



Single Building District Improvement Plan

Arvon Township School
Arvon Township School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Arvon Township School is a small (kindergarten through sixth grade) multi-grade elementary school located in the rural Upper Peninsula of Michigan. The population of Arvon Township is approximately 459 residents. Many residents are retired and we have a large seasonal population. Our current student count is five students, half of which are Schools of Choice students. In the past three years, our student count has remained constant with new students attending each year. Students entering seventh grade are provided bus transportation to a neighboring district. Teaching staff at Arvon Township includes two teachers, one kindergarten through second teacher and one third through sixth grade teacher. Multi-grade classrooms provide exposure to advanced concepts at a younger age. Our small size allows teaching staff to differentiate learning and work individually with students. Teachers can communicate frequently with parents and families and it is easy for parents to communicate directly with teachers. We provide many opportunities for families to participate in school sponsored events throughout the school year and we have good attendance for functions. We look forward to continuing to serve our community by providing our students with a safe, friendly and clean school environment that prepares them for future success.

School's Purpose

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

Arvon Township School is a place for the community to gather around its children to nurture academic, individual and social growth.

Arvon Township School believes that all students can learn essential skills at each grade level, regardless of family background, socio-economic level or gender. We believe that the small multi-age environment at Arvon Township School offers collaborative learning opportunities. It provides younger students exposure to higher level concepts and older students receive reinforcement of previously learned skills.

Arvon Township Schools will set a strong academic foundation to ensure all students succeed in scholastic endeavors within a clean, safe, disciplined and attractive learning community. The ultimate mission of the Arvon Township School, in partnership with homes and community, is to provide a collaborative learning environment that enables all students to become respectful, self-motivated, independent learners who can successfully adapt and contribute to our ever-changing society.

Notable Achievements and Areas of Improvement

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

During the past three years teachers and support staff have implemented writing across the curriculum and taught students how to integrate the elements of presentation, using technology, into their projects. Students were introduced to new materials that meet Common Core Standards in reading and mathematics. Students participated in service learning projects, Adopt-a-Beach, March is Reading Month, drawing contests and were provided with several educational field trips throughout the school year. Our families attend many school functions during the school year including: Family Science and Engineering Night, Annual Open House, Mid-winter and Spring events featuring student work, and parent/teacher conferences.

Teachers and support staff have implemented Core Curriculum Standards in reading and mathematics school wide. Our new curriculum includes an online student learning center for supplemental lessons and the ability to assign on-line chapter and unit tests in reading and mathematics. Technological digital testing procedures were successfully learned by students and some students participated in on-line testing. Our school also participated in pilot testing programs that ensure us that our technology is up-to-date for the increasing demands of online testing.

Continuing goals include transitioning to online testing for all students and a dedication to meeting individual student needs, including homeless students, through differentiated instruction by using technology, projects and hands on experiences.

Additional Information

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

Arvon Township School recently celebrated its 100 year anniversary and we continue to be a valuable asset to the community by providing a quality education to all students, including homeless, in cooperation with parents, school board members and community members.

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. An Open House is hosted annually to provide time for school improvement to be explained to parents. Open discussion occurs with questions being asked and answered. Parents are then asked if they would like to participate in the school improvement process. Sign up sheets are provided that allow parents to choose areas of school improvement to participate in and it gives the option to request meeting days and times. The information is used to make every effort to schedule meetings at convenient times for the majority of stakeholders. Phone call and email reminders of meeting dates are sent to parents and involved community and/or school board members.

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

School Improvement Committees are formed that have teaching staff, school board members and parents/community members as participants. Committees are formed using results of parent responses and school board/community members. Every effort is made to involve a wide variety of stakeholders on each committee who are vested in the school improvement process and the success of the students.

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

The final School Improvement Plan is presented to staff members by the administrator. The focus is on goals and strategies and activities planned to meet goals. The progress of the plan is shared monthly with school board members and the final plan is presented to board members for approval.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

We are a small rural school with less than 10 students. Our enrollment has remained stable for years with minor variations. Looking at trends for the past three years student enrollment has remained stable.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

As a small rural school, with less than ten students, our biggest challenge continues to be maintaining and/or growing student enrollment. Although our student enrollment is currently stable our challenge continues to be maintaining and increasing student enrollment.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Does Not Apply - We are a small K-6 rural school, with less than ten students, we have not experienced any of the above situations at our school. We are able to effectively manage student behavior and have parent and community support for our school.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Student enrollment continues to be our biggest challenge. We will continue to provide a safe and clean environment for students to learn. We will also continue to keep our stakeholders informed and encourage our parents and community members to be involved in our school. We hold high standards for staff members and students. We provide additional learning experiences such as Spanish and music for our students.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

