



School Improvement Plan

Brandywine Elementary School

Brandywine Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was created through discussions with instructional staff, paraprofessionals, building administrations, parents, and central office. Data sources were analyzed at staff and grade level meetings as well as school improvement meetings. The analysis provided direction for student/building needs.

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

The data clearly shows that we need to continue to work towards making our students better writers and problem solvers. Our core instruction in Reading and Math has improved and the intervention program for Reading is showing dividends. The data continues to show that we need to develop a math intervention program with a progress monitoring piece. Our behavior referrals stayed steady except for 5 students who made our overall numbers go up. The behaviors continue to be good allowing teachers to work with small groups and not have disruption.

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

Our school goals address and are connected to our greatest needs. Math interventions and progress monitoring will be a focus as well as writing.

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

The goals in math will especially address our lowest 30% of students. These often are our most disadvantaged students. While all children will have access to these programs and plan, it will strive to meet the needs of all of our lowest 30% population. Writing will hit all of our students and will give an opportunity to teach and re-teach our lowest 30% of our students.

Component 2: Schoolwide Reform Strategies

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

After school homework assistance
At Risk Aide on Staff
Reading Specialist on Staff
Interventions shared at each grade level in Reading and Math
Mentors for At Risk students
High School Tutors

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

Small group, targeted instruction for our struggling learners.

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

Small group, targeted interventions based on progress monitoring data. Core instruction based on I do, We do, You do.

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

We will use Title 1 paraprofessionals, At Risk aides, mentors, volunteers throughout the building as part of our intervention team for both Reading and Math.

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

We meet on a regular basis to look at our progress monitoring data in Reading and Math and determine if new interventions are necessary.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

There is very little turnover each year at our school. All teachers are returning to the same grade as last year.

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

Most of our teachers have been teaching for more than 10 years.

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

We retain our high quality staff by working with them to develop a positive culture and atmosphere. We are a nice school. The kids are behaved, Everybody works hard.

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

There are incentives for teachers who attain the highest level on their evaluation. The district has also implemented stipends in the contract for the district improving on the state accountability measurements.

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

Not applicable.

Component 5: High Quality and Ongoing Professional Development

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

We have been studying a book by Jensen on dealing with students and families of poverty.
Student engagement has been an important part of our professional development lately as well.
Teachers have been training on google classroom to prepare for technology improvements.

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

The staffs throughout the district will be studying and discussing these topics throughout the year. Delta math, and use of technology.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

They are part of our Curriculum Council and part of the parent group called Partnership for Children.

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

Parents volunteer at school and fill in where needed. We keep parents constantly informed of our progress.

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

Parents respond to perception surveys, talk to us at parent teacher conferences and work with us throughout the year.

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

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

All students who have a need are brought to each grade level meeting for discussion and planning. The plan is implemented and monitored throughout the year. A Student Assistance team convenes each month for staff and parents to bring concerns about a child's instructional needs being met.

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

Each year there is a survey sent out to all parents. The survey results are shared with all stakeholders and used for planning for the following year.

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

All survey results are taken into consideration when decisions are made to improve our school.

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

The compact was developed with the assistance of parents, staff, and students. It appears each year in the school handbook which is approved by the Board of Education.

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

They are discussed at Open House and at Parent Teacher conferences. All compacts must be signed and returned at the beginning of the school year.

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

It is not. Neither one is a Title One school.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	I have tried several times to attach and the program will not allow me to do so. The student handbook includes the compact and is included in earlier pages of this document.	

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

We offer to meet with families to discuss the child's progress. We bring in translators for Spanish speaking families so they can communicate in their language as needed.

Component 7: Preschool Transition Strategies

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

We will be hosting Head Start in our building this year once again. This will help us better connect with this age group of children and families. Kindergarten has open houses each year which we can attend.

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

The Head Start program works throughout the year with the parents training them in their role as parents.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers meet monthly to discuss these issues.

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

Monthly grade level and staff meetings include data gathering and intervention planning as part of our culture.

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

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

Students that are struggling work with their teacher and parents first to help them out. The teacher then brings the child to the grade level and talks with the team about the child's need and gets more ideas to try. If the child still struggles, Title One assistance and interventions are progress monitored for the students after their needs have been identified. If the child still struggles the information is shared with the Student Assistance Team.

