



School Improvement Plan

Rapid City Elementary School

Kalkaska Public 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.

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?

Rapid City Elementary School is a small, K-5th grade building with approximately 90 students. We also house a GSRP preschool class. RCE is part of the Kalkaska Public School district. Rapid City is a small, rural, northern Michigan community. Our enrollment has fluctuated over the years due to job opportunities in the area. Because of our small enrollment, split classes are formed based on the grade levels of enrolled students. Staff for the 2016/17 school year consists of 17 part/full time staff members. Student population is predominantly white with low socio-economic status; as a CEP school in 2015/16 our low income percentage with the CEP multiplier was 83%.

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.

Vision Statement:

It is the vision of Rapid City Elementary School to provide instructional programs that strengthen and maximize the learning opportunities for all students.

Mission Statement:

Working together, we strive to develop inquiring, knowledgeable and caring young people;e who help create a better and more peaceful world...Every Child, Every Chance, Every Day!

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.

Rapid City Elementary works to continuously improve its MTSS process. We continue to improve our data analysis, staff development and intervention programs. Reading scores at the the 4th and 5th grade level have shown continuous improvement over the past three years. They have fluctuated at the K-3rd grade level. Math scores have shown improvement over the past three years at all levels.

RCE staff will continue to work with consistent frameworks and resources for the purpose of improving achievement in the core academic areas. Although RCE has discontinued its pursuit to become an International Baccalaureate School, we will continue to focus professional learning in the areas of inquiry-based learning and student-centered classrooms. The use of pre and post tests in the core academic areas will help staff determine whole group instruction, small group interventions and measure student growth.

Additional Information

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

Staff turnover was high in 2014/15 and again for the 2016/17 school year. The emphasis placed on small group, differentiated instruction initiated in 2014 will continue.

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.

School Improvement Meetings are open to all stakeholders of RCE. Meetings are held throughout the school year on different days and times to accommodate everyone. Meetings are advertised on the school website, Facebook page and in teacher and school newsletters. School Improvement meetings are often held in conjunction with parent/teacher conferences, Title I parent meetings, PTO meetings and other school events. Teaching staff have allocated time to work on the SIP during scheduled monthly staff development and planning times. Parents are also invited by building principals to be on the District Improvement Planning committee.

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

Teachers, Support Staff, Parents, Students and the Administrator were all involved in the development of the improvement plan through active participation at meetings and survey responses.

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

The RCE School Improvement Plan is posted on the Kalkaska Public School website. The link to this website is available on the RCE monthly newsletter/blog. Progress on school improvement is shared at meetings, in newsletters and on the school's Facebook page.

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?

Student enrollment at RCE had been steadily declining for years. In 2014/15 and again in 2015/16 enrollment was up slightly-about 5%. Declining enrollment has caused the community/school board to consider closing the school.

Student Demographic Data

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

We do not have student attendance issue for the majority of our students. We have an attendance policy in place which addresses truancy in the district.

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?

RCE began using a new system, SWIS, for managing behavior data in 2014/15. This system allows us to track not only individual behaviors, but also the times, dates and locations that behavior incidences occur. We use this data to support teachers with professional development, determine student programs, allocate parapro support and change schedules as needed to lesson behavior incidences.

Behavior challenges change each year and are determined by the observations and knowledge of the staff. In 2015/16 our counselor offered the following lessons: anti-bullying, anger management, friendship.

Student Demographic Data

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

Enrollment: increased advertisement about all the positive aspects of our school and our preschool program

School Closing: increase branding of our school-use social media to promote and inform the community about our school

Behavior: focus on modeling and rewarding positive behavior; consistent enforcement of discipline procedure

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?

Although we've experienced a lot of movement of teachers at RCE, our teaching and administrative team has significant experience. Our teachers have the following total years teaching experience/years teaching at RCE:

Preschool: 4/1

Kindergarten: 7/5

1/2 Class: 3/2

2/3 Class: 15/2

4/5 Class: 10/1

Special Ed.: 13/6

The RCE administrator has 17 years teaching experience and 2 years administrative experience.

We worked together the past 2 years to develop relationships and trust. We're continuing to learn together, improve instruction and implement best-practices. This should cause student achievement to improve.

