

2014-2017 Breckenridge Elementary School Improvement Plan

Breckenridge Elementary School
Breckenridge Community Schools

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Overview

Plan Name

2014-2017 Breckenridge Elementary School Improvement Plan

Plan Description

1st attempt on June 2 , 2014

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Breckenridge Elementary will become career and college ready in math.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$33790
2	All students at Breckenridge Elementary School will become career and college ready in reading.	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$84600
3	All students at Breckenridge Elementary will become career and college ready in science.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$10690
4	All students at Breckenridge Elementary School will become career and college ready in social studies.	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$33600
5	All students at Breckenridge Elementary School will become career and college ready in writing.	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$15000

Goal 1: All students at Breckenridge Elementary will become career and college ready in math.

Measurable Objective 1:

A 17% increase of All Students will demonstrate a proficiency on statewide summative math assessments in Mathematics by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for ALL Students - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse.(2012, October). WWC review of the report: The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Spiral Review of Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers will use Spiral Review of math concepts at least four times per week for all K-5 students to aid in the retention of math concepts.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	K-5 Teachers and Special Education teacher.

Activity - Math Facts Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review basic math facts with all first through fifth grade students at least four times per week to increase students' fluency and automaticity of basic facts using Rocket Math, math websites, and iPad Apps.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	K-5 Teachers, Special Education teachers, and Title I staff.

Activity - Title I Math Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will support and reinforce math instruction with identified kindergarten through grade five students within the classroom and through extended learning opportunities.	Academic Support Program			09/03/2013	06/01/2016	\$30000	Title I Part A	Title I teacher and paraprofessionals

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Activity - Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Engagement session will be hosted for parents/guardians to learn about using technology to support their child's learning in the area of mathematics.	Parent Involvement			11/12/2013	11/13/2015	\$800	Title I Part A	Title Teacher and Paraprofessionals

Activity - Professional Learning for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how Singapore math based principles and instructional strategies can be used to develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills.	Professional Learning			09/03/2013	06/01/2016	\$990	Title II Part A	K-5 teachers

Measurable Objective 2:

A 21% increase of Male students will demonstrate a proficiency on statewide summative assessments in Mathematics by 06/01/2016 as measured by MEAP and district assessments.

Strategy 1:

Multi Tiered System of Support for Male Students - This strategy will focus on using hands on manipulative materials to strengthen foundational mathematical knowledge. In addition, a computer based learning system will be used to enhance and engage male students in learning state identified math objectives.

Research Cited: Gurian, M., & Henley, P. (2001). Boys and Girls Learn Differently. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will use hands on activities and math manipulatives when teaching measurement and geometry.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	K-5 Teachers and paraprofessionals

Activity - Integrating Technology in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students will use the Study Island Math Program at least 30 minutes per week to improve foundational math skills.	Technology			09/03/2013	06/01/2016	\$2000	General Fund	Second and third grade teachers. Technology teaching personnel.

Measurable Objective 3:

A 21% increase of Economically Disadvantaged students will demonstrate a proficiency on state summative assessments in Mathematics by 06/01/2016 as measured by MEAP.

Strategy 1:

Multi Tiered System of Support for ED Students - Teachers will review content specific vocabulary daily with economically disadvantaged students to help build and retain the vocabulary necessary to be successful in mathematics.

Research Cited: Blachowicz, C. L., Fisher, P. J., & Watts-Taffe, S., (2005). Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5. Naperville, IL: Learning Point Associates.

Payne, R. K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Tier:

Activity - Math Vocabulary Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math vocabulary words will be displayed in classrooms, hallways, and public areas of the building. Teachers will access and facilitate the learning and use of the vocabulary words during transitions and wait times.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	K-5 teachers with support from special education and Title I staff.

Goal 2: All students at Breckenridge Elementary School will become career and college ready in reading.

Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency on statewide summative assessments. in English Language Arts by 06/01/2016 as measured by MEAP.

