

# **Single Building District Improvement Plan**

**Boyne Falls Public School  
Boyne Falls Public School District**

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## **Overview**

### **Plan Name**

2016-2017 Single Building District Improvement Plan

### **Plan Description**

2016-2017 Single Building District Improvement Plan

## 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	General Science-Concepts and Procedure	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$1400
2	Writing Achievement	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$200
3	Reading Comprehension and Fluency	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$2500
4	Math Understanding & Application	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$2000

## Goal 1: General Science-Concepts and Procedure

### Measurable Objective 1:

A 13% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in general science and science concepts and procedures in Science by 05/27/2016 as measured by state assessment with an average of 42.05% proficiency.

### Strategy 1:

Hands On - Staff will use hands-on approaches to science instruction. In addition, supplemental science material will be purchased by the school.

#### Category:

Research Cited: Hands-on science has been proposed as a means to increase student achievement in science education. A set of theories has been proposed to explain how hands-on science benefits student learning of science. Science educators identify two broad domains of scientific knowledge: content knowledge and process skills (Glynn and Duit 1995 chapter 1; Lawson 1995 chapter 3). Content knowledge (sometimes called declarative knowledge) includes the facts, principles, conceptual models, theories and laws which students are expected to understand and remember. Process skills (sometimes called procedural knowledge) are the techniques used in science, for example, observation, measurement, and developing hypotheses, which students are to master. Both domains are considered necessary in order for students to fully understand science and be able to apply it (Glynn and Duit 1995; Champagne, Klopfer and Gunstone 1982; Eylon and Linn 1988). Hands-on science has been proposed as a means to increase students understanding of both types of knowledge.

From: [http://www.rand.org/pubs/rgs\\_dissertations/RGSD159/RGSD159.ch3.pdf](http://www.rand.org/pubs/rgs_dissertations/RGSD159/RGSD159.ch3.pdf)

Tier: Tier 1

Activity - Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be working with materials from science manipulatives and other hands-on materials.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$300	General Fund	K-5 Science Teachers
Activity - Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will experience real-world science application through activities such as walking/hiking on school grounds, guest speakers, working with local businesses, and free field trips, etc. They will also use newly acquired microscopes to further study various matters.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All science teachers

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Activity - Supplemental Science Weekly Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with published science magazines during class time to further understand science concepts.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$1000	General Fund	All science teachers

### Strategy 2:

Multiple Intelligences - Staff will consider abilities and multiple intelligences when teaching lessons.

Category:

Research Cited: Multiple Intelligence Theory in the Classroom - The theory of Multiple Intelligences was first introduced by Harvard Psychologist Howard Gardner in his 1983 book, Frames of Mind. Prior to Gardner's work it was thought that there were only two intelligences: verbal/linguistic and logical/mathematical. Only these two areas were covered in intelligence testing as they were relatively easy to measure. Through Project Zero at Harvard, seven intelligences were identified (Gardner, 1985). In 1998, and eighth intelligence was added . The intelligences are tools for learning and are cross-cultural in nature in that all people possess different degrees of each intelligence. The theories of multiple intelligence (and differentiation) propose a major transformation in the way instruction is carried out. This is where differentiated instruction meshes with multiple intelligences: it is through differentiation with its emphasis on learning styles that teachers accommodate each of the eight intelligences. Teachers should be trained to present their lessons using a variety of methods to include the use of music, cooperative learning, debating, role play, dance, art, journal writing, and field trips. There are hundreds of schools throughout the country that use this approach in educating their students. However, there remain thousands of schools which utilize a traditional approach and teach through lectures, worksheets, and textbooks. The challenge facing forward-thinking educators is to disseminate the benefits of this approach to many more teacher, school administrators, parents, and others in the community who work with children, so that each child has the opportunity to learn in a way bet suited to their unique style. <http://www.betterteacher.org/current-trends/Multiple.asp>

Tier: Tier 1

Activity - Multiple Intelligences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to display their learning in a variety of ways.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All staff

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate learned skills and concepts through a culminating activity such as a science fair.	Direct Instruction	Tier 1		09/08/2015	05/27/2016	\$0	No Funding Required	All science teachers

### Strategy 3:

Scientific Process - Staff will incorporate scientific processes and procedures into their lessons.

