



## **Jeannette Myhre Elementary School**

### ***School wide Action Plan for 2018 – 2019***

### **June 2018**

#### **Profile**

##### **District Profile**

Bismarck is an economically diverse, fast growing and dynamic community. The Bismarck-Mandan Metropolitan Statistical Area (MSA) for 2011 shows a population of 106,286 people with incorporated city limits of Bismarck at 61,272 according to the 2012 Census.

Bismarck Public Schools is the largest school district in the state, with 12,170 students and 1,913 staff members. We have over 500 classrooms in 17 grade schools, 3 middle schools, 3 senior high schools, an alternative high school, a Career Academy and Technical Center, and an early childhood program. BPS completed the building of Legacy High School in the fall of 2015.

Our drop-out rate in 2014-15 was 3%, and the average daily attendance in 2017-18 was 95.29%. All of our schools are "accredited with commendation" by the North Dakota Department of Public Instruction and North Central Association of Colleges and Schools.

Bismarck Public Schools requires 24 credits to graduate from high school. About 21% of students in grades 10-12 are members of the National Honor Society, and 22% of the seniors are Presidential Academic Fitness Award winners, maintaining an A- or higher GPA and score at the 85th percentile or above on a national achievement test.

#### **School Profile**

##### **Jeannette Myhre School Profile**

Jeannette Myhre Elementary School is one of Bismarck Public School's (BPS) sixteen elementary schools. Bismarck, the capital city of North Dakota, has a current population of about 67,034 people and is growing. BPS serves the entire city and a portion of Burleigh County. As of March 2009, the US Census estimated that the Bismarck/ Mandan area has 106,286 people and is steadily growing.

Bismarck has sustained a robust economy even during recent national hardships. Continual increases in employment rates every year can be attributed to a nurturing, pro-business local government and a strong regional economy. Bordered by the Missouri River, Bismarck boasts ample parkland, golfing and a strong hunting and fishing community, making it an ideal community for those with an affinity for outdoor activities. Winters are harsh, but residents speak warmly of a community that has a reputation of being both safe and trusting. By North Dakota standards, Bismarck is considered an urban community.

In 2018-19, Jeannette Myhre's school population will decrease slightly from 312 students to approximately 272 students. Myhre expects a need for consistent support in order to be able to respond to a variety of needs that are often associated with schools with high percentages of free and reduced demographics.

Jeannette Myhre Elementary School's (Myhre) community is located in the southeast area of Bismarck. Light industry and commercial property is interspersed throughout the school community, which is made up of several large mobile home parks and older residential subdivisions. Newcomers to Bismarck often find entry level housing in the area. Often, when a family's financial situation improves, they move to other parts of town, frequently leaving their child enrolled at Myhre. Sixty-four percent of Myhre's kindergarten to fifth grade students qualified for free or reduced meals during the 2017-2018 school year. Nearly 47% of students from Myhre come from single

parent homes. In addition, Myhre's 2017-18 mobility rate was 29%, the highest mobility ratio in our district, along with 11% of students who are in transition. Frequently, Myhre will enroll students who have already attended two or more other schools before they arrive at Myhre. Several students will leave Myhre and return sometime before the year is completed. Historically, only 33% of Myhre's student population remains in our building for 2.5 years or more. Consistent and regular school attendance is an area of concern, but has improved with school intervention support. Currently, our attendance rates are comparable to the state average of 95%.

Myhre School has a diverse student population and it will continue to expand in 2018-19. The demographic ethnic makeup of Myhre students includes:

Asian	1%	Hispanic	8%
African American	6%	American Indian	31%
Caucasian	54%	Other	0%

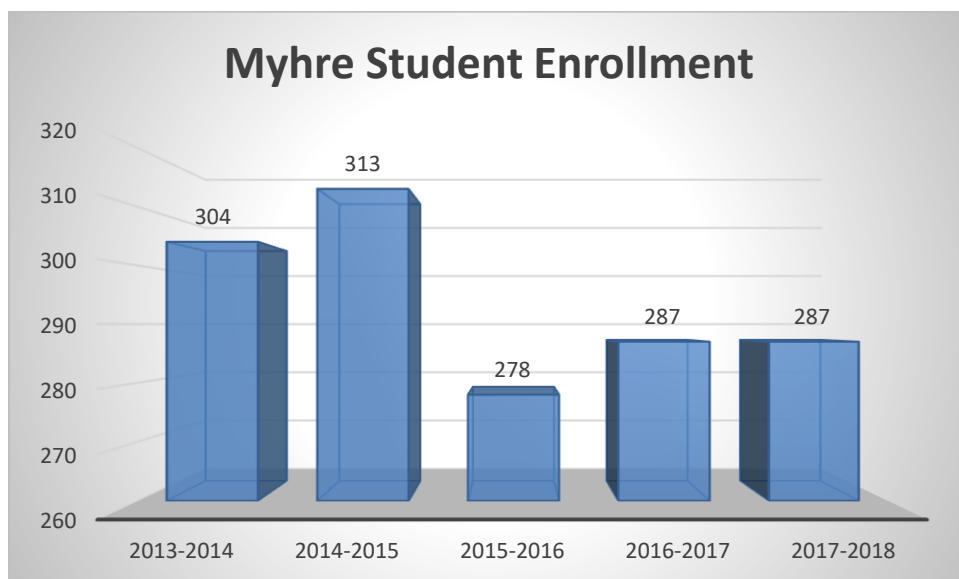
The diversity allows for rich cultural awareness and appreciation. It also is reflected in the subgroup needs for both math and reading success related to academic achievement (see charts below). By tracking individual student achievement and subgroup results, the MTSS process is a critical component in our school to address student achievement growth. This year our work entailed writing grade level SMART goals for literacy and math, which included frequent progress monitoring, across all subgroup populations, to insure all students met a year's worth of growth. For the subgroup of students with disabilities, Myhre had 22% of its students identified for IEP's. Other needs of students are addressed by a thorough use of the Multi-Tiered System of Support process at Myhre Elementary where interventions may be planned to address needs immediately without identifying a student for special education.

## **Comprehensive Needs Assessment**

### **Demographic Data**

#### **Enrollment**

Myhre's enrollment is stayed the same, from 2016-17, but will decrease slightly in 2018-19. This data is tracked through PowerSchool. Jeannette Myhre will continue to adhere to attendance boundaries set by the district. Currently, the average daily membership is 287 with a projected enrollment 272 for 2018-19.



## Attendance

Myhre's average daily attendance has stayed relatively the same from last year. This data is tracked by PowerSchool and reviewed weekly by the Behavior Team which is comprised of the school Social Worker, the School Counselor, the Behavior Coach, and building Principal. This information along with attendance interventions are shared with teachers within PLCs. Jeannette Myhre currently has a procedure in place that identifies students who are missing school or are tardy on a frequent basis. A series of letters and interventions are put in place to address these concerns. Interventions include phone calls home, home visits, school meetings, and attendance plans identifying barriers to regular school attendance. Myhre will continue to follow district guidelines regarding student attendance.

Myhre's average yearly attendance during the 2013-2014 school year was 95.58%, 2014-2015 school year was 95.7%, 2015-16 school year was 95.01% , 2016-17 was 95.1% and 2017-18 was 95.29% . The chart below shows this historical data.

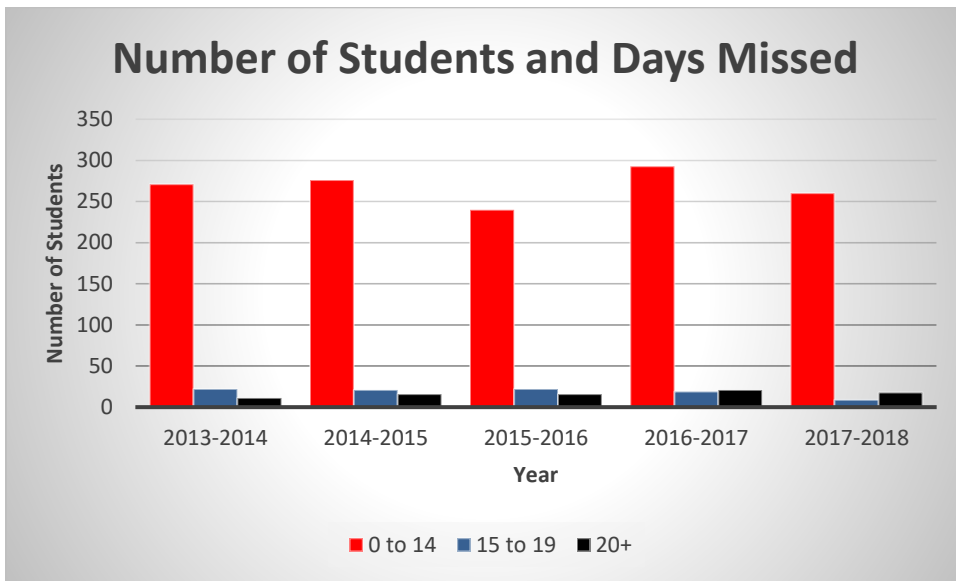
Over the previous 5 years, our data does not reflect a large fluctuation pattern, in regards to attendance and tardiness. However, from last year to this year, there has been a decrease in the number of students missing a significant amount of school days or have been tardy on a significant amount of days (18 or more) in 2017-18. The students attending Myhre who miss significant amounts of school are from families that have several barriers. Such as; single parent family, drug and alcohol addiction, homelessness and/or unreliable transportation are just a few barriers. Transportation by busing is not available to these families since they live within the 1 mile radius of the school. This has caused attendance concerns for some of these students. Myhre has put soft landing plans in place for students to arrive at the scheduled time. This has helped with the current data.

