



School Improvement Plan

Bullock Creek Elementary School

Bullock Creek School District

Mrs. Vicki Mikusko
1037 SOUTH POSEYVILLE RD
MIDLAND, MI 48640-8922

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	6
---	---

Additional Information	7
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction	9
--------------------	---

Improvement Planning Process	10
------------------------------------	----

School Data Analysis

Introduction	12
--------------------	----

Demographic Data	13
------------------------	----

Process Data	15
--------------------	----

Achievement/Outcome Data	17
--------------------------------	----

Perception Data	22
-----------------------	----

Summary	25
---------------	----

School Additional Requirements Diagnostic

Introduction 28

School Additional Requirements Diagnostic 29

Plan for School Improvement Plan 2016-17

Overview 32

Goals Summary 33

 Goal 1: All students at Bullock Creek Elementary will demonstrate improved ability to read, compute, comprehend and write in all content areas..... 34

 Goal 2: Bullock Creek Elementary will significantly reduce the proficiency gap in reading between Economically Disadvantaged students with Non ED students at the k-2 grade level. 36

 Goal 3: Students will become familiar with Writer's Workshop and use the process to develop writing pieces..... 39

 Goal 4: All staff will be trained in the basic use of iPads and develop a plan to use iPads in the classroom in order to engage student learning. 39

Activity Summary by Funding Source 42

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The Bullock Creek community is located in small subset of Midland, Michigan. We have a large corporation that is tied to the families of the school district. We are basically a middle-class community. We do not have many cultural differences, yet we do have socioeconomic diversity. Bullock Creek is not a town, yet the community strongly identifies itself with the school district. We are a true school community. Bullock Creek Elementary is a K-2 building that consists of 250 students and 11 core staff members. All staff are highly qualified

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.

Together with our students, families and community, the Bullock Creek School District ensures a safe and positive environment. We promote creativity and excellence in teaching and learning that challenges our students to achieve their full potential.

Bullock Creek Elementary embodies this mission statement through partnerships such as: back pack buddies, the dental bus, Big Brothers Big Sisters, Girl Scouts, Wonderful Wednesdays, AR Night, and Fire Safety

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.

Bullock Creek Elementary is unique in being a K-2 school and we are proud of the positive changes we have made in the past three years. We have enhanced programs in reading and writing through the use of Reader's Workshop and Writer's Workshop. Through such programs, we have seen a positive trend in our students' abilities to perform well on state and local test. In addition, with Math Practices our students are performing better than ever on our math assessments, showing they truly have a deeper understanding of the meaning behind the math problems.

In addition, Bullock Creek Elementary has been proud to take the lead in lower elementary STEM programing and activities. This upcoming year we have made adjustments to our Young 5s program to include STEM activities as we partner with Dow Chemical and The Chippewa Nature Center.

Bullock Creek Elementary has been one of the leading school in implementing Instructional Consultation Teams. Our teams have proven to be successful in addressing academic and behavioral challenges in the classroom by helping teachers match instruction to the student's needs. Bullock Creek Elementary has been recognized as one of only 13 exemplary schools in instituting ICT.

Additional Information

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

Bullock Creek Elementary is proud of it's staff, students, parents and community. There is a reason you feel at home in our community and in our school- we are a like family. We take the responsibility of teaching and learning very serious and will continue to strive for instructional excellence..

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.

The BCEL school improvement team is made up of parent and teachers. Our team plans as an entire staff as we only have 11 core staff members. The items in the school improvement plan are visited once a month to monitor progress and make updates.

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

Administration, staff, community and parents have a role in the process of the school improvement plan.

Meetings are regularly scheduled by the administrator. The team (staff and parents) provide input and discussion on improvement topics. All staff review the plan and are responsible for classroom instruction that is aligned in the plan.

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

All staff are given a copy of the Improvement plan at the beginning of the year. It is reviewed throughout the school year.

Parents and the community can access the plan directly on the school website.

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?

Our three year trend for student enrollment has shown steady numbers for the last three years. We have made adjustments to our Young 5s schedule. Many students will be enrolled in a full day program. This will not look different in FTE count.