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

Usually within a couple of weeks a child who is struggling in an area will begin to receive assistance in that area. Teachers work with each other and the parents to find ways to help the child. Interventions are monitored and data is kept to keep track of what is or isn't helping the child succeed. If things are not going well after a certain amount of time then the Student Assistance Team helps out in attempting other intervention and strategies.

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

All of our classroom teachers differentiate their instruction. Interventions are given in Reading and Math for each individual child based on their need demonstrated through assessment data.

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

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

All student progress is monitored and documented as the year goes on. It is our school wide goal to meet the needs of all our students each day.

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

Head Start

Title One

Title Two

At Risk

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

Not applicable

Evaluation:

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

We annually review data and assess the needs of our students. We then develop a new implementation based on our data schoolwide.

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

We evaluate each month with our data how the schoolwide program is working based on data. The state annual assessment data is part of our study each year when studying the academic achievement of our students.

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

We focus on our lowest 30% of students by using data each month to determine their progress and their needs. If interventions are not working, we try something else. If interventions are working, we continue those until goals are met.

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

We meet monthly to review our plan. We meet monthly to look at progress monitoring data in the area of Reading and Math. Interventions are given based on the data and the student need. This process insures continuous improvement.

Brandywine Elementary 2018-19

Overview

Plan Name

Brandywine Elementary 2018-19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	50% of all students will be proficient in Math.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$2670
2	50% of all students will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$2688
3	50% of all students will be proficient in Social Studies	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$600
4	50% of all students will be proficient in Science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$2000
5	50% of all students will be proficient in Writing	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$250
6	50% of Brandywine Elementary Students will meet or exceed Math NWEA goals.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000

Goal 1: 50% of all students will be proficient in Math.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in our curriculum in Mathematics by 06/12/2018 as measured by the 2018 M-Step or State Test scores..

Strategy 1:

Student Intervention System - Professional staff will learn the Delta Math system to help them target instruction for students who need intervention.

Category:

Research Cited: "Master Instruction Strategies," Michael Lujan

Institute of Education Science Practice Guide - "Assisting Struggling Students with Mathematics: RTI for Middle and Elementary Schools."

Tier: Tier 1

Activity - Delta Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Staff was trained in the use of Delta Math and begin to use the tool to incorporate interventions for struggling math students,	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

Activity - Progress Monitor Student Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will meet monthly to look at data of students and determine which students at the grade level need extra assistance. Staff will implement interventions for students and continue to meet monthly to monitor the progress of all students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A four week session of summer school will be offered to students who are struggling in math.	Academic Support Program	Tier 2	Implement	06/30/2019	09/01/2019	\$1000	Section 31a	Professional Staff Member

Activity - Ongoing Online Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional staff will use online interventions such as Moby Math to monitor their student's knowledge of math facts and operations.	Implementa tion	Tier 2	Implement	09/06/2016	06/07/2019	\$300	Title I Part A	Professiona l Staff Administrat or
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Strategy 2:

Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom core instruction.

Category: Mathematics

Research Cited: "Master Instructional Strategies," Michael Lujan

"Teaching for Excellence," Spence Rogers

"Drumming to the Beat of Different Marchers," Deb Silver

"Classroom Instruction that Works," Robert Marzano

Tier: Tier 1

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The professional staff will meet to discuss student achievement and to study student data. Staff will share instructional ideas with one another, examine results of common assessments and keep each other on pace to complete all necessary requirements for the school year.	Professiona l Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	No Funding Required	Professiona l Staff Administrat or

Activity - Classroom Visitations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will periodically visit one another's classroom to learn a new strategy or skill to improve their own instruction.	Professiona l Learning	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	No Funding Required	Professiona l Staff Administrat or

Activity - Write Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will write, review, analyze, and modify common assessments that are aligned with the Common Core State Standards to use data to drive instruction.	Implementa tion	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professiona l Staff Administrat or

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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There will be three professional development offerings that staff will attend this coming year. They are called, "Writing and Developing Common Assessments", "High Leverage Team; Actions for Math Instruction and Assessment", and "Raising Mathematicians" throughout the year.	Professional Learning	Tier 1	Implement	08/20/2015	12/08/2015	\$1250	Title II Part A	Professional Staff Administrator
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Oleson will continue learning about standards based reporting to parents and attend a workshop based on that topic.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$120	Title II Part A	Mr. Oleson Administrator

Goal 2: 50% of all students will be proficient in Reading.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth 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 proficiency in our curriculum in English Language Arts by 06/07/2019 as measured by the 2019 State Test scores.