Year	Students with 18+ Absences	Students with 18+ Tardy Days	ADA %	Tardy %
2012-2013	27	14	95.37%	97.37%
2013-2014	14	11	95.58%	97.82%
2014-2015	22	15	95.7%	97.07%
2015-2016	26	7	95.01%	96.00%
2016-2017	31	2	95.12%	98.87%
2017-2018	18	12	95.2%	98.75%

The average days absent for Myhre students who attended school for 180 days include the following data:

- 2013-2014 8 days absent
- 2014-2015 7.74 days absent
- 2015-2016 8.98 days absent
- 2016-2017 13.87 days absent
- 2017-2018 7.9 days absent

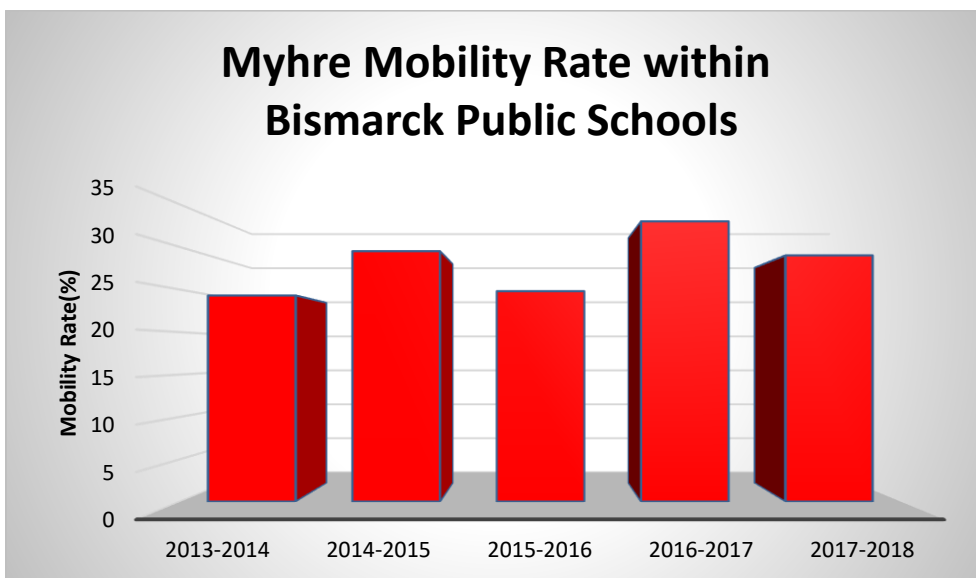
This is data obtained from the first year with a new system along with additional students joining our school for 2017-18. The interventions which occurred throughout the current school year will have a positive impact on the next school year's data.



**Mobility/Stability**

Myhre’s mobility is an issue and is substantially higher than many other schools in Bismarck Public Schools, high mobility rate was 33% in 2016-17 school year, and 29% in 2017-18. Myhre’s stability rate increased slightly over the previous year to 75%, along with an average attendance rate 95.29%, in 2017-18, it is evident that we need to continue to be responsive to a changing population. We also recognize this is not a factor which is within our control. Our school level policy and practice is to work with parents to ensure they have access to community resources when they need them. In regards to attendance interventions, Myhre has started the process of conducting family intakes, on new students, entering with significant attendance, academic, or behavior concerns. This intervention serves to teach both the student and parent the school rules and allows the school access to important student information so that teachers are prepared to meet student needs. All attendance data and interventions are reviewed weekly with the counselor, social worker, and principal. Myhre will continue holding attendance meetings to ensure parents and students are aware of the resources available to them.

The following graph documents Myhre’s mobility throughout the last five years. Throughout the 2017-18 school year, Myhre enrolled 44 new students and 49 students transferred out. The transfers were primarily due to a lack of housing and financial resources to sustain living in the area.



## Perception Data

### Parent Survey

Myhre Elementary hosted a Fall Open House, Title I Annual Review, Math Bash, Family Game Night, Read Every Day Open houses, Kindergarten Open House, Spring Project-Based Learning Extravaganza. In addition, we had monthly PTO Meetings, Parent-teacher conferences and many other activities that are outlined in the detailed school wide plan attachment at the end of this document.

The most effective and widely attended parent activity included Music programs and Title I Reading and Mathematics evenings, R.E.D. as well as our Spring Learning and Project Extravaganza. The Title I events included parent educational engagement events related to Literacy & Math, Mathematics or Social-emotional behavior strategies.

Myhre surveyed parents at the beginning of the school year and collected information related to their interests and desires for the 2017-2019 school years. This survey of parents indicated that most parents were interested in topics related to academics, facility, and student supports. This information will be used to create some of the parent events for this upcoming school year.

The following data relates to several of the events throughout the 2017-2018 school year.

- Myhre Spring PBL Learning Extravaganza (410+ attended)
- Parent Surveys, AdvancED
- Parent Education and Music Performance for each grade (The data varied but all grades had at minimum 70 percent of students and parents in attendance)

The Parent Survey that was completed, this year, was delivered to the entire population of parents. This coming year, 2018-19, data will once again be collected, related to student and parent perception, and we will use district AdvancED survey's that are tested for validity and reliability. As a school, we are working ways in which to receive more parent survey feedback. Higher scores indicate that parents feel Myhre is a safe learning environment for their children and that adult mentoring remains strong. Areas for growth, point toward teachers keeping parents informed as to how their child is scored/graded in academic areas and stakeholder involvement.

2018 AdvancED Parent Survey Data Link: <https://goo.gl/JxysX5>

### Student Survey

The following survey questions were answered by the third-fifth grade students at Myhre, in the middle of the year, for the 2017-18 academic school year. It is important that students know their strengths and areas they need support. As an area of opportunity, reflected in our survey results, our Student Success Team (counselor, social worker and behavior coach) will also work with our student body on their perception of themselves and others. One of the highlights noted was that students feel highly engaged in academic content and have fun at school. This average exceeds our state rates at this time. Myhre utilized our district AdvancED student surveys for the 2017-18 school year. They are tested for reliability and validity and will be available for future data reporting. The results are as follows:

2018 AdvancED Student Survey data link: <https://goo.gl/QrWu4K>

### Staff Survey

Children and adults need to feel that they are cared for and are safe before they can learn. The mission of Jeannette Myhre Elementary School is to be a caring, safe, learning community. The children and adults work together and learn together while steadily building upon their strengths and expanding their talents. The following staff survey, with questions framed around Myhre's mission, was conducted in the fall of 2017 and provides validation from the

perspective of staff, of support for the mission. The results will be analyzed and goals will be set to continue Myhre’s efforts toward continual improvement.

The Myhre staff survey indicates the areas of teachers utilizing data to make informed decisions towards student growth, leadership providing adequate instructional resources, providing collaborative opportunities for teachers to share strategies, building a culture of critical thinking and self-reflection, as well as continued professional development for teachers, remains strong. An opportunity to continue to build a collaborative culture, support mindfulness, as well as evaluate staff members on criteria to improve teaching and learning, will remain an opportunity for growth at Myhre.

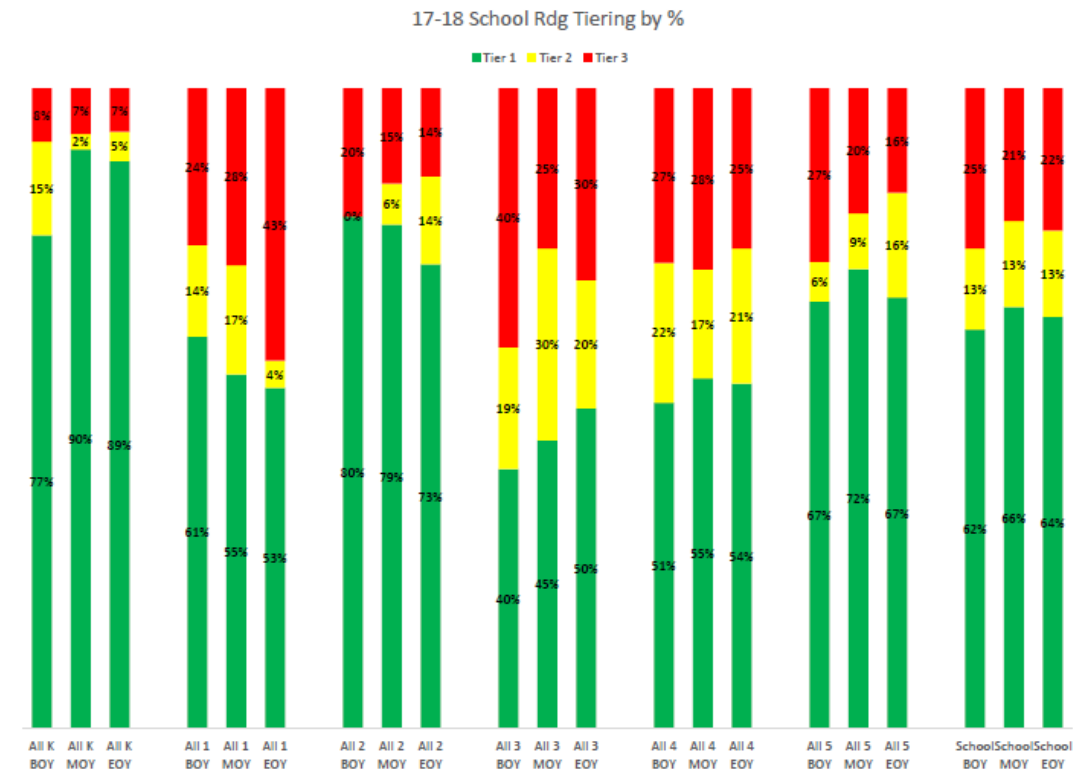
2018 AdvancED Staff Survey data link: <https://goo.gl/3q19hF>