Student Demographic Data

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

One challenge that we have identified is with the enrollment status of our young 5s program. We made adjustments to our program offering a full day or half day program. This will be our pilot year with this structure.

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?

Our district has the RTC behavior intervention program. One area that we would like to improve upon is with our "frequent flyers." Last year, we opened up behavior cases through our Instructional Consultation Team process. After the 7th referral to RTC, an ICT case will be opened up to intervene with the issue.

Student Demographic Data

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

Our economically disadvantaged numbers are higher than they have ever been. We will need to work more closely with our outside agencies to address the needs of these students and provide support for them and their families in any way we are able.

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?

Bullock Creek Elementary actually has a very experienced staff with none of the core classroom teachers being probationary. With an experienced staff, I would expect a higher level of teaching skill. At the same time, it is important to make sure that our teachers continue to grow professionally and know the most up to date research on how to help our students.

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?

As stated in the previous response: Bullock Creek Elementary actually has a very experienced staff with none of the core classroom teachers being probationary. With an experienced staff, I would expect a higher level of teaching skill. At the same time, it is important to make sure that our teachers continue to grow professionally and know the most up to date research on how to help our 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?

Teachers are given release days for professional learning, yet the administration is respectful of teaching time and tries to keep teachers in the classroom as much as possible. Some teachers have clocked higher number of absences than others, yet at this time there doesn't seem to be a noted difference in the assessments results of students in those classes.

The building principal does get pulled from the building often to attend IEPs and issues that involve the special education department. It should be noted that an effective administrator should be in the classroom 80% of the time. This can be difficult to do when 50% of the administrator's job is running the special education department.

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?

While we don't see a negative impact from classroom to classroom based on teacher absence, it should be noted that the best learning takes place when the teacher is there with his/her own students.

Teacher/School Leader(s) Demographic Data

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

While not an immediate concern, It would be beneficial to free up more time for the school administrator to be in the classroom to help monitor teacher instruction and student learning.

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?

Standard 2: Instruction

Indicator C: Instructional Design

Indicator D: Effective Instructional Practices Indicator

E: Learning Environment

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?

Standard 2 - Instruction, Indicator F: Instruction

Standard 3- Assessment, Indicator G: Assessment System

Standard 6- Organizational Management, Indicator P: Communications Systems

Standard 9 -Communication, Indicator X: Cultural Responsiveness

Standard 10 - Engagement, Indicator Y: Learning Opportunities

12. How might these challenges impact student achievement?

Some of the indicators we need to improve on are directly related to what is happening in the classroom. Specifically, finding a viable summative assessment tool is something we have struggled with. Are we assessing in the right way and how can we come our data to others in the state?

For the 2016/17 school we will be moving to AimsWeb for monitoring student progress in both Math and ELA. In addition, we will be administrating the new state developed interim assessments for K-2

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.

We be implementing 5 Dimensions of Teaching and Learning as an evaluation tool for the 2016/17 school year. This is incorporated into our school improvement plan. We will continue to unpack the standards and train staff in best practices as laid out in the 5D plus program.

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?

Our special education students at BCEL have access to every intervention we offer in the building. Most importantly, special education students have their unique needs addressed and monitored through the ICT process. Students have access to co-taught classrooms keeping them connected to the curriculum, the classroom teacher and their peers.

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

We have a kindergarten- 2 building so our extend learning opportunities are limited. It was an identified need in our school systems review. However, students do have access to Big Brothers/Big Sisters, Girls Scouts/ Boy Scouts, 4-H, and programs offered through the Chippewa Nature Center.

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

Parents are made aware of our extended learning opportunities through emails and flyers. In some cases such as Big Brothers/ Big Sisters, student can also be referred to programs by their classroom teacher.

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?

We review data from classroom to classroom and across grade levels. We have grade level meeting and professional development days to identify gaps in instruction. In addition, teachers will be implementing short cycle formative assessments to determine students progress.

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.

We do not at this time.

