



# **Single Building District Improvement Plan**

Arvon Township School  
Arvon Township School District

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

| <b>Label</b> | <b>Assurance</b>                             | <b>Response</b>           | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|---------------------------|----------------|-------------------|
| 1.           | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Updated        |                   |

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.



## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

We are a small rural school and interaction between staff members, parents and community members is evidenced on a daily basis. Teachers work on the School Improvement Plan during scheduled days provided by the district. Staff members also attend school improvement work sessions at the Copper Country Intermediate School District. Parent surveys are sent to each family asking a variety of questions focusing on school improvement. Parents play an active role in planning and attending school functions such as: Christmas family craft night, spring movie night, field trips and parent/teacher conferences. School board members receive copies of the school improvement plan and an annual review is completed by board members. They also participate in portions of the school improvement process such as technology and leadership. Other portions of the school improvement process is completed by staff members in order to protect student confidentiality (we have a student body of less than 15 students).

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

Arvon Township School is a small school located in a rural setting. To protect student confidentiality much of the school planning process is completed by teaching staff at the school. To include other stakeholders in the school improvement process surveys are sent to parents requesting their opinion on a variety of issues. Parents also play an active role in planning and attending school parties, family events and parent/teacher conferences. Ongoing discussion in an informal manner also occurs. Input is received from school board members on a regular basis and they are provided with a copy of the school improvement plan for annual review. School board members are also active participants in areas such as technology and leadership. Actual completion of the plan is completed by teaching staff.

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

The final School Improvement Plan is presented to staff members during professional development days planned by the district. Teaching staff is also involved in the development of goals, strategies and activities. The completed school improvement plan is shared with school board members for annual review and discussion. Arvon Township School's focus is on accurate and ongoing goal setting, planning strategies proven to increase student academic success and to plan activities in the classroom setting to meet goals. Teachers and support staff are responsible for carrying out these activities.

# **Final 2019-2020 Arvon Township School Improvement Plan**

## Overview

### Plan Name

Final 2019-2020 Arvon Township School Improvement Plan

### 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 become proficient in reading and writing across the curriculum school-wide  | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic       | \$10266       |
| 2 | All students will maintain and/or increase their skills in mathematics across the curriculum including successful use of online assessments | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic       | \$4965        |
| 3 | All students will maintain or increase skills in the sciences and scientific inquiry process across the curriculum school-wide.             | Objectives: 1<br>Strategies: 3<br>Activities: 3 | Academic       | \$4967        |
| 4 | All students will maintain and/or increase their skills in social studies across the curriculum schoolwide                                  | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic       | \$4765        |
| 5 | Teaching staff will become proficient in using student assessments to show student growth   | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Organizational | \$0           |

# Goal 1: All students will become proficient in reading and writing across the curriculum school-wide

## Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading and writing skills in English Language Arts by 06/30/2021 as measured by pre and post test scores, DIBELS benchmark scores, AIMSweb scores and classroom assessments.

## Strategy 1:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement and to increase reading and writing skills.

Category: English/Language Arts

Research Cited: Research results found at <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3> states that providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening have a strong impact on improving student performance. Our Title I paraprofessionals provide this additional practice as determined by classroom teachers. DIBELS and AIMSweb benchmark and progress monitoring data provide teachers with information on student achievement and progress. This data provides teachers with information needed to determine Title I assignments in the classroom.

Tier: Tier 2

| Activity - Support Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |   |               |                |                   |                   |               |  |   |
|--|---|---------------|----------------|-------------------|-------------------|---------------|--|---|
| <p>Support staff provide small group and one-on-one support for students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Support staff will work with small groups on Heggerty Phonemic Awareness which encompasses letter naming, rhyming, onset fluency, blending phonemes, identifying and manipulating medial and final sounds, segmenting and substituting phonemes, and blending phonemes, and language awareness. Support staff also work with individual students to increase fluency and learn spelling rules by practicing weekly lists.</p> | <p>Academic Support Program, Technology</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>07/01/2017</p> | <p>06/30/2021</p> | <p>\$4766</p> | <p>Title II Part A, Section 31a, Other</p> | <p>Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments on a weekly basis.</p> |
|--|---|---------------|----------------|-------------------|-------------------|---------------|--|---|

### Strategy 2:

Technology Purchases - Arvon Township School will make purchases in technology to provide equipment that promotes the integration of reading and writing in core content areas. Students will research and create projects using technology that will meet standards in English Language Arts while incorporating standards from other content areas. These activities will provide students with hands-on experience in the use of technology and will improve and support student achievement.