Strategy 1:

Improve Core Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom instruction.

Category: English/Language Arts

Research Cited: "Master Instructional Strategies," Michael L. Lujan

"Drumming to the Beat of Different Marchers," Deb Silver

"Effective and Efficient Teaching." Anita Archer

"Active Participation," Anita Archer

"Safe and Civil Schools," Randy Sprick

Tier: Tier 1

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will create weekly lesson plans that incorporate the use of at least two research based instructional strategies	Implementation	Tier 1	Implement	09/05/2017	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional staff will use grade level and data team meetings to discuss student achievement and examine data. Staff will work in grade levels to develop, implement and monitor instructional and intervention strategies.	Professional Learning	Tier 1	Monitor	09/05/2017	06/07/2019	\$0	No Funding Required	Professional Staff Administrator
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Activity - Administrator Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Boger will attend MEMSPA workshops at least twice throughout the year to reacquaint him with elementary school instructional strategies and begin to network with other leaders of elementary schools.	Professional Learning	Tier 1	Implement	09/06/2016	06/08/2018	\$558	Title II Part A	Administrator

Strategy 2:

Academic Student Support - Professional staff will use data to determine which students need targeted interventions in Reading. There will be monthly meetings at grade level to make sure interventions are working or need to be changed. Data will be kept on these interventions. All students who have interventions will have their progress monitored.

Category:

Research Cited: "Master Instructional Strategies," Michael Lujan

www.teachingforlearning.org

"Effective and Efficient Teaching," Anita Archer

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A four week summer school session is offered for students who are in need of assistance in the areas of fluency or comprehension.	Academic Support Program	Tier 1	Monitor	07/16/2018	08/16/2018	\$1000	Section 31a	Professional Staff members Administrator

Activity - Monthly Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will examine data of all students who need targeted interventions. Plans will be made with Title One and At Risk staff to implement these interventions. Data will be kept on all interventions that are being progress monitored. Students who do not make sufficient progress will be sent to the Student Assistance Team for further examination.	Implementation, Academic Support Program	Tier 2	Monitor	08/29/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

Activity - Parent Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional staff will reach out to parents to insure that all students and their parents/guardians know what they need to do to be successful in school. This will be done via phone calls, e-mails, newsletters, and assignments where parents will be required to participate with their student.	Implementa tion	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professiona l Staff Administrat or
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Strategy 3:

Professional Development - Professional staff will attend Professional Development designed to improve their instructional skills and techniques.

Category:

Research Cited: Anita Archer, "Effective and Efficient Instruction"

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Macul conference, Safe and Civil Schools: classroom management,	Professiona l Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$600	Title II Part A	Staff appointed by principal.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exploring Science NGSS	Professiona l Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$530	Title II Part A	Professiona l Staff Administrat or

Goal 3: 50% of all students will be proficient in Social Studies

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth 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 proficiency in our curriculum in Social Studies by 06/08/2018 as measured by Spring, 2016 M-Step results..

Strategy 1:

Curriculum Updates/CCSS - Professional staff will continue to unpack the Common Core State Standards to prepare for full adoption of the CCSS. Staff will use information gained to work towards a clearer understanding of the CCSS and what is needed for the students to be successful.

Category: Social Studies

Research Cited: www.corestandards.org

"Effective and Efficient Instruction," Anita Archer

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Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will attend workshops and professional development activities at the Berrien RESA, the Cass ISD and in other locations around the state to learn more about the Social Studies GLCES and how to help our students be more successful.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$600	Title II Part A	Professional Staff Administrator
Activity - Professional Sharing at Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will share at grade level and staff meetings strategies and information they have learned to help our students be more successful in the area of Social Studies.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator
Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will include Social Studies Instruction on a scheduled basis. Daily or alternation with science.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

(shared) Strategy 2:

Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom instruction.