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

Reading Fluency and Comprehension

19b. Reading- Challenges

We have identified that we are missing a comprehensive phonics program and believe it is effecting some of our reading results.

19c. Reading- Trends

We have fully implemented the Readers Workshop and MAISA units. Our reading scores have had consistent growth for the last three years.

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.

This will be addressed through our school improvement plan by identifying activities and professional development that will improve classroom instruction through best practices.

20a. Writing- Strengths

We have implemented Writers Workshop k-2 and are using the MAISA writing units. Our students are able to form clear ideas in both fictional and informational writing. Students can also reflect on what they have written.

20b. Writing- Challenges

To ensure that we have consistency in instruction across the grade levels.

20c. Writing- Trends

Our writing has improved greatly in the district and that is in part to the work we have done in the K-2 building in getting them prepared for the advanced writing they will need to do in the upper grades.

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.

This will be addressed in the school improvement plan as we look specifically at formative assessment and how our teachers can make sure that students are able to write to the level that is expected at each grade level. Tiered instruction comes naturally in a workshop environment, but conferencing with each student will be key.

21a. Math- Strengths

Our Math strengths are base ten number system and connections.

21b. Math- Challenges

Our challenge according to student data is addition and subtraction fluency.

21c. Math- Trends

According to local assessments our math scores are showing at least a 25% growth rate, yet past state assessments on have us with a slight 1%-2% increase.

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.

This year will be focusing our short cycle formative assessments in the area of math to help us determine how students are responding to the instructional practices in the classroom.

22a. Science- Strengths

Incorporating STEM practices into our classroom through project based learning.

22b. Science- Challenges

Having an aligned clear science curriculum and pacing guide k-2.

22c. Science- Trends

Our science scores have mixed throughout the district depending on grade level. This could be the result of lack of alignment.

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.

While we continue to work with the Dow and other cooperate partners in enhancing our STEM instruction, this is not directly addressed in our school improvement plan.

23a. Social Studies- Strengths

Our strength in social studies has to be a sense of community, and community ownership.

23b. Social Studies- Challenges

Crating an aligned, viable k-2 social studies curriculum.

23c. Social Studies- Trends

Our district social studies scores have been steady for the last few years. In the K-2 curriculum, we often tie socials studies standards into Readers and Writers workshops.

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.

While not directly cited in the school improvement plan, many of our activities in the plan will apply to social studies instruction.

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?

Students feel happy and safe school.

24b. Student Perception Data

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

Our building is a K-2 school. One question we asked was "Have you ever felt bullied" while a small percentage replied yes, it was still the over lowest of satisfaction.

24c. Student Perception Data

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

To increase participation in our counselor "lunch bunch" groups. In addition, our building will be using the Superflex series to help teach students about "unthinkables" and how to handle them.

25a. Parent/Guardian Perception Data

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

Parents are over all happy and or satisfied with their child's teacher. Parents feel that they are communicated with by the school and their child's teacher.

25b. Parent/Guardian Perception Data

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

Parents being invited into the classroom, opportunities for parents to be involved through the school day.

25c. Parent/Guardian Perception Data

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

Our school improvement team will develop a "need volunteers for" list and challenge teachers to be creative on ways they can involve parents in the educational process.

26a. Teacher/Staff Perception Data

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

Teachers feeling as though they have opportunities to be a part of a professional learning community. Teachers feel as though they have input on key decisions in the building.

26b. Teacher/Staff Perception Data

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

Teachers feeling as though there is shared responsibility for instruction across the district. (Lack of alignment between grades in other buildings.)

26c. Teacher/Staff Perception Data

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

Through grade level meetings, teachers will have opportunities to collaborate and plan. This will allow staff to identify teaching gaps between buildings and address them.

27a. Stakeholder/Community Perception Data

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

Willingness of the school to work with outside agencies and cooperations.

27b. Stakeholder/Community Perception Data

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

School Improvement Plan

Bullock Creek Elementary School

Matching stakeholders and willing agencies to our K-2 building needs. (We need to create needs assessment to help them better assist us.)