Category: English/Language Arts

Research Cited: Administration and teaching staff also reviewed Michigan Education Technology Standards and Mission Statement at <http://www.techplan.org/>. To provide our students with necessary knowledge and skills in technology we need to continue to make purchases that update technology available at our school.

Tier: Tier 1

| Activity - Technology Purchases | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |            |        |         |            |            |        |              |   |
|--|------------|--------|---------|------------|------------|--------|--------------|---|
| Technology purchases will be made according to Three Year Technology Plan, teacher and administrative recommendations and information received by resource people at CCISD. Technology purchases will be used to support and improve student achievement. Items included are updates to repair or replace equipment as needed, provide additional (individual) technology devices e.g. I-pads for student use in the classroom, software for student use that meets core curriculum standards for use on individual computers or Smart boards. | Technology | Tier 1 | Monitor | 06/30/2017 | 07/01/2021 | \$5500 | General Fund | Teachers and administrators will determine what purchases to make and teaching staff with approval from the Arvon Township School board members. Teachers and support staff will integrate technology in the classroom. |
|--|------------|--------|---------|------------|------------|--------|--------------|---|

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

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in mathematics using Michigan standards in Mathematics by 06/30/2020 as measured by pre and post tests, AIMSweb scores and classroom assessments.

### Strategy 1:

Professional Development - Teachers and paraprofessionals will receive professional development training, as available, throughout the year to enhance skills and help to increase skills in all areas of mathematics. Professional development opportunities are provided through the Copper Country Intermediate School District.

Professional development workshops are selected to assist instructors in meeting the goals on the School Improvement Plan.

Category: Mathematics

Research Cited: School Improvement Plan goals and Michigan Standards will be used to determine professional development. Professional development opportunities provide teachers with strategies, materials and feedback that allow them to successfully implement what is learned.

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) was also reviewed when making the decision to support professional development for paraprofessionals.

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Tier: Tier 1

| Activity - Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Paraprofessionals will attend at least 1 day of professional development each year as opportunities are available. Teaching staff will attend at least 30 hours of professional development sessions per year. All professional development opportunities will include areas that are pertinent to our district and align with our School Improvement Plan. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area. | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$200             | Other             | The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff |

## Strategy 2:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase mathematical skills.

Category: Mathematics

Research Cited: AIMSweb test results and progress monitoring results, classroom assessments, pre and post tests, unit tests, and professional judgment are used to identify students who need supplemental support for academic success. Careful review of these assessments will allow teachers to determine how Title I paraprofessionals will be implemented to supplement learning. An increase in engagement, improving tests scores and continuing academic progress will inform teachers when they make decisions regarding classroom instruction and paraprofessional support.

[http://www.gtcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf) was reviewed to support this strategy.



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Tier: Tier 2

| Activity - Paraprofessional Support   | Activity Type                        | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible   |
|---|--------------------------------------|--------|---------|------------|------------|-------------------|-------------------------------------|---|
| Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work. Additionally, support staff reinforces K-2 mathematics skills on numeration, quantity discrimination up to 100, missing number identification up to 100, geometry, and measurement. | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$4765            | Title II Part A, Other, Section 31a | Teachers and paraprofessionals will develop a student-centered approach for implementing support services in the classroom. |

### Goal 3: All students will maintain or increase skills in the sciences and scientific inquiry process across the curriculum school-wide.

#### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency on classroom assessments and performance projects in Science by 06/30/2020 as measured by pre and post test scores, classroom assessments and projects..

#### Strategy 1:

Professional Development - Teachers and paraprofessionals will receive professional development training as available to enhance skills and help increase science content knowledge and knowledge of the scientific process.

Category: Science

Research Cited: Pre and post tests, classroom assessments, Individual Learning Plan goals and professional judgment is used to identify areas that need improvement. Professional Development is provided by the Copper Country Intermediate School District and School Improvement Goals are used to determine focus of professional development. [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) research was reviewed to assist in determining success of this strategy.