Strategy 1:

Multi Tiered System of Support - Breckenridge schools will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

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Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Accelerated Reader program with second through fifth grade students at least four times per week to individualize reading instruction.	Academic Support Program			09/03/2013	06/01/2016	\$2000	Other	Second through fifth grade teachers

Activity - Silent Reading with Leveled Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide kindergarten through fifth grade students a silent reading time daily for at least 20 minutes. Teachers will conference with students individually at this time to improve comprehension and teach strategies.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	Kindergarten through fifth grade teachers

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessional staff will support low achieving, targeted students in class daily by providing additional pre-reading activities, guided reading, re-teaching, additional time to complete tasks, and comprehension questioning to improve overall reading achievement of targeted students.	Academic Support Program			09/03/2013	06/01/2016	\$80000	Title I Part A	Title I teacher and paraprofessionals

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will provide reading interventions for targeted, low achieving at-risk learners at least four times per week to improved reading fluency and comprehension using the "Reading A-Z Program".	Academic Support Program			09/03/2013	06/01/2016	\$100	Title I Part A	Title I teacher and paraprofessionals

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Activity - Professional Learning Using Non-Fiction Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to integrate non-fiction materials into the curriculum and learn how to teach reading strategies for informational text.	Professional Learning			09/03/2013	06/01/2016	\$500	General Fund	Kindergarten through fifth grade teachers

Measurable Objective 2:

A 12% increase of Male students will demonstrate a proficiency on statewide summative assessments in English Language Arts by 06/01/2016 as measured by MEAP.

Strategy 1:

Multi Tiered System of Support For Males & Reading - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets;

supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Gurian, Michael, & Henley, Patricia. (2001). Boys and Girls Learn Differently. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second and third grade students will use the Study Island Computer Program for at least 30 minutes per week to increase reading skills for the male sub-group.	Technology			09/03/2013	06/01/2016	\$2000	Other	Second and third grade teachers

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Measurable Objective 3:

A 12% increase of Economically Disadvantaged students will demonstrate a proficiency on statewide summative assessments in English Language Arts by 06/01/2016 as measured by MEAP.

Strategy 1:

Multi Tiered System of Support for Economically Disadvantage & Reading - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets;

supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading:

Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC:

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Payne, Ruby (2005). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Tier:

Activity - Reading Vocaburlary Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will review reading content area specific vocabulary daily for the economically disadvantaged students to help build and retain the vocabulary necessary to be successful in reading.	Academic Support Program			09/03/2013	06/01/2016	\$0	No Funding Required	Kindergarten through fifth grade teachers

Goal 3: All students at Breckenridge Elementary will become career and college ready in science.

Measurable Objective 1:

A 24% increase of All Students will demonstrate a proficiency on statewide summative assessment in Science by 06/01/2016 as measured by MEAP.

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Strategy 1:

Mutli Tiered System of Support - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets;

supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Interpreting Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will instruct all students in interpreting different kinds of graphs, drawing conclusions, and applying knowledge from graphs across the curriculum at least three times per week.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	Kindergarten through fifth grade teachers

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teacher and paraprofessionals will provide in class support to targeted, low-achieving students by reviewing science vocabulary and teaching informational reading strategies.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I Part A	Title I teacher and paraprofessional staff

Activity - Getting to Know the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will learn about structure and content of the NGSS. Teachers will receive resources to implement the ideas from this training.	Professional Learning			09/03/2013	06/01/2016	\$690	Title II Part A	Kindergarten through fifth grade teachers

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Measurable Objective 2:

A 30% increase of Economically Disadvantaged students will demonstrate a proficiency on statewide summative assessments in Science by 06/01/2016 as measured by MEAP.

Strategy 1:

Multi Tiered System of Support for Economically Disadvantaged Students & Science - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Payne, Ruby. (2005). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Tier:

Activity - Science Vocabulary Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second through fifth grade teachers will review science specific vocabulary daily with students to help build and retain the vocabulary necessary to be successful in science.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	Second through fifth grade teachers

Measurable Objective 3:

A 30% increase of Male students will demonstrate a proficiency on statewide summative assessments in Science by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for Males & Science - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with

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reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Gurian, Michael, Henley, Patricia (2001) Boys and Girls Learn Differently. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Study Island Computer Program for Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students will use the Study Island Computer Program for at least 30 minutes per week to increase science skills for the male sub-group.	Technology			09/03/2013	06/01/2016	\$0	No Funding Required	Fourth grade teachers

Goal 4: All students at Breckenridge Elementary School will become career and college ready in social studies.