27c. Stakeholder/Community Perception Data

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

Create a needs assessment and plan of action how our local community can help us enhance our K-2 instruction.

Summary

28a. Summary

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

The needs identified through all of the data will help us drive our activities and professional learning throughout the 2016/17 school year. Uncovering and analyzing the data helps us pinpoint where we need to improve. This information will drive our school improvement plan. Much of the data reads into each other and can be addressed through a clear school improvement process.

Bullock Creek Elementary is doing some great things and improving in so many areas. The school is striving in readers and writers workshop instruction as well as math practices. Yet, now it is time to take it to the next level. We need to explore excellence in teaching and learning. Professional development is needed to ensure that all staff understand the concepts of best practices and knows how to elicit deep knowledge thinking and responding from our students. How can we grow learners so that they are prepared to be Career and College Ready?

28b. Summary

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

If teachers are able to identify the gaps instruction and make appropriate adjustments, student achievement will increase. When clear learning targets are established, explained and understood, student achievement increases by 22%.

When parents, students and community are a part of the educational process, great things can happen for our students. We need to explore more extended learning opportunities for our students. This can be done by reaching out to our local agencies and community members. Research shows that students who feel more connected to their school, perform better in the classroom.

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?

The school improvement plan will address gaps in instruction and address the widening gap between our top performing students and our lower performing students. The plan will include actives such as formative assessment training and the use of the 5 dimensions of teaching learning. These activities will address many of the challenges addresses in this analysis. Learning targets, assessment, student engagement, depth of knowledge, best practices and professional responsibilities are on the calendar for professional learning for the SY 2016-2017

2016/17 school year.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Bullock Creek Elementary will use AimsWeb and state interim assessments in addition to classroom unit and trimester assessments.	

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	Our annual report can be found on our district web page at the link below: http://www.bccreek.k12.mi.us/?page_id=168	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is k-2 building, these reports can be found at the middle school and high school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	That is done at the middle school and high school.	

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		

School Improvement Plan

Bullock Creek Elementary School

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	Julie Pierce Personnel director/ finance 1420 south Badour, Midland Mi 631-2418 ext 1610 Building level: Vicki Mikusko Principal 1037 posseville Midland, Mi, 631-2418 ext1105	

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	Can be found on the school website at: http://www.bcreek.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

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

Plan for School Improvement Plan 2016-17

Overview

Plan Name

Plan for School Improvement Plan 2016-17

Plan Description

Bullock Creek Elementary

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Bullock Creek Elementary will demonstrate improved ability to read, compute, comprehend and write in all content areas.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$36750
2	Bullock Creek Elementary will significantly reduce the proficiency gap in reading between Economically Disadvantaged students with Non ED students at the k-2 grade level.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$21000
3	Students will become familiar with Writer's Workshop and use the process to develop writing pieces.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5500
4	All staff will be trained in the basic use of iPads and develop a plan to use iPads in the classroom in order to engage student learning.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$4500

Goal 1: All students at Bullock Creek Elementary will demonstrate improved ability to read, compute, comprehend and write in all content areas.

Measurable Objective 1:

80% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth 5% in English Language Arts by 06/10/2016 as measured by local assessments.

Strategy 1:

ICT - Teachers will be able to work through a problem solving process with an ICT member in order to match teaching strategies in the classroom with the child's identified need. Teachers will be able solicit help whenever they have student struggling in any academic area. This process will be monitored by collecting weekly data and the use of ICAT tools.

Category:

Research Cited: Instructional Consultation Team- Collaborating for Change. Sylvia A. Rosenfield and todd a. Gravois, January 1996.

Tier: Tier 2

Activity - ICT Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ICT Team will meet weekly to discuss cases and plan professional development activities. Agendas and sign in sheets will be kept. In addition, ICT members will meet and plan with teachers when a student need arises	Direct Instruction, Behavioral Support Program, Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Community Engagement, Professional Learning	Tier 2	Evaluate	09/08/2015	06/10/2016	\$2000	General Fund	Vicki Mikusko - Principal Molly Kim - ICT Facilitator

School Improvement Plan

Bullock Creek Elementary School

Strategy 2:

Formative Assessment Professional Development - The district will contract with Mr. Steve Ventura of the 90/90/90 schools group to provide professional development for teaching staff. Teachers will work with Mr. Ventura for our days to design and implement formative assessments in all grade levels and across all grade spans and subject areas. This will allow our teachers to immediately determine if students are struggling and help teachers design more immediate interventions.