### Student Achievement Data

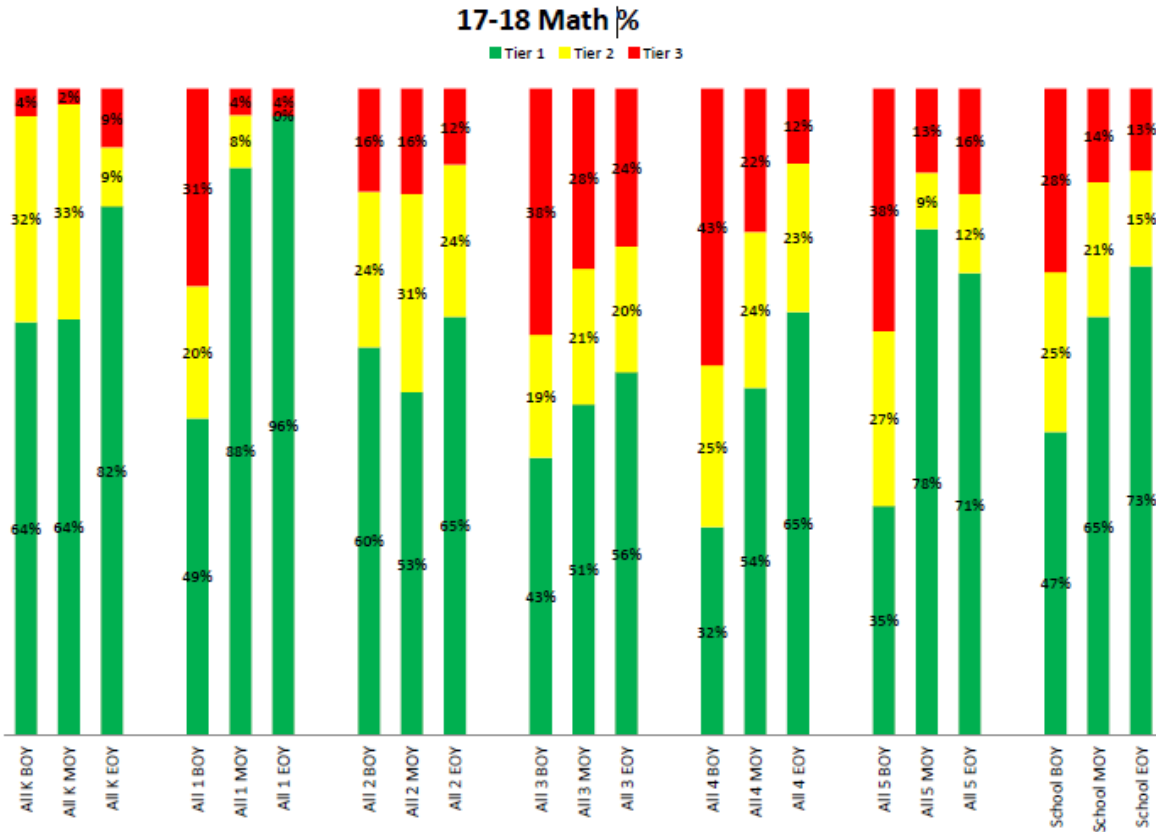
The academic data charts below depicts a clear picture of Myhre’s academic needs and growth for 2017-18. These charts are current and reflect beginning, middle, and end of year growth points. Exceptional growth was made across the year in math, growth was reflected in literacy, and however this academic area will rise to be our targeted priority for growth in 2018-19. Most importantly, the challenge to meet expected growth norms and a year’s worth of growth for every student, remains a priority. Jeannette Myhre tracks student academic progress through a variety of systems, coupled with its Professional Learning Community (PLC) grade level collaboration meetings. The established SMART goals are grade level dependent and based on the incoming student’s level of math, science, and literacy. These goals adjust accordingly to individual student growth throughout the course of the academic school year and measure a year’s worth of growth. Jeannette Myhre conducts data review meetings every 6-8 weeks to determine student growth using a triangulation data monitoring system, MTSS-A.

### Jeannette Myhre School-wide Assessment Data 2017-18, BOY/EOY

#### Overall Reading



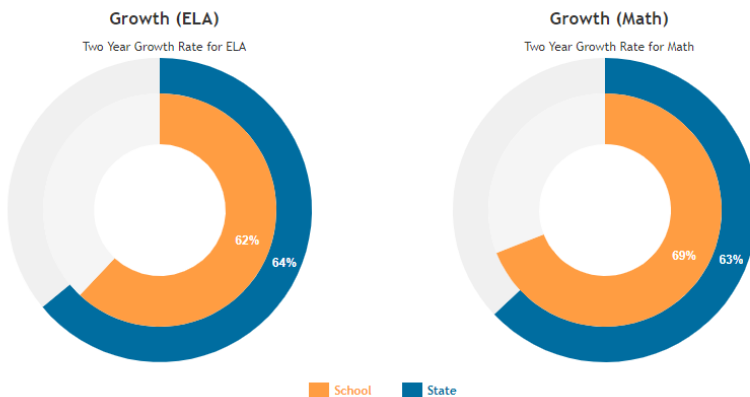
#### Overall Math



## North Dakota State Assessment (NDSA)

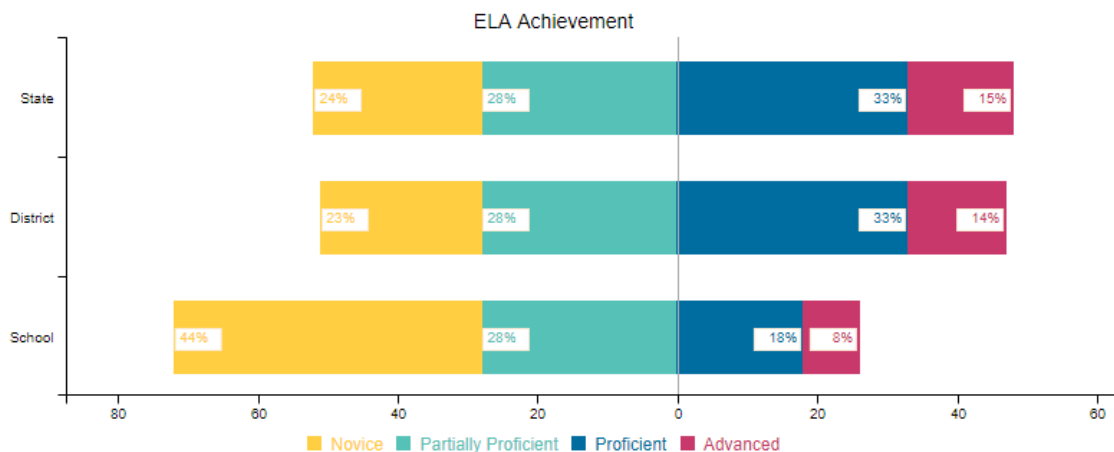
This assessment is given in the spring of each year and is used as a summative assessment. The NDSA changed the format and increased the rigor of this assessment (SMARTER BALANCED) in 2014-15. Student Proficiency Assessment results decreased significantly, however have begun to increase over the last three years, not only school-wide, but also in our identified subgroup categories. Our School-wide goal is to have 100% of our students proficient or advanced in English Language Arts and Math. As of our 2016-17 assessment results, our growth rates in math are exceeding overall state rates, however ELA growth continues to be a priority. Myhre reviews NDSA data each year and breaks down data by student, category, and overall performance.