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?

The RCE teachers have between 3-15 years of teaching experience. There is a high level of collaboration among staff. These factors should contribute to increased student achievement.

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?

RCE is a small school with approximately 95 students. The school leader serves as the principal for RCE and as the Special Services Director for the district. This requires many meetings and professional learning opportunities outside the school building. The school leader attended meetings between 2-4 days each month. The RCE staff reduces the possible negative impact this may have on student achievement by having a plan in place to deal with any issues that may arise during the leader's absence.

Days due to illness did not impact student achievement.

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?

Student achievement is negatively impacted when teachers are not in the classroom because classroom routines are not always followed consistently and guest teachers have not had the same professional learning opportunities that classroom teachers have had.

Teacher/School Leader(s) Demographic Data

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

We try to schedule PL opportunities during non-school hours as much as possible to lessen this impact. When teachers must be absent they leave comprehensive guest teacher plans. We also have a school wide behavior system and our teachers use the same vocabulary when talking about expected behavior. This consistency supports our students and guest teachers when classroom teachers must be absent.

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 1: Purpose and Direction

Standard 2: Teaching and Assessing for Learning

Standard 5: Using Results for Continuous Learning

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: Governance and Leadership

Standard 4: Resources and Support Systems

12. How might these challenges impact student achievement?

Standard 2: Governance and Leadership received relatively low scores for the 2nd year in a row. We had to lay-off 2 teachers for the 2015/16 school year which has not happened in our district for over 7 years. Coupled with a new evaluation system, this created a stressful work environment and low morale among teaching staff.

Standard 4: Resources and Support Systems also received low scores for the 2nd year in a row. Because of our low enrollment at RCE, we had to increase the number of combined classes we offer. We have a Kindergarten class, a 1st/2nd grade class, a 2nd/3rd grade class and a 4th/5th grade class. We also reduced our staff by .5 teaching position. While there are some advantages to teaching a combined class, it can also be challenging. Classroom time must be managed creatively and efficiently to cover the curriculum mandated at 2 grade levels.

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

The district superintendent has improved policies and practices that may have been unclear in the past. Policies and practices are housed online for easier access. This makes the daily operations of the school more efficient as well. Our district has employed a new business manager and we've spent time creating realistic and accurate school and district budgets for the 2016/17 school year.

RCE has small class sizes. For the 2016/17 school year our class sizes currently range from 13-20. We have 3 full time paraprofessionals at RCE. The School Improvement Plan can address the scheduling and training of these paraprofessionals to increase time spent with students and to provide professional development to ensure that time spent with students is productive.

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?

Intervention programs are available outside the students' dedicated special education time.

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

The SEEDS program is available again this year to students after school from 3:20 p.m. to 5:20 p.m. This program offers enrichment activities such as cooking, music, dance, S.T.E.A.M. activities, and fitness. It is available to students in K-5th grades.

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

The SEEDS program is open to student on a first come-first served basis. Preference is given to low-income and at-risk students. Parents must fill out required paperwork to enroll students in the program. Information about SEEDS is shared at our annual Open House, in the school newsletter and on our school Facebook page.

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?

Teacher evaluations

PLC agendas

Grade level meeting agendas

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.

Did not use MIPHY.

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 is the content area with the highest level of student achievement.

19b. Reading- Challenges

Our greatest reading challenge continues to be the drop in reading achievement that happens over the summer months. Also, many of our Kindergarten students begin school not having a firm grasp of basic language concepts.

19c. Reading- Trends

Students typically start the year very low. This has been attributed to a lack of reading over the summer. Through the use of evaluation, progress monitoring and intervention, students are able to recuperate from this loss. Many are able to make significant gains in their reading scores.

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.

Through the use of student self-monitoring, vocabulary instruction, small group instruction and Title 1 intervention these challenges will be addressed and supported.

20a. Writing- Strengths

Writing is not an area of strength.

20b. Writing- Challenges

Students typically score low on common assessments and past state assessments. A lack of details in their writing and low vocabulary have been identified as challenges for our students.

20c. Writing- Trends

Students have performed consistently low on state writing assessments.

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.