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |        |         |            |            |       |       |  |
|---|-----------------------|--------|---------|------------|------------|-------|-------|--|
| Paraprofessionals will attend at least one session/day of professional development each year if sessions are provided that pertain to their position. Teaching staff will attend at least 30 hours of professional development or continuing education each year. All professional development opportunities will include areas that meet School Improvement Plan goals. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country ISD and other school districts in the area. | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$200 | Other | Administrative staff, teachers and paraprofessionals are responsible for implementing this activity. |
|---|-----------------------|--------|---------|------------|------------|-------|-------|--|

### Strategy 2:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase skills.

Category: Science

Research Cited: Improving scores on classroom assessments, progress towards Individual Learning Plan goals and professional judgment are used to identify areas that need improvement. Small group activities provide students with additional and repeated exposure to core curriculum subjects.

[http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf)

Tier: Tier 1

| Activity - Paraprofessional Support   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------------------------|---|
| Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$4767            | Section 31a, Title II Part A, Other | Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with students. |

### Strategy 3:

Supplemental Supplies - Arvon Township School will purchase supplies and/or materials that will be available to teachers and support staff to provide additional (small group and one-on-one support) to students.

Category: Science

Research Cited: Pre and post test scores, class work and classroom assessments and are used to determine student needs. Professional teacher judgment and classroom assignments are also used. Teachers will use this data to determine areas of focus within the classroom. Supplies purchased will be used to engage

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students in learning, provide supplemental support and increase student achievement.

Tier: Tier 1

| Activity - Purchase supplies and materials   | Activity Type          | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Arvon Township School will purchase supplies and materials to use in small group and one-on-one settings in the classroom as needed to ensure student engagement and achievement. Technology including digital microscopes, Smart board activities, I-pads and computers will be incorporated into the curriculum. | Technology , Materials | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$0               | General Fund      | Teaching staff will be responsible for determining what supplies will be most effective in providing students with additional support within the classroom. |

## Goal 4: All students will maintain and/or increase their skills in social studies across the curriculum schoolwide

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency when assessed in Social Studies by 06/30/2020 as measured by pre and post test scores, classroom assessments and unit tests..

### Strategy 1:

Supplemental Educational Services - Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and provide supplemental academic support.

Category: Social Studies

Research Cited: Classroom assessments, pre and post test scores, unit tests and professional judgement is used to identify specific areas in the curriculum that need improvement. [http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf)

Tier: Tier 1

| Activity - Paraprofessional Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |                          |        |         |            |            |        |                                     |   |
|--|--------------------------|--------|---------|------------|------------|--------|-------------------------------------|---|
| Paraprofessional staff will assist students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$4765 | Other, Section 31a, Title II Part A | Paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom. |
|--|--------------------------|--------|---------|------------|------------|--------|-------------------------------------|---|

| Activity - Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers and paraprofessionals will receive professional development training, as available, to enhance skills and help to increase general knowledge in the content area of social studies. The school administrator will share professional development opportunities with staff members that focuses on school improvement goals. | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$0               | General Fund      | Administrative staff will share upcoming professional development opportunities with teachers and paraprofessionals. Teaching staff and paraprofessionals are responsible for implementing the activities. |

## Goal 5: Teaching staff will become proficient in using student assessments to show student growth

### Measurable Objective 1:

demonstrate a proficiency in using student assessments to accurately measure student growth by 06/30/2020 as measured by 100% of staff members using a variety of classroom assessments to authentically assess student growth. Meeting this objective will be measure by staff members actively using data to show student growth throughout the school year. .

### Strategy 1:

Professional Development - Professional teaching staff will attend professional development opportunities that provide knowledge on how to effectively use student assessments to show authentic student growth.

Category: Other - Student Growth

Tier: Tier 1

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Professional teaching staff will participate in ISD offerings, if available, that provide knowledge of how to use student assessments to demonstrate student growth. | Professional Learning | Tier 1 | Implement | 07/01/2017 | 06/30/2020 | \$0               | Other             | Teaching staff will be responsible for meeting this goal. |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