School administrative staff and teaching staff has remained the same without changes since 2008-2009. This continuity has allowed our staff members to become very effective at managing a multi-grade classroom with positive impacts on student achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Teaching staff have all attained professional certificate status. Teachers have experience managing a multi-grade classroom and are efficiently differentiating learning for all students.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Teacher/school leaders have good attendance. Absences for illness has been minimal and every effort is made to plan for absences. With a small student count (less than ten students) our teaching staff works closely with each student. Even if one teacher is absent, other staff members are able to step in and provide instruction.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Professional learning is planned to meet our school improvement goals.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We have maintained the same teaching/administrative staff for the last five years. All staff members are dedicated to the success of the school and our students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Arvon Township School Report Summary shows strengths in all strands/ indicators.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The only challenge noted in the School Systems Review is Indicator B: Coherence. This indicator is partially implemented because we do not have our entire curriculum in documented/written format. Teachers use common core mapping, lesson plans, planning and pacing guides in their classrooms.

12. How might these challenges impact student achievement?

We feel there is no negative impact on student achievement because we have a small number of students. Teachers are able to focus on each student individually by using student learning plans, goals and outcomes. Students are monitored using a variety of methods including DIBELS, AIMSweb, benchmark testing and progress monitoring. Teachers also use classroom assessments and unit assessments.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The challenges are not student achievement based, do not affect student learning and are not priority in school improvement planning.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Arvon Township School is a Title I Targeted school. Students receive Title I support in the classroom based on analysis of data including: DIBELS, AIMSweb, classroom assessments, and professional judgment. Student Learning Plans are developed at the beginning of the school year and updated during parent/teacher conferences and as needed.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended Learning Opportunities are not offered at this time. This decision was based on parent surveys, teacher input and through analysis of data.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Does Not Apply

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

As a small rural school with less than ten students our teaching staff is collaborating in an ongoing, though informal, manner. Student Learning Plans developed at the beginning of the school year provide goal setting for each student. Parents, students and teachers are involved in this process. Teachers are able to provide individualized learning plans and differentiate learning in the classroom.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Does Not Apply

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The reading strengths of Arvon Township School Students are phonics based strategies for decoding words and reading for comprehension.

19b. Reading- Challenges

The reading challenge of students at Arvon Township School is reading for fluency and self-monitoring during the reading process.

19c. Reading- Trends

A trend we see in student reading scores based off of DIBELS and AIMS Web is that with paraprofessional support in the classroom and individualized instruction students are able to reach end of the year reading benchmarks.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Paraprofessional support will be provided to students who are performing below benchmark level in all areas of reading.

20a. Writing- Strengths

The writing strengths of Arvon Township School students are a result of small classroom size and individualized learning plans. Students publish three stories a year using the writing process. Due to the multi-age setting, younger students learn writing skills faster because they are exposed to higher level concepts in the classroom.

20b. Writing- Challenges

Challenges of students at Arvon Township School are self-monitoring spelling and revising frequently spelled words in written work.

20c. Writing- Trends

With classroom teachers and Title I support, students make continuous progress using correct spelling evident in review of written work.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Title I will provide supplemental support with weekly spelling words and during the revision process of draft writing.

21a. Math- Strengths

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A Math strength of students at Arvon Township School is the ability to work above level in some concepts due to the small classroom size and individualized learning plans.

21b. Math- Challenges

There are no challenges.

21c. Math- Trends

Based off of AIMS Web and classroom assessments, students are performing at or above grade level in math.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

22a. Science- Strengths

A strength of the small classroom setting is that students receive extra opportunities for hands-on learning and content delivered at their individual reading level.

22b. Science- Challenges

There are no challenges.

22c. Science- Trends

Currently we have students in kindergarten through second grade and no standardized assessment system to compare them to.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

23a. Social Studies- Strengths

The strengths of Arvon Township School in the core area of social studies are due to the small class size which enables us to provide varying perspectives of social studies concepts and supplemental learning experiences.

23b. Social Studies- Challenges

There are no challenges.

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

There are no challenges at this time.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Currently we have K-2 grade students. Younger students enjoy working with older students and look forward to doing things older students are doing in class. Students also enjoy field trips, Family Science/Engineering Night, Family programs and projects.