### Overall NDSA 2-Year Growth Rates

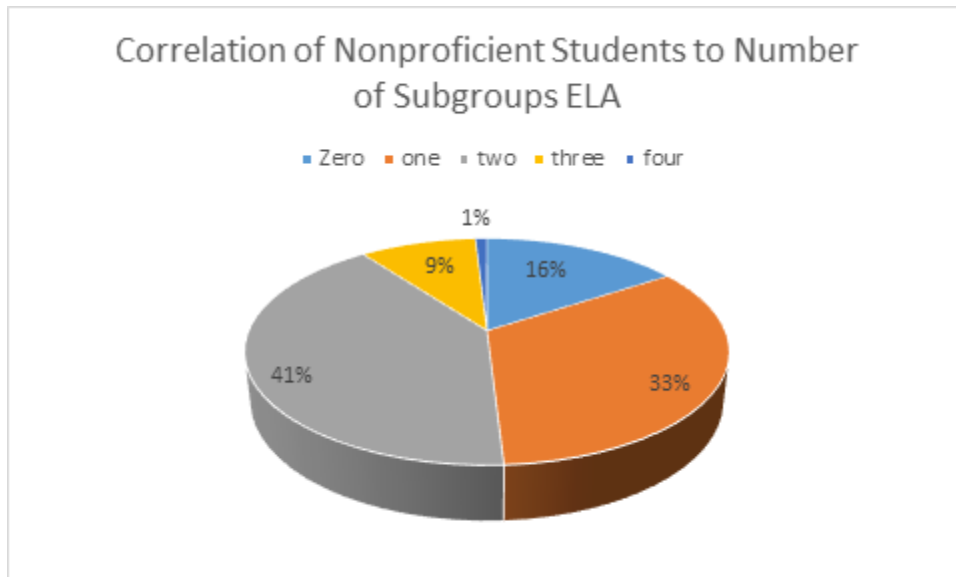


Subgroups	State Reading/ Language Arts: Baseline Data and Year	Myhre Reading/ Language Arts: Baseline Data and Year 16-17	State Reading/ Language Arts: Long term Goal	State Mathematics: Baseline Data and Year	Myhre Mathematics: Baseline Data and Year 16-17	State Mathematics: Long-term Goal
All Students	50.08%	27.00%	67.04%	41.37%	21.00%	60.67%
Economically Disadvantage Students	33.90%	27.10%	55.71%	24.27%	19.60%	49.21%
Children with Disabilities	21.40%	7.90%	47.34%	14.70%	2.60%	42.85%
English Learners	9.30%	0.00%	39.23%	9.00%	0.00%	39.03%
White	55.80%	35.20%	70.39%	46.50%	29.70%	64.16%
American Indian or Alaska Native	25.40%	6.70%	50.02%	16.30%	3.30%	43.92%
African American	34.47%	25.00%	55.38%	21.50%	12.50%	47.41%
Asian or Native Hawaiian/Other Pacific Islander	52.90%	0.00%	68.44%	45.50%	0.00%	63.49%
Hispanic or Latino	35.00%	20.00%	56.45%	23.60%	6.70%	48.81%

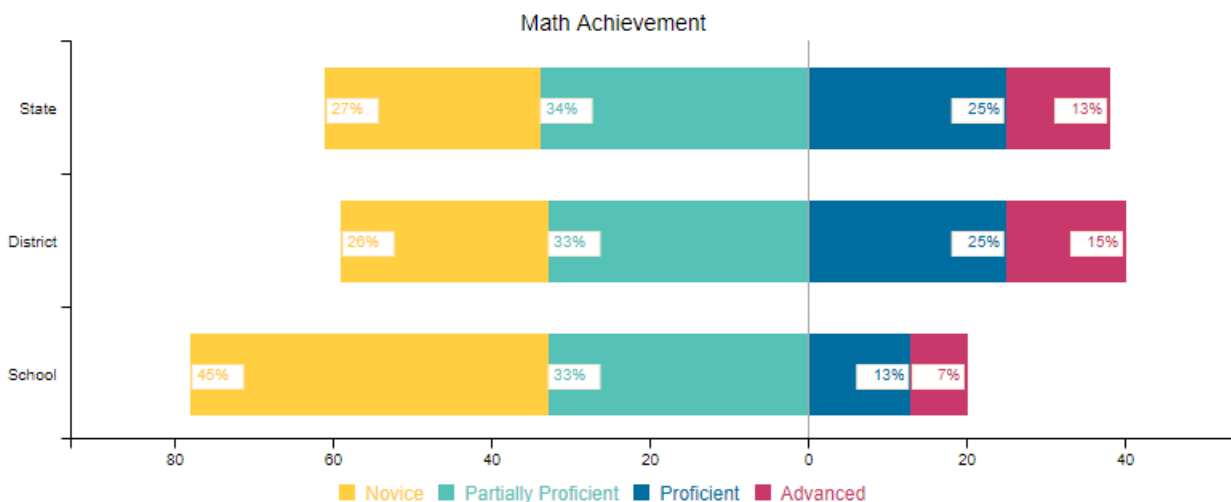
The 2016-2017 NDSA ELA data indicates a 10% decrease in overall student performance proficiency from the previous year, across grades 3-5. We have worked to identify subgroup areas that we can strategically address as we work to increase student achievement growth in this area. This data, as well as utilizing the 2017-18 NDSA data will help Myhre determine where the new benchmark is and what next steps will be needed to move towards proficiency with ALL students. Our Targeted Support Grant was written to directly affect the academic needs in this area.

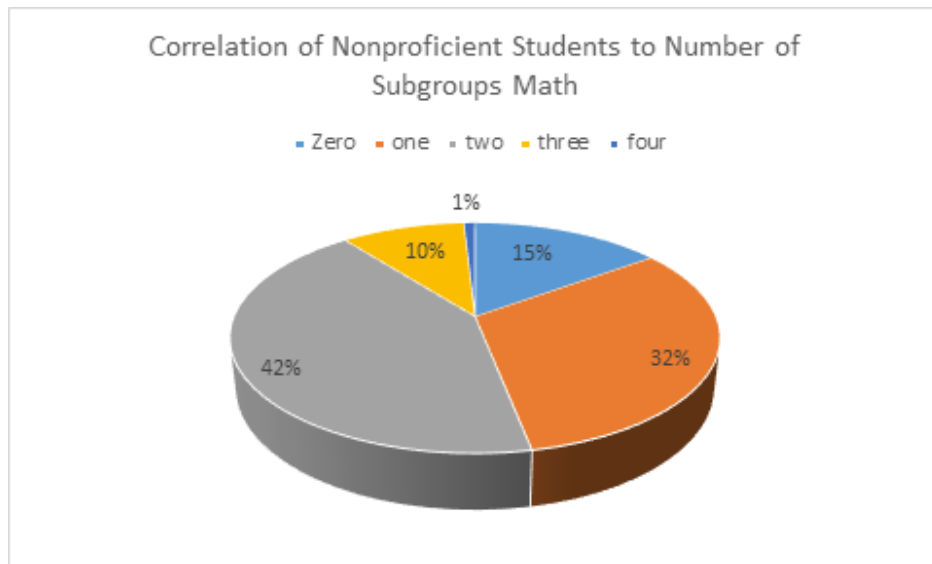






The 2016-2017 NDSA Math data indicates a 2% decrease in overall student performance proficiency from the previous year, across grades 3-5. We have worked to identify subgroup areas that we can strategically address as we work to increase student achievement growth in this area. This data, as well as utilizing the 2017-18 NDSA data will help Myhre determine where the new benchmark is and what next steps will be needed to move towards proficiency with ALL students. Our Targeted Support Grant was written to directly affect the academic needs in this area.





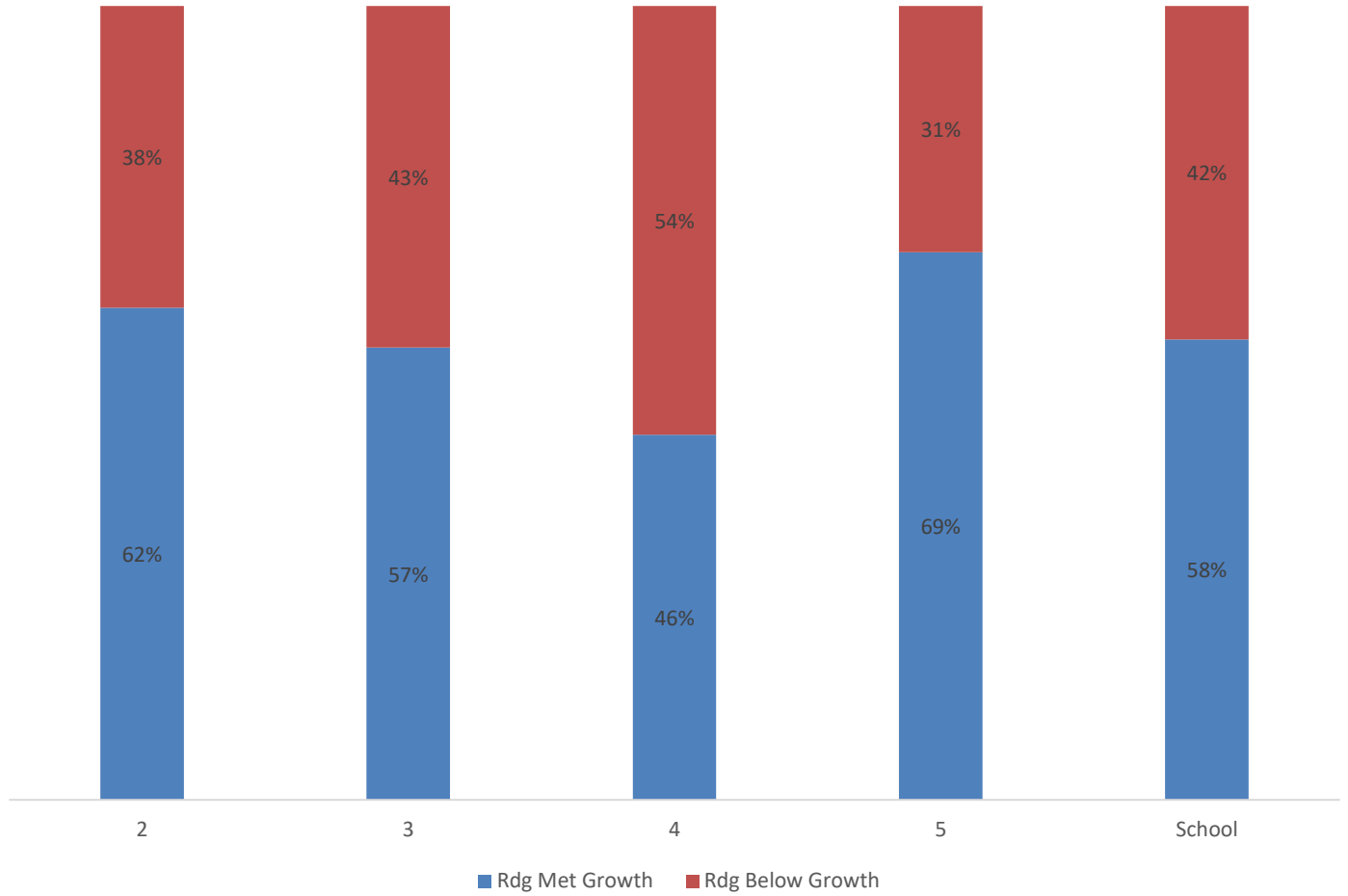
### **NWEA – Measure of Academic Progress (MAP)**