Measurable Objective 1:

A 18% increase of All Students will demonstrate a proficiency on statewide summative assessments in Social Studies by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

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U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Take A Stand Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct all kindergarten through fifth grade students in persuasive writing to improve government and civic skills. Teachers will administer Take A Stand Writing Prompts quarterly and analyze student achievement.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	Kindergarten through fifth grade teachers

Activity - Upgrade Social Studies Instructional Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze social studies materials according to the state standards and procure appropriate materials to implement the new standards.	Implementation			09/03/2013	06/01/2016	\$17000	General Fund	Kindergarten through fifth grade teachers and principal

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support staff will provide in class support to targeted, low-achieving learners by reviewing social studies vocabulary and teaching informational reading strategies.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I Part A	Title I teacher and paraprofessionals

Measurable Objective 2:

A 24% increase of Male students will demonstrate a proficiency on statewide summative assessments in Social Studies by 09/03/2013 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for Males & Social Studies - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for

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Gurian, Michael & Henley, Patricia (2001). Boys and Girls Learn Differently. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Study Island Computer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students will use the Study Island Computer Program at least 30 minutes per week to increase social studies skills for the male sub-group.	Technology			09/03/2013	06/01/2016	\$0	No Funding Required	Fifth grade teachers

Measurable Objective 3:

A 24% increase of Economically Disadvantaged students will demonstrate a proficiency on statewide summative assessments in Social Studies by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for Economically Disadvantaged & Social Studies - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as atrisk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

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Tier:

Activity - Weekly Periodical	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will use a weekly periodical to build social studies background and prior knowledge for the economically disadvantaged students.	Direct Instruction			09/03/2013	06/01/2016	\$1800	General Fund	Kindergarten through fifth teachers

Activity - Virtual Tours	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will provide social studies visuals and virtual tours using technology to build background knowledge for economically disadvantaged students,	Technology			09/03/2013	06/01/2016	\$1900	General Fund	Kindergarten through fifth grade teachers

Activity - Macul Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will learn about technology and how to use it within the classroom to enhance student knowledge about social studies specific content.	Professional Learning			09/03/2013	06/01/2016	\$2900	Title II Part A	Kindergarten through fifth grade teachers, principal

Goal 5: All students at Breckenridge Elementary School will become career and college ready in writing.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency on statewide summative assessments in English Language Arts by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets;

supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with

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Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Tier:

Activity - Write Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second through fifth grade teachers will use the Write Steps Writing Program for all students a minimum of four times per week to increase overall writing skills.	Direct Instruction			09/03/2013	06/01/2016	\$0	No Funding Required	Second through fifth grade teachers

Activity - Expanding Expressions Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will use the Expanding Expressions Tool to help students to organize their writing and add details a minimum of four days per week.	Direct Instruction			09/03/2013	09/01/2016	\$0	No Funding Required	Kindergarten and first grade teachers

Activity - Title I Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support staff will provide in class support for targeted, low-achieving students by giving more guided writing practice.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I Part A	Title I teacher and paraprofessionals

Measurable Objective 2:

A 18% increase of Male students will demonstrate a proficiency by statewide summative assessments in English Language Arts by 06/01/2016 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for Males & Writing - Breckenridge Elementary will develop a strong MTSS system of support to include: Tier I instruction with 80-85% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

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Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher value added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Boushey, Gail, & Moser, Joan. (2006). The Daily 5 Fostering Literacy Independence in the Elementary Grades. Portland, ME: Steinhouse Publishers.

Tier:

Activity - Multi Sensory Writing Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will use multi-sensory activities and technology for all writing lessons for the male sub-group to better engage males in the writing process.	Direct Instruction			09/03/2013	06/01/2016	\$4000	Title I Part A	Kindergarten through fifth grade teachers

Activity - Brain Gym	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will learn Brain Gym strategies to physically engage students to enhance the writing process.	Professional Learning			09/03/2013	06/01/2016	\$1000	Title II Part A	Kindergarten through fifth grade teachers, Title I staff and principal

Measurable Objective 3:

A 18% increase of Economically Disadvantaged students will demonstrate a proficiency on statewide summative assessments in English Language Arts by 09/03/2013 as measured by Meap.

Strategy 1:

Multi Tiered System of Support for Economically Disadvantaged & Writing - Breckenridge Elementary School will develop a strong MTSS system of support to include: Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at risk learners.

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Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher value added and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Payne, Ruby (2005). A Framework for Understanding Poverty. Highlands, TX: aha! Process, Inc.