These challenges will be addressed by using the Writer's Workshop model for writing instruction.. This will include student self-monitoring and self-analysis, common vocabulary, and frequent teacher feedback.

21a. Math- Strengths

While scores on state assessments have been historically low, our students have made gains on aimsweb assessments over the past 2 years.

21b. Math- Challenges

Transferring the knowledge used to make gains made on aimsweb assessments to the state assessment.

21c. Math- Trends

Current trends show student scores on aimsweb assessments have been increasing.

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.

Through the use of the Balanced Math framework, student self-monitoring, vocabulary instruction, small group instruction and Title 1 intervention these challenges will be addressed and supported. We are also piloting a new math program this year, Math Expressions. Teachers have received a 2-day implementation training and will receive continued training and support from our ISD throughout the year.

22a. Science- Strengths

Science is not a strength at this time.

22b. Science- Challenges

Lack of adequate time and resources for science instruction.

22c. Science- Trends

Historically, science scores on state assessments have been low.

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.

These challenges will be addressed by integrating science and reading instruction. Many of our teachers have participated in summer science institutes at our ISD. Units of Study have been written at these institutes that follow the new Michigan NGSS standards. These units are available online for all our teachers to access.

23a. Social Studies- Strengths

Social studies scores on state assessments have remained stagnant.

23b. Social Studies- Challenges

While social studies instruction occurs throughout the weekly school schedule, it is not given the same amount of time as other subjects. Finding time to adequately cover all social studies standards is a challenge.

23c. Social Studies- Trends

Historically, social studies scores on state assessments have remained stagnant.

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.

These challenges will be addressed by integrating social studies with reading and writing 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 report overall satisfaction in feelings of belonging and feeling that teachers and staff care about them.

24b. Student Perception Data

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

A low percentage of students indicated feelings of not feeling safe at school in the 2015/16 school year.

24c. Student Perception Data

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

We will again offer anti-bullying lesson to all students. We will address positive social skills in each classroom and at weekly all-school meetings. We have a school-wide positive behavior system in place.

25a. Parent/Guardian Perception Data

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

Parents report feeling welcome at our school and they feel our school is safe for their children.

25b. Parent/Guardian Perception Data

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

Parents indicated a desire for increased communication between the school and families.

25c. Parent/Guardian Perception Data

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

We communicate with parents through digital and hard copy school wide and teacher newsletters, Facebook and Twitter. We also have a district website.

26a. Teacher/Staff Perception Data

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

Teachers feel there is open communication in the building, they feel valued, and meetings are run efficiently.

26b. Teacher/Staff Perception Data

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

Teachers report dissatisfaction with student discipline.

26c. Teacher/Staff Perception Data

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

The school wide positive behavior system will be continued. The "Office Referral Form" has been updated and streamlined for 2016/17. The process for office disciplinary referrals will be reviewed at a PD day before students return.

27a. Stakeholder/Community Perception Data

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

Parents feel welcome, informed and secure about sending their children to Rapid City. They are satisfied with their children's teachers and the instruction happening in the classrooms.

27b. Stakeholder/Community Perception Data

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

Stakeholders indicate a desire for more communication between the school and home.

27c. Stakeholder/Community Perception Data

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

We will continue to communicate with families in a variety of ways. We communicate through digital and hard-copy newsletters, Facebook and Twitter.

Summary

28a. Summary

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

The demographic, process, achievement/outcomes and perception data indicate satisfaction with the overall welcoming feel of our building and the instruction we are providing. The challenge of providing consistent and positive behavior support are being addressed through school wide, data-driven interventions. Clear and timely communication between school and families continues to be a goal at RCE.

28b. Summary

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

The demographic and process and perception data challenges that have been identified could have a negative effect on student achievement. Such challenges can interfere with the learning environment, making adequate student achievement difficult to obtain.

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?

Procedures and interventions have been created within the School Improvement Plan goals, measurable objectives, strategies and activities to address these challenges. Proper implementation should help to reduce the negative effect of the identified challenges.

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	Common Assessments (K-5) Delta Math (K-5) NWEA (4-5)	

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.	No	The AER report was not required this year due to a lack of state test scores to report.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA-We do not have 8th grade in this building	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA-We do not have 8th grade in this building.	