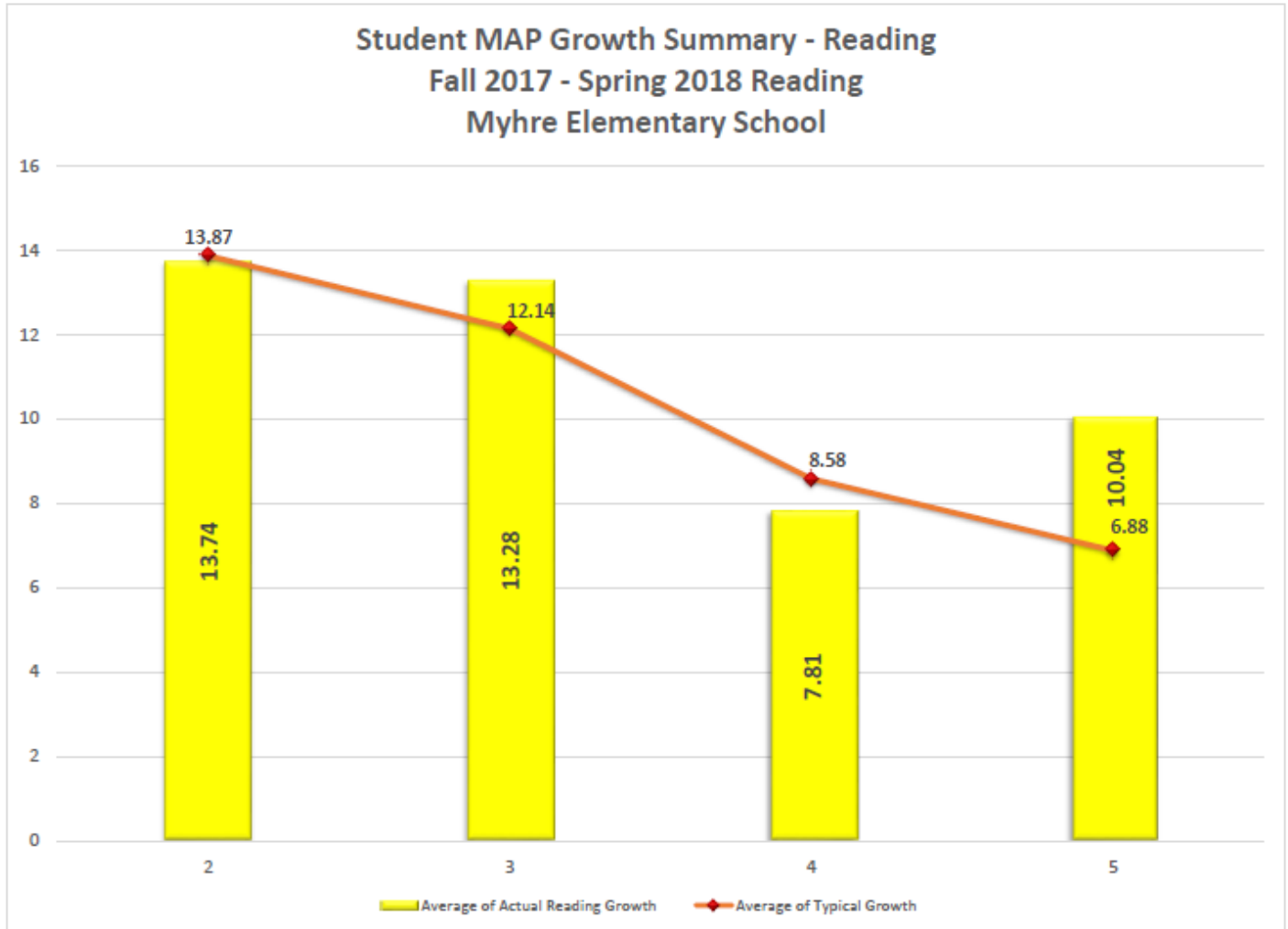
This assessment is conducted no less than three times a year for all students 2-5. Once this assessment is given, the data is used as one point in the triangulation process. In addition, next year, students will once again, in grades 3 through 5, set achievement goals based on their current level of performance.

The first graph below displays the percent of students who are striving to meet target growth on the MAP assessment from fall to winter, based on student who were present for both tests. The 2017-2018 EOY NWEA Reading Map data indicates that the percentage of overall students striving to meet their growth targets. However, our third and fifth graders exceeded these growth points at the end of year. The second graph depicts overall student growth, in Literacy, from fall to spring.

Striving to meet one year's worth of growth for all students is a school wide goal that we dedicate great effort toward. Our PLCs are dedicated to analyzing data and writing SMART goals. We are confident that our EOY data will yield positive results toward our goal because of our strategic efforts to ensure all students meet one year's worth of growth. Our teams have worked to implement a phonics approach to Words their Way instruction, six-minute fluency instruction, the Comprehension Toolkit and Benchmark Literacy (Balanced Literacy). At Myhre, we work to breakdown several factors that threaten overall student growth. These include, a high transient population, homelessness, and high poverty and student attendance concerns. Despite circumstances beyond our control, we remain vigilant to ensuring all students succeed.

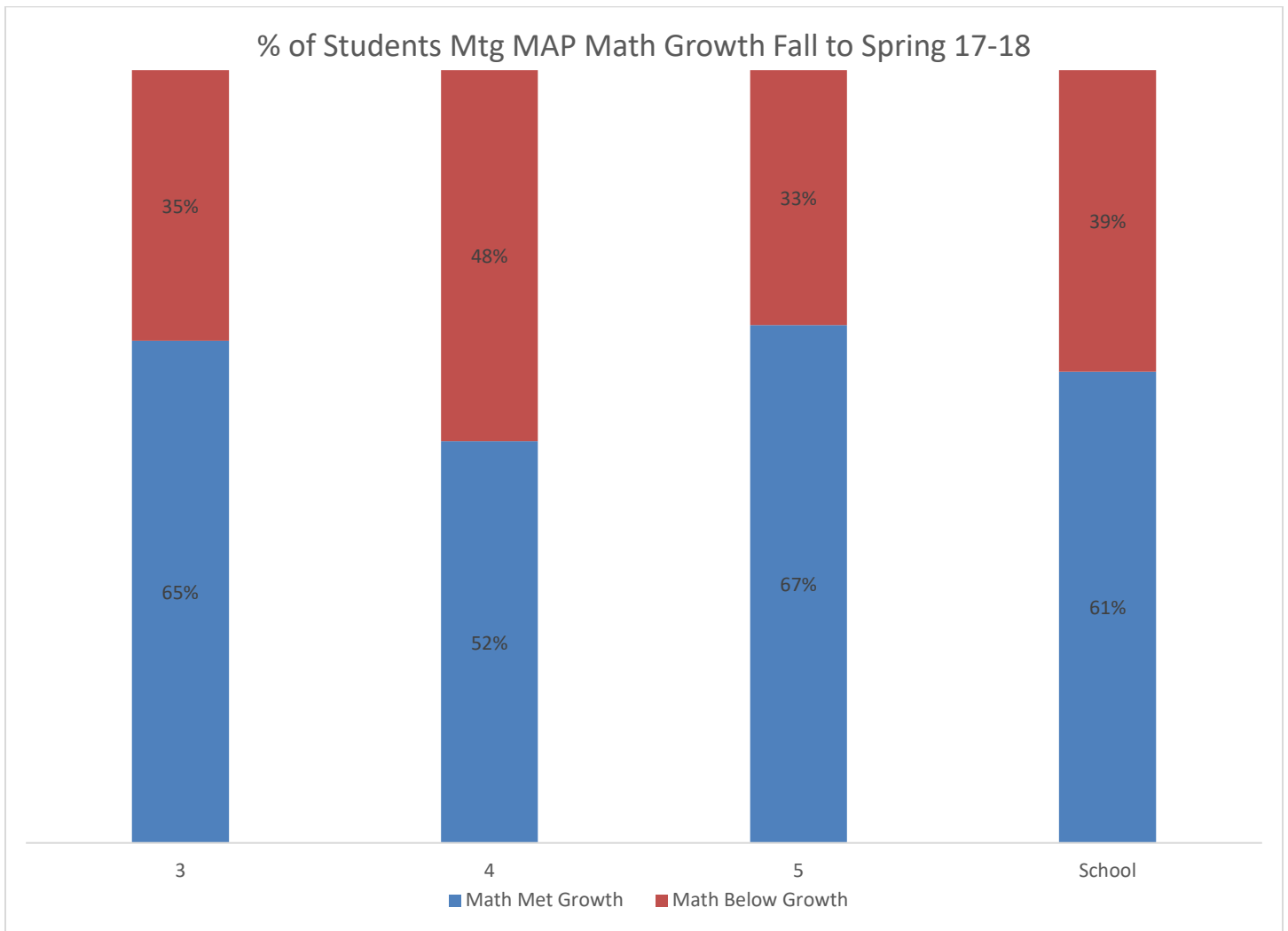
% of Students Mtg MAP Rdg Growth Fall to Spring 17-18