24b. Student Perception Data

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

With a group of young students (K-2) perceptions of satisfaction are very different than when we have upper elementary students. Young students express low levels of satisfaction when they are asked to do something and it is not what they want to do at the moment. Overall satisfaction of students is good.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Overall satisfaction among students is good. We rely on parents to share any instances of low levels of satisfaction. No actions are necessary at this time.

25a. Parent/Guardian Perception Data

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

All planned activities including Open House, programs, Family Science Night, and field trips received the best ratings for overall satisfaction. Parents and students also enjoy field trips and being involved in family activities during March is Reading Month. Parents are supportive of classroom projects and assist students with homework and other assigned projects.

25b. Parent/Guardian Perception Data

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

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Responses to our last survey did not indicate any areas of dissatisfaction. Parents were asked to make suggestions for the next school year regarding fields trips and activities planned at the school for families. All comments were positive.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

School staff members will continue to plan activities that involve parents including Family Science Night, two informal programs (presentations) by students, Open House, March is Reading Month activities and field trips during the school year and over summer break.

26a. Teacher/Staff Perception Data

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

The small size of our staff allows us to communicate in an ongoing, though informal, manner. Teachers express satisfaction with responses to their suggestions. Administration and teaching staff work as a team, teaching in the classroom and enforcing school-wide rules. Special activities are well attended and teachers receive positive remarks from parents and community members. Our small staff size allows us to plan many more events and projects that enhance learning and engage students.

26b. Teacher/Staff Perception Data

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

There never seems to be enough time to meet and develop the curriculum without interruptions since there are only two teachers on staff. This makes it impossible to work in teams on grade level content. Ongoing planning, discussion and decision-making is evident on a daily basis between teachers and support staff. School in-service days focus on the school improvement process and leaves little time to devote to development of a written curriculum. This task falls on teachers to complete individually with dialogue between staff members occurring in an informal and ongoing manner.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The schedule will be evaluated to see if there is a time that can be assigned for curriculum development.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

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Stakeholders express satisfaction with teaching staff and programs provided to community and/or family members. No negative feedback has been received.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

No low levels of satisfaction noted.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

None needed.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our biggest challenge continues to be student enrollment. Arvon Township School will continue to provide high quality education to all students in a safe, clean learning environment. Development of a written curriculum is an ongoing process and presents challenges because of the small number of staff members and limited time.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges noted will not impact student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Will not be addressed at this time.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	All students are tested using DIBELS and AIMSweb and are progress monitored throughout the school year. Additionally, students take pre-tests post tests and benchmark tests, including end-of-year tests included in the reading and mathematics curriculum.	

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

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Arvon Township School is a kindergarten through sixth grade school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Arvon Township School is a K-6 facility. We do have individual learning plans on file for our students.	

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lori Johnson/principal 21798 Skanee Road Skanee, Michigan 49962906-524-7336	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	No	At this time we do not have any need to use CIMS data. Special education support is provided through our Intermediate School District.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	No	We have no need to use this information at this time.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Arvon township School has Netgear UTM (unified threat management) to filter adult and student internet access to inappropriate materials.	

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Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	We do not have public access to the internet at Arvon Township School. Computers are provided to students in the classroom. Student use of computers is monitored by classroom teachers. Parents must sign a computer/internet user agreement before students are allowed to use this technology in a classroom setting.	

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	An internet user agreement is sent home at the start of the school year for parents to read and review with students before they are allowed to access the internet at school. Computers are in the classrooms and are constantly monitored by teachers. In addition, a filter is in place that prevents students from accessing unapproved material.	

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	No	As a small school we are able to directly contact each parent regarding computers use by their child. An agreement is sent home that requires signatures of parents/guardians and students before students can access the internet at school. No public access to computers is provided by the school.	

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	We are a small rural school. A contracted service provides our technology support and updates as listed in our Technology Plan. Technology updates and replacement of student computers is completed as recommended by our service providers.	