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	http://neola.com/kalkaska-mi/	KPS Non Discrimination Policy

School Improvement Plan

Rapid City 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	District Compliance Officers The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs"). Laura Kwekel, Principal (231) 331-6121 315 S Coral Street Kalkaska, MI 49646 lkwekel@kpschools.com Ryan Moore, Principal (231) 258-9146 315 S Coral Street Kalkaska, MI 49646 rmoore@kpschools.com	

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	http://www.neola.com/kalkaskami/	Parent Involvement Plan

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

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

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 conducted during staff/PLC meetings, and School Improvement Meetings.

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?

Students who want to become successful academically, socially and emotionally have those opportunities at RCE. We provide many resources and opportunity for students to succeed.

We're developing inquiry lessons to integrate the ELA Common Core State Standards (CCSS) with the state science and social studies standards. We're continuing to offer professional development on the Balanced Math framework, adopted by our district. We are piloting a new math program, Math Expressions, and a new math school wide screener, Delta Math. The perception data concluded that all stakeholders felt comfortable with staff members and enjoy volunteering and supporting our school.

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.

SIP Goals were selected through collection and analysis of Parent and Teacher surveys, meeting discussion and feedback and academic testing data.

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?

Data indicates that parents feel welcome and comfortable with our programming. Student achievement has remained steady or improved in standardized testing. Demographic data indicates our enrollment is remaining steady. The process for implementing change in school programming is determined through PLC and School Improvement Meetings.

Component 2: Schoolwide Reform Strategies

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

Title 1 instructional staff (Title I paraprofessional) will support during intervention time. Intervention is structured to reach all learners in all academic areas.

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).

All methods and strategies in the schoolwide plan are research-based. Rapid City Elementary School has a fully implemented Response to Intervention (RTI) process to identify and provide intervention for students experiencing difficulty mastering the State Standards or needing advanced learning opportunities. The focus of Tier I in the RTI process is the intentionality of specific, targeted instruction. We are piloting a new Tier I math program this year. Training and support for this program are being provided by our ISD.

The data used for RTI decisions are derived from assessments that measure student achievement within the context of the classroom curriculum. The data are the necessary link between assessment and academic interventions and are sensitive to small changes over time. In the RTI model, assessment is used for the purposes of screening, collecting diagnostic information, and monitoring progress.

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

All methods and strategies in the schoolwide plan are researched-based. The goals were written based on the CNA and were developed by the School Improvement Committee.

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.

The goals in the schoolwide plan focus on the areas of reading, writing, math, science and social studies. Rapid City offers daily intervention time based on students' individual academic needs.

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

Benchmark testing is done with all students three times per year. Students who test at the strategic or intensive level on the Benchmark tests are given interventions and are progress monitored monthly to track their progress on both district goals and individual goals.

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?

Rapid City had 3 teachers resign at the end of the 2015/16 school year.

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

RCE teachers for the 2016/17 school year have between 3 and 15 years of teaching experience.

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

Rapid City Elementary School participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, common planning periods, scheduled PLC meetings, Professional Learning opportunities and grade level meeting times, up to date technology in all classrooms, and a fully implemented RTI program. These programs all work toward improving and enhancing student and staff performance. Teachers are also included in making decisions regarding the district curriculum through the Curriculum Development Committee. They have the opportunity to become very familiar with the state curriculum guidelines and work together, district-wide, by grade level and/or curriculum committee to create activities and common assessments for classroom use.

The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district.

The district passed a technology bond in 2015.

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

Kalkaska Public Schools participates in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: scheduled professional development, common planning periods, scheduled PLC meetings and grade level meeting times, up to date technology in all classrooms, and a fully implemented RTI program. These programs all work toward improving and enhancing student and staff performance. Teachers are also included in making decisions regarding the district curriculum through the Curriculum Development Committee. They have the opportunity to become very familiar with the state curriculum guidelines and work together, district-wide, by grade level and/or curriculum committee to create activities and common assessments for classroom use.

The district offers a Master Teacher incentive for teachers with 15 or more years of service in the district.

The district passed a technology bond in 2015.

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 - All teachers switching to this building for the 2016/17 school year are from within district.