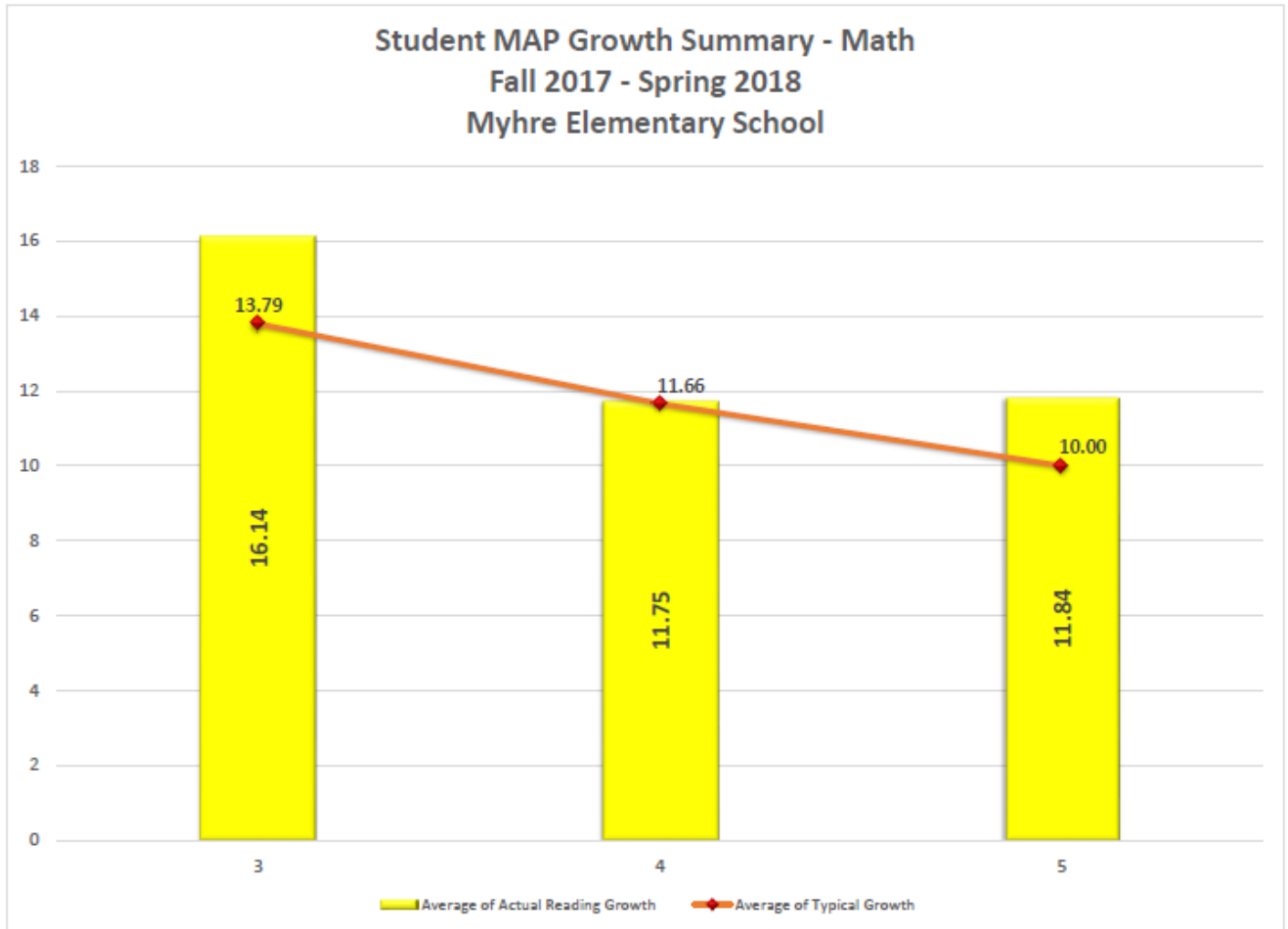




The 2017-2018 NWEA EOY Mathematics Map data indicates that the percentage of overall students meeting their growth targets is nearly 61% of our student population by EOY. Myhre exceeded the average Map growth in math by nearly 6%, in fifth grade, by EOY. This is due to rich instructional practices that embed inquiry, math talks, and whole group instructional practices. Grade four growth rates fell slightly shorter than the average, however by tight analysis of progress monitoring data and strategic SMART Goal application, our expectation remained optimistic as data trended upward. The second graph depicts overall student growth, in Math, from fall to spring. Overall, grade levels (3 - 5) met/exceeded the average typical growth cut points.

As a school, we will continue to dig into mathematical instructional practices to support our efforts to increase student MAP growth rates across all grade levels.