Category: Social Studies

Research Cited: "Master Instructional Strategies," Michael L. Lujan

"Effective and Efficient Instruction," Anita Archer

"Classroom Instruction that Works," Robert J. Marzano

Tier: Tier 1

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will create weekly lesson plans that will incorporate the use of at least two research based instructional strategies.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

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Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will share strategies and ideas with one another during grade level and staff meetings. Staff will look at Curriculum and Social Studies common assessments and share how to improve instruction based on data.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator

Measurable Objective 2:

50% of All Students will demonstrate a proficiency State Test in Social Studies by 06/07/2019 as measured by Percentage of students earning proficient rating on the State Test.

(shared) Strategy 1:

Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom instruction.

Category: Social Studies

Research Cited: "Master Instructional Strategies," Michael L. Lujan

"Effective and Efficient Instruction," Anita Archer

"Classroom Instruction that Works," Robert J. Marzano

Tier: Tier 1

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will create weekly lesson plans that will incorporate the use of at least two research based instructional strategies.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	No Funding Required	Professional Staff Administrator

Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will share strategies and ideas with one another during grade level and staff meetings. Staff will look at Curriculum and Social Studies common assessments and share how to improve instruction based on data.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator

Goal 4: 50% of all students will be proficient in Science.

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth 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 proficiency in our curriculum in Science by 06/12/2019 as measured by Spring, 2019 State Assessment results..

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Strategy 1:

Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom instruction.

Category: Science

Research Cited: "Master Instructional Strategies," Michael L. Lujan

"Effective and Efficient Instruction," Anita Archer

Tier: Tier 1

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will create weekly lesson plans that will incorporate the use of at least two research based instructional strategies.	Getting Ready	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator
Activity - STEM activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM materials and technology will be available and used in the lab and classroom setting to provide students hands on experiences with technology and problem solving using group work, the scientific method, and trial.	Technology, Supplemental Materials	Tier 1	Implement	08/01/2018	06/30/2021	\$2000	Other	Professional Staff Administrator
Activity - Mastery of the Scientific Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All professional staff will work together to assure that all students have a clear understanding of the scientific process through our bi-annual Science fair.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator

Strategy 2:

Curriculum Updates/CCSS - Professional staff will continue to unpack the Common Core State Standards to prepare for the full adoption.

Category:

Research Cited: www.corestandards.org

Battle Creek Science - www.bcasc.org

Berrien RESA - professional staff services

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will attend workshops at the Berrien RESA and various parts of the state to improve their understanding of the science assessment and how to help our students be more successful.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will develop common assessments at each grade level to assure progress for all students. Staff will use this data to intervene with the students and parents to assure the student's success.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Title II Part A	Professional Staff Administrator
Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will teach science daily, or alternating per schedule.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator

Goal 5: 50% of all students will be proficient in Writing

Measurable Objective 1:

50% of Third, Fourth, Fifth and Sixth 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 proficiency in our curriculum in Writing by 06/12/2019 as measured by the 2019 State Assessment scores..

Strategy 1:

Instructional Strategies - Professional staff will use research based instructional strategies to improve classroom instruction.

Category: English/Language Arts

Research Cited: "Effective and Efficient Instruction," Anita Archer

"Master Instructional Strategies," Michael L. Lujan

"6 + 1 Traits of Writing," Ruth Culham

Tier: Tier 1

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional staff will create lesson plans throughout each core area where students will write every day based on research based instructional strategies.	Implementa tion	Tier 1	Implement	08/20/2018	06/30/2020	\$0	No Funding Required	Professiona l Staff Administrat or
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Activity - Staff Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Professional staff will meet monthly to share with one another strategies that are working and how they are getting students to write in all core areas.	Professiona l Learning	Tier 2		09/06/2016	06/12/2019	\$0	No Funding Required	Professiona l Staff Administrat or

Strategy 2:

Common Writing Assesments - The professional staff will develop common assessments to be given three times a year. Staff will score their own class's writing based on a Smarter Balanced rubric and use the data to drive their instruction in Reading.