Category:

Research Cited: Steve Ventura has worked with noted author Larry Ainsworth, Author of Formative Assessments 2.0. The book has been purchased for all building administrators for use to help teachers implement this process.

Tier: Tier 1

Activity - formative Assessment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steve Ventura will provide professional development to all district teachers in the use of Formative assessments.	Direct Instruction, Materials, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$19000	Title II Part A	Building Principals

Measurable Objective 2:

80% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth 5% in Mathematics by 06/10/2016 as measured by district level math assessments .

Strategy 1:

5 Dimensions of Teaching and Learning - Teachers will be trained in the 5D plus teacher evaluation system, which is a researched based teacher growth model. This training will spread throughout the school year as staff unpack the six dimensions.

Category:

Research Cited: © 2012 University of Washington Center for Educational Leadership. 5D, 5D+,Dimensions of Teaching and Learning

Tier: Tier 1

Activity - 5d plus training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Bullock Creek Elementary School

Teachers will be trained in the teacher growth model of the reached based 5D plus. Staff will spend the 2015/16 school year unpacking the standards and reviewing the research and best practices behind each dimension.	Direct Instruction, Curriculum Development, Academic Support Program, Community Engagement, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Title II Part A	Superintendent and building principals
--	--	--------	---------------	------------	------------	-----	-----------------	--

Strategy 2:

Teacher training in Math Their Way - The district will contract with SVSU professor Katherine Greziak to provide professional development in the Math Their Way concepts. This training will span through 3 release days and 5 grade level meetings.

Category:

Research Cited: Mary Baratta-Lorton's Mathematics Their Way. 1995

Tier: Tier 1

Activity - Math Their Way Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Katherine Greziak will be contracted to provide Math Their Way concept training to our k-1 teachers throughout the 2015/16 school year.	Supplemental Materials, Academic Support Program, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$15750	Title II Part A	Building Principals

Goal 2: Bullock Creek Elementary will significantly reduce the proficiency gap in reading between Economically Disadvantaged students with Non ED students at the k-2 grade level.

Measurable Objective 1:

A 25% increase of Economically Disadvantaged students will increase student growth by 5% in Reading by 06/10/2016 as measured by demonstrating proficiency in reading on local assessments in English Language Arts.

School Improvement Plan

Bullock Creek Elementary School

Strategy 1:

ICT - Teachers will be able to work through a problem solving process with an ICT member in order to match teaching strategies in the classroom with the child's identified need. Teachers will be able solicit help whenever they have student struggling in any academic area. This process will be monitored by collecting weekly data and the use of ICAT tools.

Category:

Research Cited: Instructional Consultation Team- Collaborating for Change. Sylvia A. Rosenfield and todd a. Gravois, January 1996.

Tier: Tier 2

Activity - Weekly ICT Meetings/ Case Contracting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ICT Team will meet weekly to discuss cases and plan professional development activities. Agendas and sign in sheets will be kept. In addition, ICT members will meet and plan with teachers when a student need arises	Direct Instruction, Behavioral Support Program, Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Evaluate	09/08/2015	06/10/2016	\$2000	General Fund	Vicki Mikusko - Principal Molly Kim - ICT Facilitator

Strategy 2:

5 Dimensions of Teaching and Learning - Teachers will trained in the teacher growth model of the reached based 5D plus. Staff will spend the 2015/16 school year unpacking the standards and reviewing the research and best practices behind each dimension.