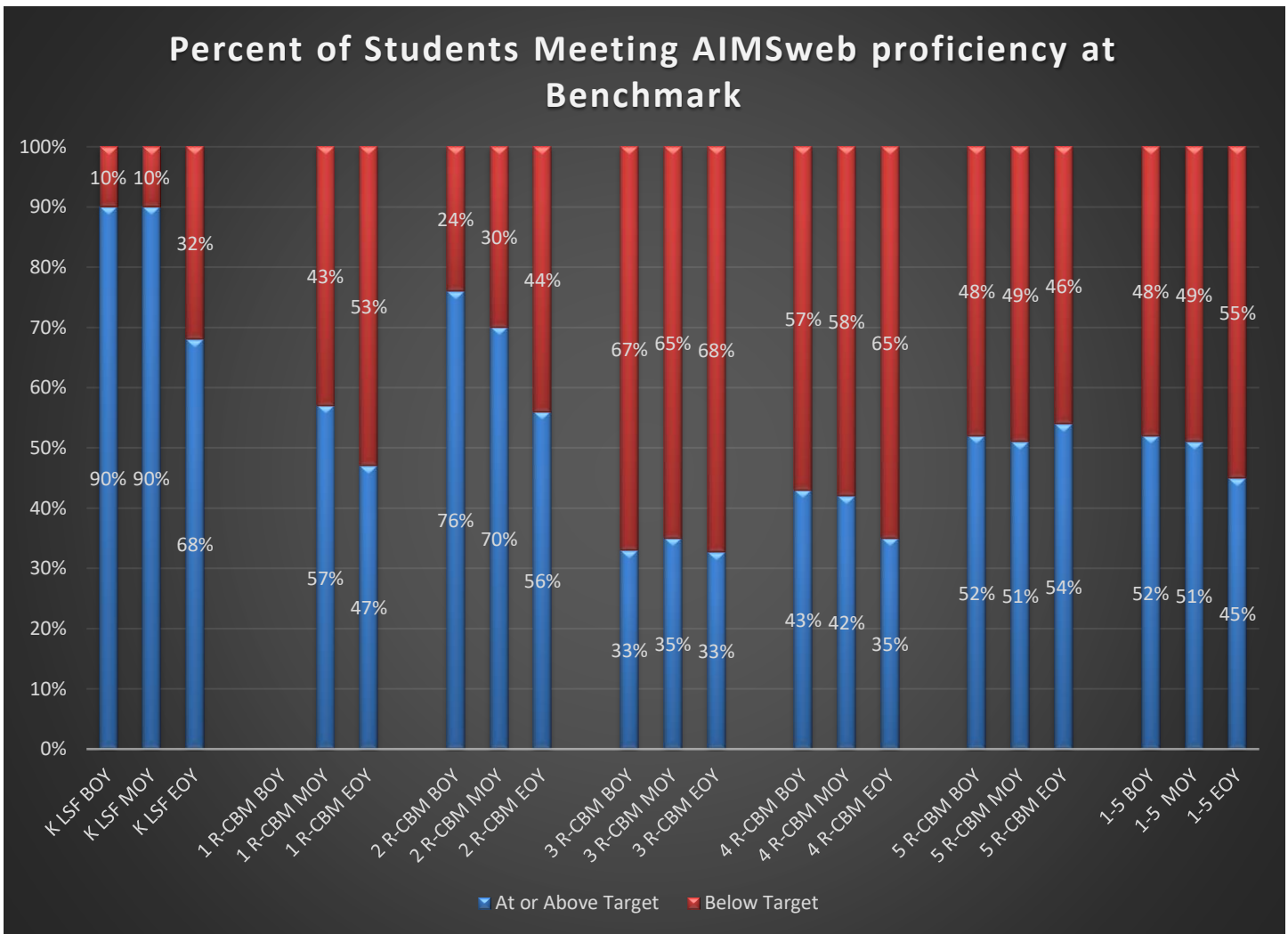




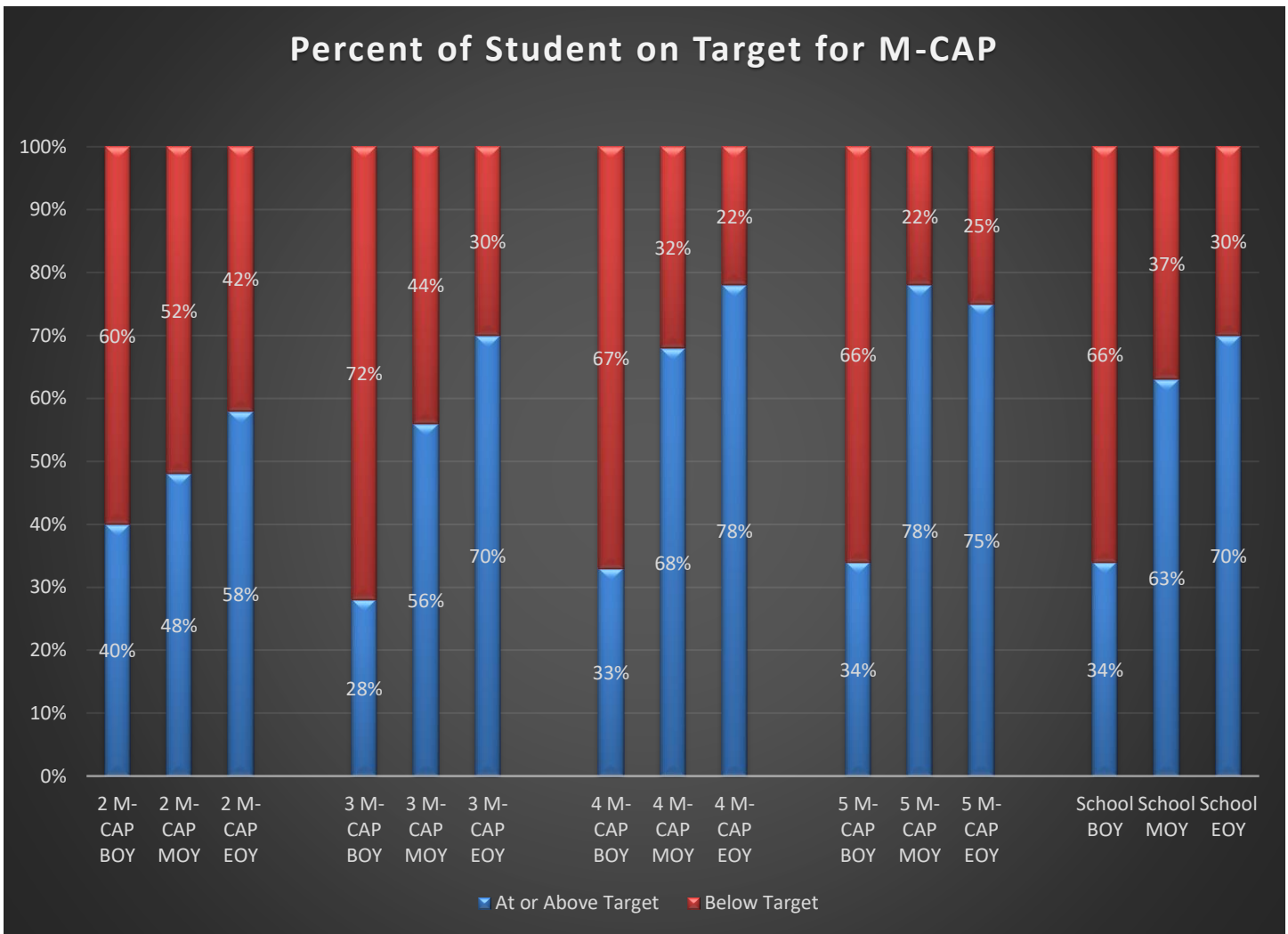
### AIMSweb

This assessment is conducted no less than three times a year for all students. The data is used as one point in the triangulation process. In addition, students identified in Tier II or Tier III are progress monitored every other week. EOY data is being compiled, but not yet available for this report.

The 2017-2018, at the EOY AIMSweb R-CBM Reading data indicates that the average range for readers at proficiency in fluency is 45%. Myhre would like 80-85% of all students performing at or above the student grade level benchmark targets by the end of the year. This data indicates an area of need for Myhre is reading fluency.

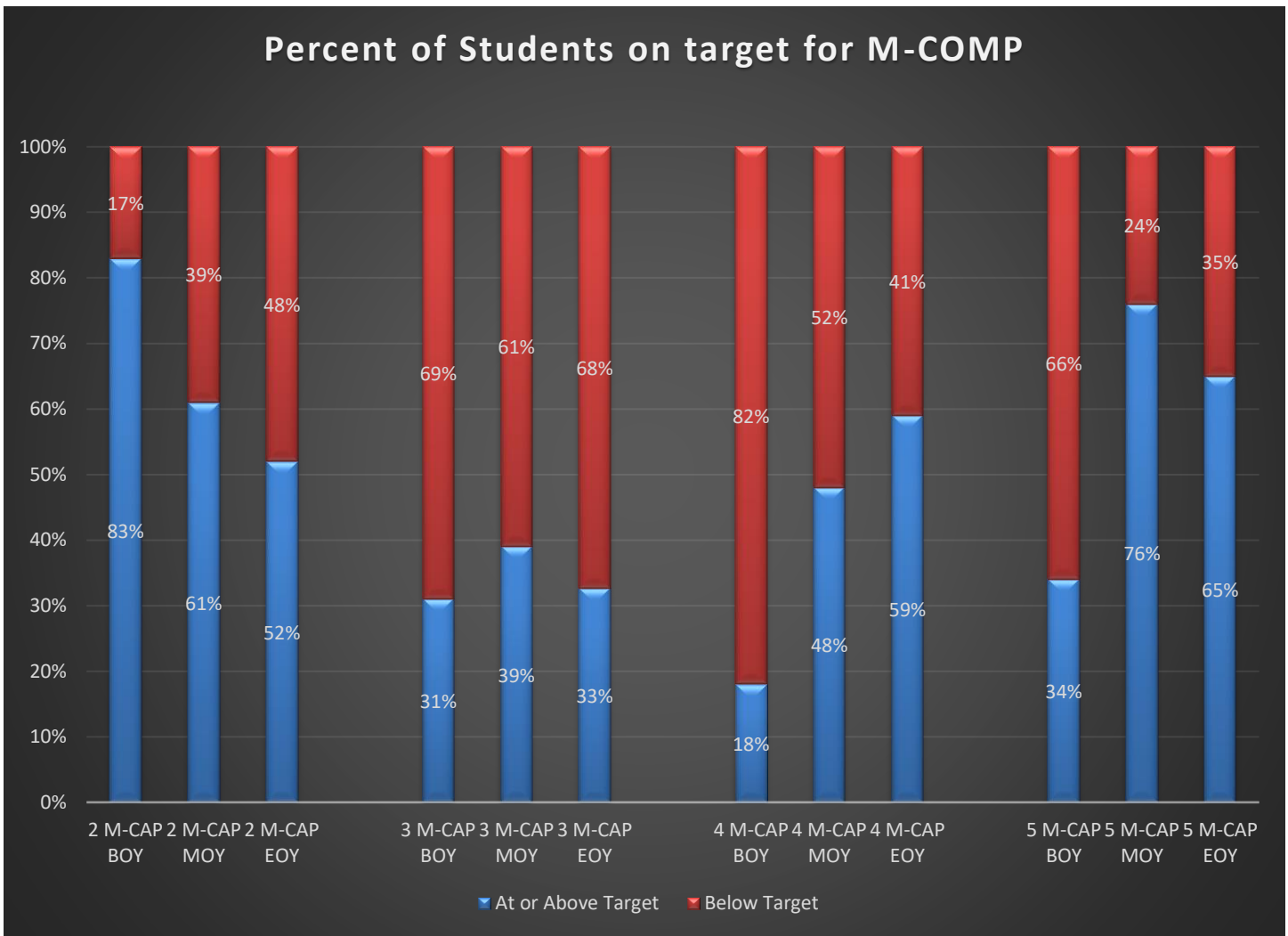


The 2017-2018 AIMSweb M-CAP data indicates that the area of mathematics concepts and application is an area of need. Myhre would like 80-85% of students performing at or above the student grade level benchmark targets. Our End of Year data indicated that our overall school data reflected nearly a 36% growth, with all grade levels showing significant growth, overall, by the end of the year.