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.

Access to our Intermediate School District trainings for new math program
Paraprofessional training (ISD)
Delta math implementation training
Curriculum Meetings (Math, Reading, Writing, Social Studies, Science)

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

Professional Learning is sustained and ongoing through full-day PL opportunities, PLC meetings and Grade Level Meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attached meeting schedule	RCE meeting schedule

Component 6: Strategies to Increase Parental Involvement

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

Rapid City's parental involvement program is in alignment with the state's Title I Standards (which can be found at www.kpschools.com)

We currently focus on the following:

- * Encouraging parents to become active through the PTO
- * School Improvement meetings are scheduled throughout the year and parents are invited to be a part of that team.
- * Annual meetings and surveys are held to evaluate current programs
- * Surveys are passed out during parent teacher conferences, twice a year, to gather feedback on overall programming; surveys are then analyzed and used to assist in creating school improvement goals.

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

Parent Teacher conferences are held twice a year with an average of 95% attendance for the school.

Rapid City Elementary School Conference Attendance Record for 2014-2015

Fall - 98%, Spring - 91%

Surveys are given on an annual basis and we are working with our school improvement team to better utilize the results and increase parental involvement in the development of the surveys.

The PTO is very active and monthly meetings are well attended. Parents are also provided with monthly progress reports and personal contacts from teachers. Power School was also implemented as a means of communication. Our Parent, Student, Teacher Compact has been updated and will be used for the 2016/17 school year.

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

Sign in sheets will continue to be used for Parent Teacher conferences, any and all after school family events, and open house.

Surveys will continue to be created on-line to offer parents an alternative way of evaluating programs.

Parents also take part in the PTO and School Improvement Committees where surveys are analyzed to adjust programming in an appropriate manner.

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	The policy is located on our district website at: http://neola.kalkaska-mi/	

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

The parent involvement activities will be implemented in accordance with the district plan as described below.

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served. The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss

achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318, Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

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

The plan will be evaluated through sign-in sheets that will track attendance and participation. Surveys will be used to identify the programs'/activities' effectiveness. The data collected will be analyzed during School Improvement Meetings to determine if the program should continue or be adjusted.

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

The data collected will be analyzed during School Improvement Meetings to determine if the program should continue or be adjusted.

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

The school-parent compact was developed by the School Improvement Committee, which consists of teachers, parents and administration. This plan is analyzed and adjusted yearly based on feedback from all stakeholders.

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

The school-parent compact was developed by the School Improvement Committee, which consists of teachers, parents and administration. This plan is analyzed and adjusted yearly based on feedback from all stakeholders.

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

NA

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

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

Standardized results are sent home with a parent friendly letter explaining how to interpret the results. Furthermore, teachers and administration are available for additional support, whenever 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?

Rapid City Elementary School's plan for connecting with preschool-aged children includes the coordination of all early childhood programs and Kindergarten throughout Kalkaska Public Schools.

Our plan in Rapid City includes inviting local pre-school programs to take part in all school events and assemblies throughout the school year. Each spring local pre-schools visit the Kindergarten classroom where each pre-school child is paired with a Kindergarten student who introduces the classroom to them. Pre-school students also join Kindergarten students for lunch in the cafeteria.

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?

Preschool teachers partake in PLC meetings with all instruction staff. PD is provided through a cohort within in the ISD. Preschool teachers provide workshops and training for 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?

Teacher surveys are sent out annually to allow for anonymous feedback about programming and assessments. The results are then analyzed and discussed, in detail, at PLC meetings; changes are made if necessary.

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

Results are analyzed and discussed, in detail, at PLC meetings; changes to instruction are made if necessary.

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.

When state testing data is released we use that months' staff and grade level meetings to analyze results. Students that do not score at the advanced or proficient level are placed in the appropriate intervention.

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?

All students are involved in flexible intervention groups. When state assessment data becomes available, we analyze it, along with additional formative, summative and standardized assessment data to regroup students as needed.

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

All students are involved in flexible intervention groups. When state assessment data becomes available, we analyze it, along with additional formative, summative and standardized assessment data to regroup students as needed.

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.