Tier:

Activity - Additional Computer Time for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will use technology to enrich the writing process at least 30 minutes per week.	Technology			09/03/2013	06/01/2016	\$0	No Funding Required	Kindergarten through fifth grade teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Virtual Tours	Kindergarten through fifth grade teachers will provide social studies visuals and virtual tours using technology to build background knowledge for economically disadvantaged students,	Technology			09/03/2013	06/01/2016	\$1900	Kindergarten through fifth grade teachers
Weekly Periodical	Kindergarten through fifth grade teachers will use a weekly periodical to build social studies background and prior knowledge for the economically disadvantaged students.	Direct Instruction			09/03/2013	06/01/2016	\$1800	Kindergarten through fifth grade teachers
Upgrade Social Studies Instructional Materials	Teachers will analyze social studies materials according to the state standards and procure appropriate materials to implement the new standards.	Implementation			09/03/2013	06/01/2016	\$17000	Kindergarten through fifth grade teachers and principal
Integrating Technology in Math	Second and third grade students will use the Study Island Math Program at least 30 minutes per week to improve foundational math skills.	Technology			09/03/2013	06/01/2016	\$2000	Second and third grade teachers. Technology teaching personnel.
Professional Learning Using Non-Fiction Materials	Teachers will learn how to integrate non-fiction materials into the curriculum and learn how to teach reading strategies for informational text.	Professional Learning			09/03/2013	06/01/2016	\$500	Kindergarten through fifth grade teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Brain Gym	Kindergarten through fifth grade teachers will learn Brain Gym strategies to physically engage students to enhance the writing process.	Professional Learning			09/03/2013	06/01/2016	\$1000	Kindergarten through fifth grade teachers, Title I staff and principal
Macul Conference	Kindergarten through fifth grade teachers will learn about technology and how to use it within the classroom to enhance student knowledge about social studies specific content.	Professional Learning			09/03/2013	06/01/2016	\$2900	Kindergarten through fifth grade teachers, principal
Getting to Know the Next Generation Science Standards	Kindergarten through fifth grade teachers will learn about structure and content of the NGSS. Teachers will receive resources to implement the ideas from this training.	Professional Learning			09/03/2013	06/01/2016	\$690	Kindergarten through fifth grade teachers
Professional Learning for Teachers	Teachers will learn how Singapore math based principles and instructional strategies can be used to develop a common mathematical understanding and shared vision of the progression of mathematical concepts and skills.	Professional Learning			09/03/2013	06/01/2016	\$990	K-5 teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Support	Instructional support staff will provide in class support to targeted, low-achieving learners by reviewing social studies vocabulary and teaching informational reading strategies.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I teacher and paraprofessionals
Title I Math Support	Title I staff will support and reinforce math instruction with identified kindergarten through grade five students within the classroom and through extended learning opportunities.	Academic Support Program			09/03/2013	06/01/2016	\$30000	Title I teacher and paraprofessionals
Multi Sensory Writing Activities	Kindergarten through fifth grade teachers will use multi-sensory activities and technology for all writing lessons for the male sub-group to better engage males in the writing process.	Direct Instruction			09/03/2013	06/01/2016	\$4000	Kindergarten through fifth grade teachers
Title I Support	Instructional support staff will provide in class support for targeted, low-achieving students by giving more guided writing practice.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I teacher and paraprofessionals

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Title I Support	Teachers and paraprofessional staff will support low achieving, targeted students in class daily by providing additional pre-reading activities, guided reading, re-teaching, additional time to complete tasks, and comprehension questioning to improve overall reading achievement of targeted students.	Academic Support Program			09/03/2013	06/01/2016	\$80000	Title I teacher and paraprofessionals
Reading Interventions	Teachers and paraprofessionals will provide reading interventions for targeted, low achieving at-risk learners at least four times per week to improved reading fluency and comprehension using the "Reading A-Z Program".	Academic Support Program			09/03/2013	06/01/2016	\$100	Title I teacher and paraprofessionals
Family Involvement	Family Engagement session will be hosted for parents/guardians to learn about using technology to support their child's learning in the area of mathematics.	Parent Involvement			11/12/2013	11/13/2015	\$800	Title Teacher and Paraprofessionals
Title I Support	Title I teacher and paraprofessionals will provide in class support to targeted, low-achieving students by reviewing science vocabulary and teaching informational reading strategies.	Academic Support Program			09/03/2013	06/01/2016	\$10000	Title I teacher and paraprofessional staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Teachers will use the Accelerated Reader program with second through fifth grade students at least four times per week to individualize reading instruction.	Academic Support Program			09/03/2013	06/01/2016	\$2000	Second through fifth grade teachers
Study Island	Second and third grade students will use the Study Island Computer Program for at least 30 minutes per week to increase reading skills for the male sub-group.	Technology			09/03/2013	06/01/2016	\$2000	Second and third grade teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Vocabulary Word Wall	Second through fifth grade teachers will review science specific vocabulary daily with students to help build and retain the vocabulary necessary to be successful in science.	Direct Instruction			09/03/2013	06/01/2016	\$0	Second through fifth grade teachers