| Activity Name            | Activity Description  | Activity Type                        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|--------------------------------------|--------|-----------|------------|------------|-------------------|---|
| Paraprofessional Support | Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work. Additionally, support staff reinforces K-2 mathematics skills on numeration, quantity discrimination up to 100, missing number identification up to 100, geometry, and measurement. | Academic Support Program, Technology | Tier 2 | Monitor   | 07/01/2018 | 06/30/2021 | \$3846            | Teachers and paraprofessionals will develop a student-centered approach for implementing support services in the classroom. |
| Paraprofessional Support | Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities.   | Academic Support Program             | Tier 2 | Monitor   | 07/01/2018 | 06/30/2021 | \$3847            | Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with students.           |
| Professional Development | Professional teaching staff will participate in ISD offerings, if available, that provide knowledge of how to use student assessments to demonstrate student growth.  | Professional Learning                | Tier 1 | Implement | 07/01/2017 | 06/30/2020 | \$0               | Teaching staff will be responsible for meeting this goal.   |

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|                          |   |                                      |        |         |            |            |        |  |
|--------------------------|---|--------------------------------------|--------|---------|------------|------------|--------|--|
| Professional Development | Paraprofessionals will attend at least one session/day of professional development each year if sessions are provided that pertain to their position. Teaching staff will attend at least 30 hours of professional development or continuing education each year. All professional development opportunities will include areas that meet School Improvement Plan goals. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country ISD and other school districts in the area.   | Professional Learning                | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$200  | Administrative staff, teachers and paraprofessionals are responsible for implementing this activity.   |
| Support Staff            | Support staff provide small group and one-on-one support for students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Support staff will work with small groups on Heggerty Phonemic Awareness which encompasses letter naming, rhyming, onset fluency, blending phonemes, identifying and manipulating medial and final sounds, segmenting and substituting phonemes, and blending phonemes, and language awareness. Support staff also work with individual students to increase fluency and learn spelling rules by practicing weekly lists. | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2017 | 06/30/2021 | \$3846 | Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments on a weekly basis. |

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|                          |  |                          |        |         |            |            |        |  |
|--------------------------|--|--------------------------|--------|---------|------------|------------|--------|--|
| Professional Development | Paraprofessionals will attend at least 1 day of professional development each year as opportunities are available. Teaching staff will attend at least 30 hours of professional development sessions per year. All professional development opportunities will include areas that are pertinent to our district and align with our School Improvement Plan. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area. | Professional Learning    | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$200  | The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff |
| Paraprofessional Support | Paraprofessional staff will assist students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests.   | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$3846 | Paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom.  |



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## Section 31a

| Activity Name            | Activity Description  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|--------------------------|--------|---------|------------|------------|-------------------|---|
| Paraprofessional Support | Paraprofessional staff will assist students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests.  | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$591             | Paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom. |
| Paraprofessional Support | Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities. | Academic Support Program | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$591             | Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with students.   |

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|                          |   |                                      |        |         |            |            |       |  |
|--------------------------|---|--------------------------------------|--------|---------|------------|------------|-------|--|
| Paraprofessional Support | Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work. Additionally, support staff reinforces K-2 mathematics skills on numeration, quantity discrimination up to 100, missing number identification up to 100, geometry, and measurement.   | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$591 | Teachers and paraprofessionals will develop a student-centered approach for implementing support services in the classroom.  |
| Support Staff            | Support staff provide small group and one-on-one support for students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Support staff will work with small groups on Heggerty Phonemic Awareness which encompasses letter naming, rhyming, onset fluency, blending phonemes, identifying and manipulating medial and final sounds, segmenting and substituting phonemes, and blending phonemes, and language awareness. Support staff also work with individual students to increase fluency and learn spelling rules by practicing weekly lists. | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2017 | 06/30/2021 | \$591 | Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments on a weekly basis. |

### Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

## Single Building District Improvement Plan

Arvon Township School

|                          |   |                                      |        |         |            |            |       |   |
|--------------------------|---|--------------------------------------|--------|---------|------------|------------|-------|---|
| Paraprofessional Support | Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase skills in mathematics. Activities include review of mathematical concepts, extra practice on math skills e.g. multiplication tables, assisting younger students when completing math activities on the computer, assisting with classroom assignments or help with "fixing" work. Additionally, support staff reinforces K-2 mathematics skills on numeration, quantity discrimination up to 100, missing number identification up to 100, geometry, and measurement. | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$328 | Teachers and paraprofessionals will develop a student-centered approach for implementing support services in the classroom.   |
| Paraprofessional Support | Paraprofessional staff will assist students individually or in small groups within the classroom by providing additional support such as re-reading text, reading informational text, practicing vocabulary or studying for tests.  | Academic Support Program             | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$328 | Paraprofessionals and teachers will develop a student-centered approach for implementing services in the classroom. Teaching staff is responsible for directing paraprofessional activities within their classroom. |
| Paraprofessional Support | Paraprofessionals will work in small groups or one-on-one with individual students in the classroom increasing understanding of concepts. Re-reading texts, discussion of non-fiction reading strategies, reinforcing skills in scientific process. Assisting students with hands on project completion and technology including digital microscopes, computers, I-pads and Smart board activities.   | Academic Support Program             | Tier 2 | Monitor | 07/01/2018 | 06/30/2021 | \$329 | Teachers will direct paraprofessional activities in the classroom focusing supplemental activities with students.   |

## Single Building District Improvement Plan

Arvon Township School

|               |   |                                      |        |         |            |            |       |  |
|---------------|---|--------------------------------------|--------|---------|------------|------------|-------|--|
| Support Staff | Support staff provide small group and one-on-one support for students in core curriculum and technology applications in the classroom. In addition, Arvon Township School uses the Florida Center for Reading K-1 student center activities from Book One, which targets phonological awareness and phonics. Activities focus on student centers for syllables, onset and rime, and phoneme segmenting and blending. Arvon Township School also uses the Florida Center for Reading grades 2-3 Student Center Activities from book one, which targets phonological awareness and phonics. Activities focus on student centers for phoneme matching, phoneme isolating, phoneme blending, phoneme segmenting, morpheme structures and syllable patterns. Support staff will work with small groups on Heggerty Phonemic Awareness which encompasses letter naming, rhyming, onset fluency, blending phonemes, identifying and manipulating medial and final sounds, segmenting and substituting phonemes, and blending phonemes, and language awareness. Support staff also work with individual students to increase fluency and learn spelling rules by practicing weekly lists. | Academic Support Program, Technology | Tier 2 | Monitor | 07/01/2017 | 06/30/2021 | \$329 | Classroom teachers will be responsible for implementing this activity in their classroom. Paraprofessionals will receive direction from classroom teachers regarding activities and student assignments on a weekly basis. |
|---------------|---|--------------------------------------|--------|---------|------------|------------|-------|--|

### General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

**Single Building District Improvement Plan**

Arvon Township School

|                                 |  |                       |        |         |            |            |     |  |
|---------------------------------|--|-----------------------|--------|---------|------------|------------|-----|--|
| Professional Development        | Teachers and paraprofessionals will receive professional development training, as available, to enhance skills and help to increase general knowledge in the content area of social studies. The school administrator will share professional development opportunities with staff members that focuses on school improvement goals. | Professional Learning | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$0 | Administrative staff will share upcoming professional development opportunities with teachers and paraprofessionals. Teaching staff and paraprofessionals are responsible for implementing the activities. |
| Purchase supplies and materials | Arvon Township School will purchase supplies and materials to use in small group and one-on-one settings in the classroom as needed to ensure student engagement and achievement. Technology including digital microscopes, Smart board activities, I-pads and computers will be incorporated into the curriculum.                   | Technology, Materials | Tier 1 | Monitor | 07/01/2018 | 06/30/2021 | \$0 | Teaching staff will be responsible for determining what supplies will be most effective in providing students with additional support within the classroom.  |

**Single Building District Improvement Plan**

Arvon Township School

|                      |  |            |        |         |            |            |        |   |
|----------------------|--|------------|--------|---------|------------|------------|--------|---|
| Technology Purchases | Technology purchases will be made according to Three Year Technology Plan, teacher and administrative recommendations and information received by resource people at CCISD. Technology purchases will be used to support and improve student achievement. Items included are updates to repair or replace equipment as needed, provide additional (individual) technology devices e.g. I-pads for student use in the classroom, software for student use that meets core curriculum standards for use on individual computers or Smart boards. | Technology | Tier 1 | Monitor | 06/30/2017 | 07/01/2021 | \$5500 | Teachers and administrators will determine what purchases to make and teaching staff with approval from the Arvon Township School board members. Teachers and support staff will integrate technology in the classroom. |
|----------------------|--|------------|--------|---------|------------|------------|--------|---|