Programs are coordinated and integrated to achieve the schoolwide goals based on the CNA of stakeholders. Rapid City Elementary implements an RTI process which involves Title 1 part A services through supervision from a Title 1 teacher, interventions from a Title 1 paraprofessional. Team meetings are held to evaluate student progress and current interventions. General fund covers the cost of release time for the team meetings. The Title I Team, consisting of the Title I teachers in the district, then provides support through Professional Development and teacher mentoring revolving around instructional best practices.

31a - school counselor

PTO - very active PTO provides swimming lessons for all 3rd graders, skating lessons for 2nd grade, field trips, additional books

Title 1 funds - Title 1 paraprofessional to provide instructional programming and resources with students

GSRP/ECSE - provides instruction for eligible students

Title V1 - provides technology support for the building

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.

Rapid City Elementary coordinates and integrates funds from Title 1, Title VI, and 31a, Parent and Teacher Organization, GSRP, ECSE and district general funds to support a variety of programs. Each program is designed to provide parents, staff and students with the necessary skills and resources to be successful in their educational role.

31a - school counselor

PTO - very active PTO provides swimming lessons for all 3rd graders, skating lessons for 2nd grade, field trips, additional books

Title 1 funds - Title 1 paraprofessional to provide instructional programming and resources with students

GSRP/ECSE - provides instruction for eligible students

Title V1 - provides technology support for the building

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.

Free breakfast and lunch is provided for all students K-5. Latchkey programs provide after school daycare for families in need (program is in Kalkaska). The Teen Health Center is also used to provide the students with additional nutritional health programs, advocating the implementation of healthy foods in the students' diet. A traveling dentist arrives twice a year to provide free dental services to students. All of these services help provide students with a well-developed education.

Evaluation:

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

Twice a year parents complete surveys. Staff, community and students complete surveys annually. These surveys consist of programming questions to receive feedback from all stakeholders. The School Improvement Committee evaluates the surveys to assist them in the development of the schoolwide goals.

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.

When state assessment data is released the following PLC is used to analyze the results. Furthermore, common assessments given by the school are also utilized as a means of indicating academic achievement.

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.

Progress monitoring and common assessments are utilized to measure the effectiveness of the schoolwide program. Through analysis of these items, the school determines the progress made by low achieving students in achieving these standards.

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?

Upon evaluation through formative assessments, common assessments and progress monitoring, the program's effectiveness is assessed. Student performance in general education classes and their ability to implement techniques from the additional support they've received is assessed as well. Grade level meetings, PLC, and child study meetings serve as an avenue for staff discourse. These systemic practices are used to determine the effectiveness of the program in meeting the needs of students.

2016/17 Goals

Overview

Plan Name

2016/17 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve achievement scores in math.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$9330
2	All students will improve achievement scores in reading.	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$32620
3	All students will improve achievement scores in writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$2500
4	All students will improve achievement scores in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$89370
5	All students will improve achievement scores in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

Goal 1: All students will improve achievement scores in math.

Measurable Objective 1:

A 12% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 on state assessments in Mathematics by 06/14/2017 as measured by state assessment..

Strategy 1:

Formative Evaluation - Formative assessments will be given at 1-2 week intervals. Students will graph results to self-monitor their progress. Teachers will participate in data meetings to analyze formative assessment results and adjust instruction as needed. (PLC/GLM time will be given for meetings)

Category: Mathematics

Research Cited: John Hattie, Visible Learning. 2009

Tier: Tier 1

Activity - Common grade level formative assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common formative assessments will be determined by grade level teams and administered at 1-2 week intervals.	Evaluation			08/30/2016	06/14/2017	\$0	No Funding Required	All administrators and teaching staff.

Strategy 2:

Self-reporting grades - This will be done through students logging their own academic progress regarding common assessments.

Category: Mathematics

Research Cited: John Hattie, Visible Learning. 2009

Tier: Tier 1

School Improvement Plan

Rapid City Elementary School

Activity - Self - reporting of grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a designated folder in which common assessment grades will be recorded and analyzed to determine progress.	Monitor	Tier 1	Implement	08/30/2016	06/14/2017	\$200	General Fund	All administration, teachers and students

Strategy 3:

Balanced Math - Teachers will use the Balanced Math framework when teaching math.