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Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	No	We are a small school with two teachers. We have two classrooms and collaborate together about student needs. In an ongoing, although informal manner, we encourage dialogue with support staff and our business manager regarding technology needs. We put these provisions into our Technology Plan every three years. With guidance from a contracted service purchases and updates are made. Our students have the most up-to-date technology in their classrooms and have access to student computers, I-pads and Smart boards in the classroom.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	Arvon Township School Improvement Plan includes integration and implementation of technology and our mathematics curriculum provides an on-line component for homework and assessments. Students have access to computers, I-pads, Smart boards in the classroom to use technology in a variety of ways. Students produce a variety of projects throughout the year using technology.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	Arvon Township School Improvement Plan includes integration and implementation of technology and our mathematics curriculum provides an on-line component for homework and assessments. Students have access to computers, I-pads, Smarboards in the classroom and use technology in a variety of ways. Students produce a variety of projects throughout the year using technology, including presentations to parents at our Open House or other family events scheduled during the school year.	

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Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Students have access to computers, I-pads and Smartboard technology in the classroom. Our small size allows students to use technology on a daily basis. Students create projects that are shared with parents during our Annual Open House and at school events. Throughout the school year lessons in the classroom allow students to complete projects using technology.	

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lori Johnson/principal 21798 Skanee Road Skanee, Michigan 49962 906-524-7336	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		District Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

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 conducted between collaborative groups within the school staff. Stakeholders, including school board members and parents are brought in to provide a well-rounded group of interested 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?

Professional teaching staff uses standardized 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 Grade Level Content expectations and/or Common Core 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 aimline 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.

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 toward 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. 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.

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.	

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?

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.	DPPD Schedule 2014-2015

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. Parents actively participate on School Improvement committees throughout the year.

5. Describe how the parent involvement activities are evaluated.

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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.	

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.	

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 5 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 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 their education. Teaching staff attends professional development that will assist them in implementing standards in the classroom that will improve student achievement.

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 test item analysis is used to annually check 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, 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 data by teaching staff also 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.

2014-2015 Single Building School Improvement Plan

Overview

Plan Name

2014-2015 Single Building School Improvement Plan

Plan Description

Goals, Strategies and Activities

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 become proficient in reading and writing across the curriculum school-wide	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$6029
2	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
3	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
4	All students will maintain and/or increase their skills in social studies across the curriculum schoolwide	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3754

Goal 1: 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 06/01/2018 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.

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
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	07/01/2015	06/30/2018	\$3755	Title I Part A	Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments.

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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.

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
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	07/01/2015	06/30/2018	\$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.

Goal 2: All students will maintain and/or increase their skills in mathematics across the curriculum including successful use of online assessments

Measurable Objective 1:

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85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematics using common core curriculum standards in Mathematics by 06/30/2018 as measured by Common Core Standards, 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.

Research Cited: School Improvement Plan goals and common core 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 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
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	07/01/2015	06/01/2018	\$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

Single Building District Improvement Plan

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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.

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 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
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	07/01/2015	06/30/2018	\$3754	Title I Part A	Teachers and paraprofessionals will develop a student-centered approach for implementing Title I services in the classroom.

Goal 3: 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 06/30/2018 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.

Research Cited: Pre and post tests, classroom assessments, Individual Learning Plan goals and professional judgment is used to identify areas that need

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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 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
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	07/01/2015	06/30/2018	\$200	Other	Administrative staff, teachers and paraprofessionals are responsible for implementing this activity.

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.

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.gtcenter.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	07/01/2015	06/30/2018	\$3754	Title I Part A	Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with targeted students.

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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.

Research Cited: Pre and post test scores, class work and classroom assessments and 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 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	07/01/2015	06/30/2018	\$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 4: 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 06/30/2018 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.

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

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Tier: Tier 1

Activity - Paraprofessional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/01/2015	06/30/2018	\$3754	Title I Part A	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.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<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>07/01/2015</p>	<p>06/30/2018</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>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2015	06/30/2018	\$0	Teaching staff will be responsible for determining what supplies will be most effective in providing students with additional support within the classroom.

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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	07/01/2015	06/30/2018	\$0	Administrative staff will share upcoming professional development opportunities with teachers and paraprofessionals. Teaching staff and paraprofessionals are responsible for implementing the activities.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2015	06/30/2018	\$3754	Teachers and paraprofessionals will develop a student-centered approach for implementing Title I services in the classroom.

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Arvon Township School

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	07/01/2015	06/30/2018	\$3754	Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with targeted students.
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	07/01/2015	06/30/2018	\$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.

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	07/01/2015	06/30/2018	\$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.
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Title II Part D

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

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	07/01/2015	06/30/2018	\$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.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/01/2015	06/30/2018	\$200	Administrative staff, teachers and paraprofessionals are responsible for implementing this activity.

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	07/01/2015	06/01/2018	\$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
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