Category:

Research Cited: © 2012 University of Washington Center for Educational Leadership. 5D, 5D+,Dimensions of Teaching and Learning

Tier: Tier 1

Activity - 5D plus training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Bullock Creek Elementary School

Teachers will be trained in the 5D plus teacher evaluation system, which is a researched based teacher growth model. This training will spread throughout the school year as staff unpack the six dimensions.	Direct Instruction, Behavioral Support Program, Curriculum Development, Academic Support Program, Teacher Collaboration, Community Engagement, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Title II Part A	Vicki Mikusko - Principal Shawn Hale - Superintendent
---	---	--------	---------------	------------	------------	-----	-----------------	--

Strategy 3:

Training Teachers in use of Formative Assessment - The district will contract with Mr. Steve Ventura of the 90/90/90 schools group to provide professional development for teaching staff. Teachers will work with Mr. Ventura for our days to design and implement formative assessments in all grade levels and across all grade spans and subject areas. This will allow our teachers to immediately determine if ED students are struggling and help teachers design more immediate interventions.

Category:

Research Cited: Steve Ventura has worked with noted author Larry Ainsworth, Author of Formative Assessments 2.0. The book has been purchased for all building administrators for use to help teachers implement this process.

Tier: Tier 1

Activity - Formative Assessment Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Steve Ventura will provide professional development to all district teachers in the use of Formative assessments.	Direct Instruction, Materials, Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$19000	Title II Part A	Superintendent and Building Principals

Goal 3: Students will become familiar with Writer's Workshop and use the process to develop writing pieces.

Measurable Objective 1:

90% of Pre-K, Kindergarten, First and Second grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior develop writing pieces through the writing workshop process in English Language Arts by 05/29/2015 as measured by beginning and end of the year scoring rubrics found in the MAISA writing units of study..

Strategy 1:

Writing Coach - A writing coach will work with all three elementary staff to coach them through the implementation of the MAISA Writing Units of Study.

Category:

Research Cited: GROWING READERS -by LUCY CALKINS and KATHY COLLINS

Tier:

Activity - Peer Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing coach will work with teachers in the classroom and model how to implement lessons for the MAISA writing units.	Professional Learning			08/28/2013	05/29/2015	\$5500	Title I Part A	The writing coach will coordinate with staff to plan days to model lessons from the MAISA units. The principal will provide substitutes if needed for the writing coach and the teacher to conference after lesson.

Goal 4: All staff will be trained in the basic use of iPads and develop a plan to use iPads in the classroom in order to engage student learning.

Measurable Objective 1:

demonstrate a proficiency in operating iPads and applications to enhance lessons and student engagement in the classroom. by 06/10/2016 as measured by The percent of teachers using iPads on regular basis for classroom instruction..

Strategy 1:

technology training - Staff will have an opportunity to have training in google docs. In addition, a team of teachers will visit a school that has implemented iPads in the classroom. This will allow them to see the iPad use in action. A team will also be sent to the MACUL conference.

Category:

Research Cited: A research study, conducted in Auburn, Maine showed that Kindergartner students using iPads scored much higher on literacy tests than students that didn't use the device. Source: TUAW, In a study done by Houghton Mifflin Harcourt in California showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Source: CNN Tech

Tier: Tier 1

Activity - technology training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have an opportunity to attend the google docs training with certified trainer Meghan Daniels. k-5 teachers will learn how to use google tools to track student data so that all information gathered through student assessments is available to all teachers working with each student.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$2000	Title II Part A	Building Principals

Activity - Ipad training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Bullock Creek Elementary School will receive training in using iPads to digitally track student data and record interventions as developed in the Instructional Consultation Team plan. Bullock Creek Elementary has moved to an all ipad usage in the building with advanced knowledge of google tools and other educational software. This will enable staff to track student intervention data in real time.	Direct Instruction, Materials, Curriculum Development, Academic Support Program, Professional Learning, Technology	Tier 2	Implement	09/08/2015	06/10/2016	\$1000	Title II Part A	Building Principal

School Improvement Plan

Bullock Creek Elementary School

Activity - Technology Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To have a team attend the MACUL conference and then share new information with their peers. The MACUL offers teacher leaders an opportunity to not only get new ideas on technology in the classroom, but to collaborate and network with other teacher leaders to gain better resource in implementing technology initiatives.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	03/14/2016	06/10/2016	\$1500	Title II Part A	Principal and teacher leaders