Category: Mathematics

Research Cited: John Hattie, Visible Learning. 2009

Tier: Tier 1

Activity - Problem - solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate daily problem solving strategies into their math instruction.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$200	General Fund	All administrators, teachers and students

Strategy 4:

Vocabulary Program - Teachers will incorporate vocabulary instruction into their math lessons.

Category: Mathematics

Research Cited: John Hattie, Visible Learning. 2009

Tier: Tier 1

School Improvement Plan

Rapid City Elementary School

Activity - Vocabulary Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize math journals to interact with math vocabulary.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$250	General Fund	All administration, teachers, students

Strategy 5:

Title 1 Paraprofessional - A Title 1 Paraprofessional will provide small group instruction during intervention time.

Category: Mathematics

Research Cited: Visible Learning, John Hattie 2009

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title 1 Paraprofessional will use research based strategies to support student learning.	Academic Support Program	Tier 2	Implement	08/30/2016	06/14/2017	\$8680	Title I Part A	Title 1 Paraprofessional,

Goal 2: All students will improve achievement scores in reading.**Measurable Objective 1:**

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 reading in English Language Arts by 06/14/2017 as measured by MEAP/SBA state assessment..

Strategy 1:

School Improvement Plan

Rapid City Elementary School

Self-Report Grades - This will be done through students' logging their own academic progress on common assessments and AIMSweb assessments.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Self-Report Grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a designated folder in which common assessment grades and AIMSweb scores will be recorded and analyzed to determine progress.	Monitor	Tier 1	Implement	08/30/2016	06/14/2017	\$200	General Fund	All administration, teachers and students

Strategy 2:

Vocabulary Programs - Teachers will incorporate vocabulary instruction into reading lessons.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Vocabulary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit vocabulary instruction when introducing new vocabulary.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$0	No Funding Required	All administration, teachers and staff

Strategy 3:

Formative Evaluation - Formative assessments will be given at 1-2 week intervals. Teachers will take anecdotal notes while listening to students reading during small

School Improvement Plan

Rapid City Elementary School

groups.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Formative Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A record keeping chart will be used by grade level teams and updated at 1-2 week intervals.	Evaluation	Tier 1	Implement	08/30/2016	06/14/2017	\$0	No Funding Required	All administration, teachers and students

Strategy 4:

Title 1 Paraprofessional - A Title 1 Paraprofessional will provide small group instruction during intervention time.

Category:

Research Cited: Visible Learning, John Hattie 2009

Tier:

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title 1 Paraprofessional will use research based strategies to support student learning.	Academic Support Program	Tier 2	Implement	08/30/2016	06/14/2017	\$8601	Title I Part A	Title 1 Paraprofessional

Strategy 5:

Counselor - School counselor will be used to support student academic and emotional growth.

SY 2016-2017

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School Improvement Plan

Rapid City Elementary School

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will use current counseling techniques to ensure that students are emotionally ready to pursue academic course work.	Behavioral Support Program	Tier 1	Implement	08/30/2016	06/14/2017	\$23819	Section 31a	Counselor

Goal 3: All students will improve achievement scores in writing.

Measurable Objective 1:

A 12% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 writing in English Language Arts by 06/14/2017 as measured by MEAP/SBA state assessment.

Strategy 1:

Writing Programs - Teachers will use writing programs that teach strategies for planning, revising, and editing writing.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Writing Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Rapid City Elementary School

Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Implementa tion	Tier 1	Implement	08/30/2016	06/14/2017	\$0	No Funding Required	All administrati on, teachers and students
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Strategy 2:

Direct Instruction - Teachers will incorporate direct instruction into writing lessons.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will incorporate a writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$2500	Title I Part A	All administrati on, and teachers

Strategy 3:

Feedback - Using individual writing conferencing, teachers will provide feedback to students about their writing. Students will provide feedback to teachers about their understanding of the writing process.

Category:

Research Cited: John Hattie, Visible Learning, 2009

Tier:

Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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School Improvement Plan

Rapid City Elementary School

Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	08/30/2016	06/14/2017	\$0	No Funding Required	All administration, teaching staff and students
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Goal 4: All students will improve achievement scores in science.