Category: English/Language Arts

Research Cited: "Effective and Efficient Instruction," Anita Archer

"6+1 Traits of Writing," Ruth Culham

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Professional staff will administer and score common assessments three times a year. Data will help drive instruction in each individual classroom. A Smarter Balanced rubric will be used to score the assessment.	Implementa tion	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professiona l Staff Administrat or

Strategy 3:

Curriculum Updates/CCSS - The professional staff will continue to unpack the Common Core State Standards to prepare for full adoption.

Category: English/Language Arts

Research Cited: www.corestandards.org

Berrien RESA professional services

Tier: Tier 1

Activity - Professional Development and Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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School Improvement Plan

Brandywine Elementary School

Professional staff will attend workshops on writing at the Berrien RESA and other sites across the state to learn more about the writing assessment and how to help our students improve their writing.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2019	\$250	Title II Part A	Professional Staff Administrator
Activity - Common Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional staff will develop a common language amongst themselves about writing and make sure all students are taught that same common language.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	No Funding Required	Professional Staff Administrator

Goal 6: 50% of Brandywine Elementary Students will meet or exceed Math NWEA goals.

Measurable Objective 1:

50% of Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in our curriculum of Mathematics in Mathematics by 06/07/2019 as measured by 2019 State Test scores.

Strategy 1:

Delta Math - 3rd grade Staff and Title 1 aids have been trained in Delta math and the appropriate interventions.

4th through 6th have been trained to utilize the Delta Screening process. Title one aids also work with 4-6 teachers.

Category: Mathematics

Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to meet monthly to review student progress and receive training from Resa staff.	Professional Learning, Monitor	Tier 2	Monitor	09/06/2016	06/07/2019	\$2000	General Fund	Professional Staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	A four week summer school session is offered for students who are in need of assistance in the areas of fluency or comprehension.	Academic Support Program	Tier 1	Monitor	07/16/2018	08/16/2018	\$1000	Professional Staff members Administrator
Summer School	A four week session of summer school will be offered to students who are struggling in math.	Academic Support Program	Tier 2	Implement	06/30/2019	09/01/2019	\$1000	Professional Staff Member

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM activities	STEM materials and technology will be available and used in the lab and classroom setting to provide students hands on experiences with technology and problem solving using group work, the scientific method, and trial.	Technology, Supplemental Materials	Tier 1	Implement	08/01/2018	06/30/2021	\$2000	Professional Staff Administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing Online Intervention	Professional staff will use online interventions such as Moby Math to monitor their student's knowledge of math facts and operations.	Implementation	Tier 2	Implement	09/06/2016	06/07/2019	\$300	Professional Staff Administrator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Brandywine Elementary School

Progress Monitoring	Staff will continue to meet monthly to review student progress and receive training from Resa staff.	Professional Learning, Monitor	Tier 2	Monitor	09/06/2016	06/07/2019	\$2000	Professional Staff members
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Outreach	Professional staff will reach out to parents to insure that all students and their parents/guardians know what they need to do to be successful in school. This will be done via phone calls, e-mails, newsletters, and assignments where parents will be required to participate with their student.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Common Language	Professional staff will develop a common language amongst themselves about writing and make sure all students are taught that same common language.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Professional Sharing at Staff Meetings	Professional staff will share at grade level and staff meetings strategies and information they have learned to help our students be more successful in the area of Social Studies.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Mastery of the Scientific Process	All professional staff will work together to assure that all students have a clear understanding of the scientific process through our bi-annual Science fair.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Delta Math Implementation	Professional Staff was trained in the use of Delta Math and begin to use the tool to incorporate interventions for struggling math students,	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Common Assessments	Professional staff will administer and score common assessments three times a year. Data will help drive instruction in each individual classroom. A Smarter Balanced rubric will be used to score the assessment.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Curriculum Integration	Professional staff will teach science daily, or alternating per schedule.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Lesson Plans	Professional staff will create weekly lesson plans that will incorporate the use of at least two research based instructional strategies.	Getting Ready	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator