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
ICT Meetings	The ICT Team will meet weekly to discuss cases and plan professional development activities. Agendas and sign in sheets will be kept. In addition, ICT members will meet and plan with teachers when a student need arises	Direct Instruction, Behavioral Support Program, Materials, Curriculum Development, Academic Support Program, Teacher Collaboration, Community Engagement, Professional Learning	Tier 2	Evaluate	09/08/2015	06/10/2016	\$2000	Vicki Mikusko - Principal Molly Kim - ICT Facilitator
Weekly ICT Meetings/ Case Contracting	The ICT Team will meet weekly to discuss cases and plan professional development activities. Agendas and sign in sheets will be kept. In addition, ICT members will meet and plan with teachers when a student need arises	Direct Instruction, Behavioral Support Program, Curriculum Development, Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Evaluate	09/08/2015	06/10/2016	\$2000	Vicki Mikusko - Principal Molly Kim - ICT Facilitator

School Improvement Plan

Bullock Creek Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Coaching	The writing coach will work with teachers in the classroom and model how to implement lessons for the MAISA writing units.	Professional Learning			08/28/2013	05/29/2015	\$5500	The writing coach will coordinate with staff to plan days to model lessons from the MAISA units. The principal will provide substitutes if needed for the writing coach and the teacher to conference after lesson.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Their Way Professional Development	Katherine Greziak will be contracted to provide Math Their Way concept training to our k-1 teachers throughout the 2015/16 school year.	Supplemental Materials, Academic Support Program, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$15750	Building Principals
Technology Conference	To have a team attend the MACUL conference and then share new information with their peers. The MACUL offers teacher leaders an opportunity to not only get new ideas on technology in the classroom, but to collaborate and network with other teacher leaders to gain better resource in implementing technology initiatives.	Teacher Collaboration, Professional Learning, Technology	Tier 1	Implement	03/14/2016	06/10/2016	\$1500	Principal and teacher leaders

School Improvement Plan

Bullock Creek Elementary School

5D plus training	Teachers will be trained in the 5D plus teacher evaluation system, which is a researched based teacher growth model. This training will spread throughout the school year as staff unpack the six dimensions.	Direct Instruction, Behavioral Support Program, Curriculum Development, Academic Support Program, Teacher Collaboration, Community Engagement, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Vicki Mikusko - Principal Shawn Hale - Superintendent
technology training	Staff will have an opportunity to attend the google docs training with certified trainer Meghan Daniels. k-5 teachers will learn how to use google tools to track student data so that all information gathered through student assessments is available to all teachers working with each student.	Technology	Tier 1	Implement	09/08/2015	06/10/2016	\$2000	Building Principals
5d plus training	Teachers will be trained in the teacher growth model of the reached based 5D plus. Staff will spend the 2015/16 school year unpacking the standards and reviewing the research and best practices behind each dimension.	Direct Instruction, Curriculum Development, Academic Support Program, Community Engagement, Professional Learning, Walkthrough	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Superintendent and building principals

School Improvement Plan

Bullock Creek Elementary School

Formative Assessment Professional Development	Steve Ventura will provide professional development to all district teachers in the use of Formative assessments.	Direct Instruction, Materials, Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2015	06/10/2016	\$19000	Superintendent and Building Principals
Ipad training	Teachers at Bullock Creek Elementary School will receive training in using iPads to digitally track student data and record interventions as developed in the Instructional Consultation Team plan. Bullock Creek Elementary has moved to an all ipad usage in the building with advanced knowledge of google tools and other educational software. This will enable staff to track student intervention data in real time.	Direct Instruction, Materials, Curriculum Development, Academic Support Program, Professional Learning, Technology	Tier 2	Implement	09/08/2015	06/10/2016	\$1000	Building Principal
formative Assessment Professional Development	Steve Ventura will provide professional development to all district teachers in the use of Formative assessments.	Direct Instruction, Materials, Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$19000	Building Principals