Teachers and paraprofessionals will develop a student-centered approach for implementing Title I services in the classroom.

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Single Building District Improvement Plan

Arvon Township School

Professional Development	Paraprofessionals will attend at least 1 day of professional development each year as opportunities are available. Teaching staff will attend at least 30 hours of professional development sessions per year. All professional development opportunities will include areas that are pertinent to our district and align with our School Improvement Plan. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2019	\$200	The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff
Professional Development	Professional teaching staff will participate in ISD offerings, if available, that provide knowledge of how to use student assessments to demonstrate student growth.	Professional Learning	Tier 1	Implement	07/01/2017	06/30/2020	\$0	Teaching staff will be responsible for meeting this goal.
Professional Development	Paraprofessionals will attend at least one session/day of professional development each year if sessions are provided that pertain to their position. Teaching staff will attend at least 30 hours of professional development or continuing education each year. All professional development opportunities will include areas that meet School Improvement Plan goals. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country ISD and other school districts in the area.	Professional Learning	Tier 1	Monitor	07/01/2016	06/30/2019	\$200	Administrative staff, teachers and paraprofessionals are responsible for implementing this activity.