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Classroom Visitations	Professional staff will periodically visit one another's classroom to learn a new strategy or skill to improve their own instruction.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Monthly Grade Level Data Meetings	Professional staff will examine data of all students who need targeted interventions. Plans will be made with Title One and At Risk staff to implement these interventions. Data will be kept on all interventions that are being progress monitored. Students who do not make sufficient progress will be sent to the Student Assistance Team for further examination.	Implementation, Academic Support Program	Tier 2	Monitor	08/29/2016	06/07/2019	\$0	Professional Staff Administrator
Professional Development	Professional staff will attend workshops at the Berrien RESA and various parts of the state to improve their understanding of the science assessment and how to help our students be more successful.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Lesson Plans	Professional staff will create lesson plans throughout each core area where students will write every day based on research based instructional strategies.	Implementation	Tier 1	Implement	08/20/2018	06/30/2020	\$0	Professional Staff Administrator
Write Common Assessments	Professional staff will write, review, analyze, and modify common assessments that are aligned with the Common Core State Standards to use data to drive instruction.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Staff Collaboration	Professional staff will share strategies and ideas with one another during grade level and staff meetings. Staff will look at Curriculum and Social Studies common assessments and share how to improve instruction based on data.	Professional Learning	Tier 1	Monitor	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Staff Collaboration	Professional staff will meet monthly to share with one another strategies that are working and how they are getting students to write in all core areas.	Professional Learning	Tier 2		09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Lesson Plans	Professional staff will create weekly lesson plans that will incorporate the use of at least two research based instructional strategies.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Curriculum Integration	Professional staff will include Social Studies Instruction on a scheduled basis. Daily or alternation with science.	Implementation	Tier 1	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator
Staff Collaboration	The professional staff will meet to discuss student achievement and to study student data. Staff will share instructional ideas with one another, examine results of common assessments and keep each other on pace to complete all necessary requirements for the school year.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$0	Professional Staff Administrator

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Lesson Plans	Professional staff will create weekly lesson plans that incorporate the use of at least two research based instructional strategies	Implementation	Tier 1	Implement	09/05/2017	06/07/2019	\$0	Professional Staff Administrator
Staff Collaboration	Professional staff will use grade level and data team meetings to discuss student achievement and examine data. Staff will work in grade levels to develop, implement and monitor instructional and intervention strategies.	Professional Learning	Tier 1	Monitor	09/05/2017	06/07/2019	\$0	Professional Staff Administrator
Progress Monitor Student Success	Professional staff will meet monthly to look at data of students and determine which students at the grade level need extra assistance. Staff will implement interventions for students and continue to meet monthly to monitor the progress of all students.	Academic Support Program	Tier 2	Implement	09/06/2016	06/07/2019	\$0	Professional Staff Administrator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Exploring Science NGSS	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$530	Professional Staff Administrator
Professional Development and Training	Professional staff will attend workshops on writing at the Berrien RESA and other sites across the state to learn more about the writing assessment and how to help our students improve their writing.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/12/2019	\$250	Professional Staff Administrator
Professional Development	Macul conference, Safe and Civil Schools: classroom management,	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2019	\$600	Staff appointed by principal.
Administrator Professional Development	Mr. Boger will attend MEMSPA workshops at least twice throughout the year to reacquaint him with elementary school instructional strategies and begin to network with other leaders of elementary schools.	Professional Learning	Tier 1	Implement	09/06/2016	06/08/2018	\$558	Administrator
Professional Development	Professional staff will attend workshops and professional development activities at the Berrien RESA, the Cass ISD and in other locations around the state to learn more about the Social Studies GLCES and how to help our students be more successful.	Professional Learning	Tier 1	Implement	09/06/2016	06/07/2019	\$600	Professional Staff Administrator

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Common Assessments	Professional staff will develop common assessments at each grade level to assure progress for all students. Staff will use this data to intervene with the students and parents to assure the student's success.	Implementation	Tier 1	Implement	09/06/2016	06/12/2019	\$0	Professional Staff Administrator
Professional Development	Mr. Oleson will continue learning about standards based reporting to parents and attend a workshop based on that topic.	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$120	Mr. Oleson Administrator
Professional Development	There will be three professional development offerings that staff will attend this coming year. They are called, "Writing and Developing Common Assessments", "High Leverage Team; Actions for Math Instruction and Assessment", and "Raising Mathematicians" throughout the year.	Professional Learning	Tier 1	Implement	08/20/2015	12/08/2015	\$1250	Professional Staff Administrator