Category:

Research Cited: Scientific inquiry is a multifaceted activity that involves making observations, posing questions, examining sources of information, planning investigations, reviewing others' data, using tools to gather and analyze data, proposing explanations and predictions, and communicating the results of investigations

(National Research Council, 2000). In short, inquiry is the process that scientists use to make empirical observations and develop evidence-based explanations of the natural world. A role of science teachers is to help students model this process in the classroom (National Research Council, 2000). The National Research Council describes five key features of inquiry-based instruction in science: Learners are engaged by scientifically oriented questions, Learners give priority to evidence, which allows them to develop and evaluate explanations that address

scientifically oriented questions, Learners formulate explanations from evidence to address scientifically oriented questions, Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific understanding, and Learners communicate and justify their proposed explanations.

Science lessons may include any number of these features and may vary in the degree to which students are self-directed. Teacher-guided scientific inquiry engages students in a subset of these features. As teachers move a classroom toward full inquiry, students learn how to conduct science and learn about the nature of science.

From: [http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/Scientific\\_Inquiry\\_What\\_We\\_Know.asp](http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/Scientific_Inquiry_What_We_Know.asp)

Tier: Tier 1

Activity - Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use organizers to collect and organize data.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$100	General Fund	All Science Teachers

Activity - Student Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will display results in a variety of developmentally appropriate ways.	Other	Tier 1	Implement	09/08/2015	05/27/2016	\$0	Other	All Science Teachers

Activity - Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to formulate their own investigations and/or hypothesis for experiments.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	Other	All Science Staff

## Goal 2: Writing Achievement

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 05/27/2016 as measured by state assessment with an average of 60.5 % proficiency.

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### Strategy 1:

Authentic Writing - Staff will interweave a number of writing instructional activities for writing for authentic audiences.

Category:

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation New York. Washington, DC: Alliance for Excellent Education.

Tier: Tier 1

Activity - Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of mentor texts as models for student writing.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff
Activity - RAFT (Role, Audience, Form, Topic)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will experiment with different roles, audiences, formats and topics during the writing process.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff
Activity - Writing Response Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide anticipatory writing and/or reflection prompts to introduce concepts and assess student understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff
Activity - Writing Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following a teacher-modeled writing lesson, students are given a designated time to practice, develop and improve writing skills. Students also have opportunities to share and reflect upon writing.	Direct Instruction	Tier 1	Monitor	09/08/2015	05/27/2016	\$200	General Fund	All Staff

## Goal 3: Reading Comprehension and Fluency

### Measurable Objective 1:

A 2% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Reading Comprehension and Fluency in English Language Arts by 05/27/2016 as measured by state assessment with an average of 74.69 % proficiency..

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### Strategy 1:

Comprehension - Intentional teaching of comprehension strategies across all curriculum areas.

Category:

Research Cited: Biancarosa, G., and Snow, C.E. (2004). Reading Next - A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Tier: Tier 1

Activity - Anchor Charts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessionals will collaborate with students to produce a learning chart (graphic organizer of some type) to reinforce learning and introduce new concepts and/or skills. These will be accessible to the class for future reference. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff

Activity - Think Alouds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model their thinking out loud to assist students in understanding text. The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text. Oster, L. (2001). Using the think-aloud for reading instruction. The Reading Teacher, 55, 64-69. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff

### Strategy 2:

Reading Time - K-12 staff will provide opportunities in all content areas for reading time.

Category:

Research Cited: Biancarosa, G., and Snow, C.E. (2004). Reading Next - A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Tier: Tier 1

Activity - At Home Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-home reading will be assigned. Targeted students will receive additional support and guided practice from paraprofessionals prior to taking assigned reading home.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff

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Activity - Content Area Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non English Language Arts core subject teachers will provide students time to read a minimum of 30 minutes per week. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	Non English Language Arts core content teachers and paraprofessionals
Activity - Libraries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of high-interest reading materials available to students for self-selected reading in the school library and in classroom libraries.	Other	Tier 1	Implement	09/08/2015	05/27/2016	\$1000	General Fund	All Staff
Activity - SSR (Sustained Silent Reading)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read self-selected materials silently for a designated amount of time determined by age appropriateness.	Other	Tier 1	Monitor	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff
Activity - Summer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will select high-interest books, the school will purchase the books, and the students can trade the books in at various times with the overall goal of encouraging summer reading.	Other	Tier 1	Implement	06/04/2015	09/30/2015	\$1500	Other	All staff

## Goal 4: Math Understanding & Application

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math understanding and application in Mathematics by 05/27/2016 as measured by state assessment with an average of 61.45% proficiency. .