Measurable Objective 1:

A 14% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 on state assessments in Science by 06/14/2017 as measured by state assessment.

Strategy 1:

Science/Technology Class - Students will be exposed to additional hands-on science curriculum.

Category: Science

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Science/Technology Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructor will work closely with the general education teachers to help enhance the science curriculum. Students will engage in hands-on activities and experiments, allowing for the opportunity to master science skills.	Academic Support Program	Tier 1	Implement	08/30/2016	06/14/2017	\$89370	General Fund	Science/Technology Instructor

Goal 5: All students will improve achievement scores in social studies.

Measurable Objective 1:

A 14% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 on state assessments in Social Studies by 06/14/2017 as measured by state assessment .

Strategy 1:

Integration - Teachers will integrate Social Studies into reading.

Category: Social Studies

Research Cited: John Hattie, Visible Learning, 2009

Tier: Tier 1

Activity - Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate informational text into the reading curriculum to increase exposure to Social Studies concepts.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$500	General Fund	Administrator and Teaching staff

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
Counseling	The counselor will use current counseling techniques to ensure that students are emotionally ready to pursue academic course work.	Behavioral Support Program	Tier 1	Implement	08/30/2016	06/14/2017	\$23819	Counselor

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Self-Report Grades	Students will keep a designated folder in which common assessment grades and AIMSweb scores will be recorded and analyzed to determine progress.	Monitor	Tier 1	Implement	08/30/2016	06/14/2017	\$200	All administration, teachers and students
Self - reporting of grades	Students will keep a designated folder in which common assessment grades will be recorded and analyzed to determine progress.	Monitor	Tier 1	Implement	08/30/2016	06/14/2017	\$200	All administration, teachers and students
Integration	Teachers will integrate informational text into the reading curriculum to increase exposure to Social Studies concepts.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$500	Administrator and Teaching staff
Science/Technology Class	Instructor will work closely with the general education teachers to help enhance the science curriculum. Students will engage in hands-on activities and experiments, allowing for the opportunity to master science skills.	Academic Support Program	Tier 1	Implement	08/30/2016	06/14/2017	\$89370	Science/Technology Instructor
Vocabulary Program	Students will utilize math journals to interact with math vocabulary.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$250	All administration, teachers, students

School Improvement Plan

Rapid City Elementary School

Problem - solving	Teachers will incorporate daily problem solving strategies into their math instruction.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$200	All administrators, teachers and students
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	Teachers will incorporate a writers workshop model into their instructional program.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$2500	All administration, and teachers
Small Group Instruction	A Title 1 Paraprofessional will use research based strategies to support student learning.	Academic Support Program	Tier 2	Implement	08/30/2016	06/14/2017	\$8601	Title 1 Paraprofessional
Small Group Instruction	A Title 1 Paraprofessional will use research based strategies to support student learning.	Academic Support Program	Tier 2	Implement	08/30/2016	06/14/2017	\$8680	Title 1 Paraprofessional,

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Evaluation	A record keeping chart will be used by grade level teams and updated at 1-2 week intervals.	Evaluation	Tier 1	Implement	08/30/2016	06/14/2017	\$0	All administration, teachers and students
Vocabulary Programs	Teachers will use explicit vocabulary instruction when introducing new vocabulary.	Direct Instruction	Tier 1	Implement	08/30/2016	06/14/2017	\$0	All administration, teachers and staff
Writing Programs	Teachers will provide frequent feedback to students on the overall quality of writing. Feedback, along with instruction, will create a common vocabulary that will give teachers and students a meaningful way to engage in dialogue which will improve written products.	Implementation	Tier 1	Implement	08/30/2016	06/14/2017	\$0	All administration, teachers and students

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Feedback	Teachers will encourage all students to take control of their learning. All students will gain a greater understanding of the writing process through self-analysis of their writing skills.	Communication	Tier 1	Implement	08/30/2016	06/14/2017	\$0	All administration, teaching staff and students
Common grade level formative assessments	Common formative assessments will be determined by grade level teams and administered at 1-2 week intervals.	Evaluation			08/30/2016	06/14/2017	\$0	All administrators and teaching staff.