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Math Vocabulary Word Walls	Math vocabulary words will be displayed in classrooms, hallways, and public areas of the building. Teachers will access and facilitate the learning and use of the vocabulary words during transitions and wait times.	Direct Instruction			09/03/2013	06/01/2016	\$0	K-5 teachers with support from special education and Title I staff.
Take A Stand Writing	Teachers will instruct all kindergarten through fifth grade students in persuasive writing to improve government and civic skills. Teachers will administer Take A Stand Writing Prompts quarterly and analyze student achievement.	Direct Instruction			09/03/2013	06/01/2016	\$0	Kindergarten through fifth grade teachers
Reading Vocabulary Word Wall	Kindergarten through fifth grade teachers will review reading content area specific vocabulary daily for the economically disadvantaged students to help build and retain the vocabulary necessary to be successful in reading.	Academic Support Program			09/03/2013	06/01/2016	\$0	Kindergarten through fifth grade teachers
Study Island Computer Program	Fifth grade students will use the Study Island Computer Program at least 30 minutes per week to increase social studies skills for the male subgroup.	Technology			09/03/2013	06/01/2016	\$0	Fifth grade teachers
Interpreting Graphs	Kindergarten through fifth grade teachers will instruct all students in interpreting different kinds of graphs, drawing conclusions, and applying knowledge from graphs across the curriculum at least three times per week.	Direct Instruction			09/03/2013	06/01/2016	\$0	Kindergarten through fifth grade teachers
Math Manipulatives	Teachers and paraprofessionals will use hands on activities and math manipulatives when teaching measurement and geometry.	Direct Instruction			09/03/2013	06/01/2016	\$0	K-5 Teachers and paraprofessionals
Math Facts Proficiency	Teachers will review basic math facts with all first through fifth grade students at least four times per week to increase students' fluency and automaticity of basic facts using Rocket Math, math websites, and iPad Apps.	Direct Instruction			09/03/2013	06/01/2016	\$0	K-5 Teachers, Special Education teachers, and Title I staff.
Spiral Review of Math Concepts	K-5 Teachers will use Spiral Review of math concepts at least four times per week for all K-5 students to aid in the retention of math concepts.	Direct Instruction			09/03/2013	06/01/2016	\$0	K-5 Teachers and Special Education teacher.

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Write Steps	Second through fifth grade teachers will use the Write Steps Writing Program for all students a minimum of four times per week to increase overall writing skills.	Direct Instruction			09/03/2013	06/01/2016	\$0	Second through fifth grade teachers
Additional Computer Time for Writing	Kindergarten through fifth grade teachers will use technology to enrich the writing process at least 30 minutes per week.	Technology			09/03/2013	06/01/2016	\$0	Kindergarten through fifth grade teachers
Study Island Computer Program for Science	Fourth grade students will use the Study Island Computer Program for at least 30 minutes per week to increase science skills for the male subgroup.	Technology			09/03/2013	06/01/2016	\$0	Fourth grade teachers
Silent Reading with Leveled Materials	Teachers will provide kindergarten through fifth grade students a silent reading time daily for at least 20 minutes. Teachers will conference with students individually at this time to improve comprehension and teach strategies.	Direct Instruction			09/03/2013	06/01/2016	\$0	Kindergarten through fifth grade teachers
Expanding Expressions Tool	Kindergarten and first grade teachers will use the Expanding Expressions Tool to help students to organize their writing and add details a minimum of four days per week.	Direct Instruction			09/03/2013	09/01/2016	\$0	Kindergarten and first grade teachers