### Strategy 1:

Align Curriculum with Common Core Standards - K-12 staff will align curriculum with common core standards.

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Category:

Research Cited: Research from the McRel group (Mid-continent Research for Education and Learning), which documents increased student achievement by assuring a guaranteed and viable curriculum. More information can be found at [www.mcrel.org](http://www.mcrel.org) and [www.changingtheodds.org](http://www.changingtheodds.org)

Tier: Tier 1

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive and participate in training for the common core standards and state assessment training as provided by the local intermediate school district.	Professional Learning	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	All Staff

### Strategy 2:

Basic Skill Improvement - Improve basic skills appropriate to grade level.

Category:

Research Cited: Teachers reported manipulatives were used for demonstrations, problem solving, change of pace, rewards, "fun," and better understanding (Moyer, 2001; Moyer & Jones). Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. Grover Whitehurst, the Director of the Institute for Educational Sciences (IES), noted this research during the launch of the federal Math Summit in 2003:

Cognitive psychologists have discovered that humans have fixed limits on the attention and memory that can be used to solve problems. One way around these limits is to have certain components of a task become so routine and over-learned that they become automatic. (Whitehurst, 2003)

Tier: Tier 2

Activity - Daily Drill	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will spend 5-10 minutes daily on basic skill drill and development, using Minute Math and Rocket Math. Targeted students will receive additional support and time from paraprofessional.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	K-12 Math Staff and paraprofessionals

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessional will use mathematic manipulatives with targeted students grades K-12 to enhance guided and independent practice in mathematics.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	K-12 Math Staff and paraprofessionals

### Strategy 3:

Data Analysis - Utilize Assessments and student performance data to inform instruction and determine interventions.

Category:

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Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, its not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). SEDL Southeast and Texas Comprehensive Centers offer technical assistance and professional development throughout their respective regions to help educators use data effectively. This data-use support includes helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. It also has included training on approaches such as Response to Intervention and the Professional Teaching and Learning Cycle to help school staff identify areas for mprovement and modify practices. <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.htm>

Tier: Tier 2

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze assessments to determine areas of weakness to modify instruction, and determine interventions if necessary.	Teacher Collaboration	Tier 2	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	K-12 Math Staff

### Strategy 4:

Learn Mathematics Through Problem Solving - Learning new concepts and skills while solving problems. (Improve problem solving with word problems).

Category:

Research Cited: There is widespread agreement that teaching through problem solving holds the promise of fostering student learning (Schroeder & Lester, 1989).

Tier: Tier 1

Activity - Guided Academics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be additional tutoring support provided for students in grades 5-12 who need additional help in basic skills and to meet grade level expectations. Support will be provided by teachers for 60 minutes afterschool.	Other	Tier 2	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	Grades 5-12 staff and paraprofessionals.

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and paraprofessional will teach/reteach and review problem solving strategies with targeted students. Targeted students will learn math concepts through problem solving activities provided by teachers and paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	No Funding Required	K - 12 Math Teachers and paraprofessionals

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Activity - Accelerated Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with additional level-specific math practice.	Academic Support Program	Tier 1	Implement	09/08/2015	05/27/2016	\$2000	General Fund	K-5 teachers and paraprofessionals

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Reading Time	Non English Language Arts core subject teachers will provide students time to read a minimum of 30 minutes per week. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	Non English Language Arts core content teachers and paraprofessionals
Problem Solving	Teachers and paraprofessional will teach/reteach and review problem solving strategies with targeted students. Targeted students will learn math concepts through problem solving activities provided by teachers and paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	K - 12 Math Teachers and paraprofessionals
Multiple Intelligences	Students have the opportunity to display their learning in a variety of ways.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All staff
Mentor Texts	Teachers will use a variety of mentor texts as models for student writing.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Professional Training	Staff will receive and participate in training for the common core standards and state assessment training as provided by the local intermediate school district.	Professional Learning	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Guided Academics	There will be additional tutoring support provided for students in grades 5-12 who need additional help in basic skills and to meet grade level expectations. Support will be provided by teachers for 60 minutes afterschool.	Other	Tier 2	Implement	09/08/2015	05/27/2016	\$0	Grades 5-12 staff and paraprofessionals.
At Home Reading	At-home reading will be assigned. Targeted students will receive additional support and guided practice from paraprofessionals prior to taking assigned reading home.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	All Staff
Math Manipulatives	Teachers and paraprofessional will use mathematic manipulatives with targeted students grades K-12 to enhance guided and independent practice in mathematics.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	K-12 Math Staff and paraprofessionals

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Science Fair	Students will demonstrate learned skills and concepts through a culminating activity such as a science fair.	Direct Instruction	Tier 1		09/08/2015	05/27/2016	\$0	All science teachers
Analyze Data	Analyze assessments to determine areas of weakness to modify instruction, and determine interventions if necessary.	Teacher Collaboration	Tier 2	Implement	09/08/2015	05/27/2016	\$0	K-12 Math Staff
SSR (Sustained Silent Reading)	Students will read self-selected materials silently for a designated amount of time determined by age appropriateness.	Other	Tier 1	Monitor	09/08/2015	05/27/2016	\$0	All Staff
Anchor Charts	Teachers and paraprofessionals will collaborate with students to produce a learning chart (graphic organizer of some type) to reinforce learning and introduce new concepts and/or skills. These will be accessible to the class for future reference. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Writing Response Journaling	Teachers will provide anticipatory writing and/or reflection prompts to introduce concepts and assess student understanding.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Think Alouds	Teachers will model their thinking out loud to assist students in understanding text. The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text. Oster, L. (2001). Using the think-aloud for reading instruction. <i>The Reading Teacher</i> , 55, 64-69. Targeted students will receive additional support from paraprofessionals.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Daily Drill	Teachers will spend 5-10 minutes daily on basic skill drill and development, using Minute Math and Rocket Math. Targeted students will receive additional support and time from paraprofessional.	Direct Instruction	Tier 2	Implement	09/08/2015	05/27/2016	\$0	K-12 Math Staff and paraprofessionals
RAFT (Role, Audience, Form, Topic)	Students will experiment with different roles, audiences, formats and topics during the writing process.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Staff
Real World Application	Students will experience real-world science application through activities such as walking/hiking on school grounds, guest speakers, working with local businesses, and free field trips, etc. They will also use newly acquired microscopes to further study various matters.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All science teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Summer Reading	Students will select high-interest books, the school will purchase the books, and the students can trade the books in at various times with the overall goal of encouraging summer reading.	Other	Tier 1	Implement	06/04/2015	09/30/2015	\$1500	All staff
Experiments	Students will be given the opportunity to formulate their own investigations and/or hypothesis for experiments.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Science Staff
Student Presentations	Students will display results in a variety of developmentally appropriate ways.	Other	Tier 1	Implement	09/08/2015	05/27/2016	\$0	All Science Teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Kits	Students will be working with materials from science manipulatives and other hands-on materials.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$300	K-5 Science Teachers
Libraries	Increase the number of high-interest reading materials available to students for self-selected reading in the school library and in classroom libraries.	Other	Tier 1	Implement	09/08/2015	05/27/2016	\$1000	All Staff
Organizers	Students will use organizers to collect and organize data.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$100	All Science Teachers
Writing Workshop	Following a teacher-modeled writing lesson, students are given a designated time to practice, develop and improve writing skills. Students also have opportunities to share and reflect upon writing.	Direct Instruction	Tier 1	Monitor	09/08/2015	05/27/2016	\$200	All Staff
Supplemental Science Weekly Materials	Students will work with published science magazines during class time to further understand science concepts.	Direct Instruction	Tier 1	Implement	09/08/2015	05/27/2016	\$1000	All science teachers
Accelerated Math	Provide students with additional level-specific math practice.	Academic Support Program	Tier 1	Implement	09/08/2015	05/27/2016	\$2000	K-5 teachers and paraprofessionals