The 2017-2018 AIMSweb M-COMP data indicates that the area of mathematics computation is an area of need. Myhre would like 80-85% of students performing at or above the student grade level benchmark targets. Our End of Year (EOY) data indicated that our overall school data reflected growth, however only fourth and fifth grade showed significant growth, overall, by the end of the year.





**Overall Data Summary**

Data analysis from the beginning of year to end of year indicated growth in student achievement for mathematics. It is noteworthy that comparing beginning of the year and end of the year data, in our MTSS-A data that MCOMP noted significant growth across grades 2-5.

**Program Data – Curriculum Implementation**  
**Curriculum Implementation**

A master schedule was developed for the 2017-2018 school year. This schedule included major blocks of time to address core and supplemental service instruction in the areas of reading (90 minute core + 30 minute intervention) and math (60 minute core). An instructional coach, behavior coach and other Myhre Staff are currently in place and working with teachers and instructional aides on fidelity to core instruction, researched based instructional practices, standards and benchmark instruction, and materials to support core and supplemental services. The instructional coach will continue to review instructional practices daily with teachers as well as observe classroom lessons and provide feedback, schedule and provide observation opportunities and reflections, assist in the planning and organization of classroom space to facilitate learning as well as data interpretation. The building administrator and coach will meet weekly to determine next steps.

**Reading and Mathematics Design and Interventions:**

Jeannette Myhre Elementary School provides effective timely assistance to students who experience difficulty achieving ND's academic achievement standards. Universal screening is in place for all students three times per year in reading and math. Our school analyzes the results of NDSA, MAP, AIMSweb, and students' common formative "trigger" assessments which are standards based. Upon these results, tiers of support are established for students who have needs in reading and math.

### **Reading:**

Students who are identified as having some risk (Tier II) or at risk (Tier III) in reading receive assistance from classroom teachers, instructional assistants, reading specialists, strategists, and/or special educators. Students receive core instruction in which the intensity of their instruction is increased as well as having the potential for additional supports. Intensity may be increased by providing students with additional opportunities for learning, decreasing the group size, and/or increasing the specificity of the instruction. Intervention plans are developed and implemented by classroom teachers, reading specialists, special educators, and/or instructional assistants based on student need. Once intervention plans are developed, progress is monitored at least every two weeks using curriculum-based measures, and teams meet every 6-8 weeks to review progress and update the plans. If a student continues to struggle, the intervention team convenes to further analyze the elements of curriculum, instruction, environment, and learner's characteristics. This is conducted through reviews, observations, interviews, and/or assessments. The team revises the intervention as appropriate. At any point, there may be a referral for the special education process. However, the team remains focused upon finding an intervention that works whether or not the student is eligible for special education services. Interventions include research-based strategies and/or validated programs with embedded strategies. The interventions align with our curriculum and standards-based instruction.

### **Mathematics:**

Students who are identified as having some risk (Tier II) or at risk (Tier III) in math receive assistance from classroom teachers, instructional assistants, math specialists, strategists, and/or special educators. Students receive core instruction in which the intensity of their instruction is increased as well as having the potential for additional supports. Intensity may be increased by providing students with additional opportunities for learning, decreasing the group size, and/or increasing the specificity of the instruction. Intervention plans are developed and implemented by classroom teachers, reading specialists, special educators, and/or instructional assistants based on student need. Once intervention plans are developed, progress is monitored at least every two weeks using curriculum-based measures, and teams meet every 6-8 weeks to review progress and update the plans. If a student continues to struggle, the Intervention Team convenes to further analyze the elements of curriculum, instruction, environment, and learner's characteristics. This is conducted through reviews, observations, interviews, and/or assessments. The team revises the intervention as appropriate. At any point, there may be a referral for the special education process. However, the team remains focused upon finding an intervention that works whether or not the student is eligible for special education services. Interventions include research-based strategies and/or validated programs with embedded strategies. The interventions align with our curriculum and standards-based instruction.

### **Reading Intervention Programs:**

The evidence-based interventions identified and explained below, would be aligned to student need, implemented with fidelity, and progress monitored by the proposed literacy & math specialist. Please see description and evidence ratings noted below:

#### **Early Reading Intervention - Description of the Intervention Program:**

The Scott Foresman Early Reading Intervention (ERI) is designed for students who are at-risk in kindergarten and first grade. It is organized in a carefully planned sequence of skills with explicit

instruction and systematic reviews; it is intended to be delivered by a teacher or instructional assistant through 30-minute daily lessons to small groups of 2-5 students. There are 126 lessons distributed across approximately 30 weeks of instruction. Teacher guides, learning games, letter cards, picture cards, decodable storybooks, student write-on/wipe-off cards, student activity books, and student manipulatives are some of the components of the ERI. The 30-minute lesson consists of seven activities. The first fifteen minutes of the lesson focus on phonological awareness and alphabetic understanding and the next fifteen minutes focus on writing and spelling. The lessons also provide immediate re-teaching strategies for students who do not initially grasp the material. ***Evidence effectiveness rating: Strong***

#### **Earobics Intervention-Description of the Intervention Program:**

Earobics Foundations is designed for students pre-kindergarten to first grade who are at risk in early reading skills. The intervention builds children's skills in phonemic awareness, auditory processing and phonics. Specifically, the program targets blending, rhyming, and discriminating phonemes. Earobics Connections is designed for second grade, third grade, and older struggling readers. This program also addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words. These interventions require a laptop for each child and are intended to be provided 20-30 minutes per day 3-5 days per week by a specialist or instructional assistant. ***Evidence Effectiveness Rating: Potentially positive evidence had on fluency outcomes and strong evidence for effectiveness in alphabets.***

#### **Read Naturally - Description of the Intervention Programs:**

The Phonics Series uses the principles of the Read Naturally strategy to develop fluency and phonics. The six phonics levels feature stories and word lists that give students practice with particular sounds. The six phonics levels are: Word Families/Short Vowels; Word Families/Long Vowels; Blends and Digraphs; R-Controlled and other Combos; Short Vowels; and Long Vowels. Each level in the series includes 24 high-interest nonfiction stories. Text and audio prompts guide students through the steps of the program, maximizing their time on task. Read Naturally SE includes a modeling step (Read Along), a repeated reading step (Practice), and progress monitoring using computer-generated graphs of student scores. While developing fluency and phonics, this program also supports vocabulary, and promotes comprehension using the powerful Read Naturally strategy, taking advantage of the benefits and added functionality of computers. Recommended group size is 1-3 students. ***Evidence Effectiveness Rating: Potentially Positive that intervention had on reading achievement outcomes and mixed potential on fluency outcomes.***

#### **Leveled Literacy Intervention System – Description of Intervention Program**

Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

Program Outcomes: LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences on Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13. ***Evidence Effectiveness Rating: Positive-strong***

*evidence that intervention had on reading achievement outcomes and moderate potentially positive on fluency outcomes.*

### **Orton Gillingham/Barton: Description of the Intervention:**

The Barton System is designed for students in kindergarten through twelfth grade who experience difficulties in reading acquisition beginning with phonemic awareness and phonics. This system uses the visual modality, but also the motor and auditory processes, while it engages these modalities simultaneously, multiple times, throughout every lesson. The Barton System delivers explicit instruction so students understand the core of the English language – why it works the way it does, why sounds make the sounds they do, and why we spell those sounds as we do using logical spelling rules. The Barton System delivers systematic instruction, while it improves reading fluency, vocabulary, and comprehension. This system is designed to be used in groups of 1 – 3 students, 60 minutes per day, and 5 days per week and can be provided by specialists or instructional aides. *Evidence Effectiveness Rating: Limited Evidence of Effectiveness; Weak Evidence with Notable Effects*

### **Rewards- Description of the Intervention:**

Rewards is a program designed for students in grades 4 – 6, which provides explicit instruction in phonics, fluency and vocabulary. This program features updated lessons to support ease of instruction and progress-monitoring assessments. 25 instructional lessons are focused on the meaning of prefixes and suffixes which align to the Common Core State Standards. This system is designed to be used in small groups, 50 – 60 minutes per lesson, and can be provided by a classroom teacher, specialists, or instructional aide. Numerous studies have validated the effectiveness of REWARDS, some initiated by the authors as part of product development and others by outside researchers. These studies reached a number of conclusions:

1. The REWARDS multisyllabic word reading strategy is effective in improving students' ability to decode unknown long words,
2. instruction using the REWARDS reading program yields significant growth in decoding and reading rate (fluency),
3. REWARDS Intermediate is effective as part of a Tier 2 or Tier 3 RTI (Response to Instruction and Intervention) initiative
4. REWARDS has been successfully implemented in rural, suburban, and urban communities,
5. REWARDS is effective when used with students who have been designated English Language Learners at some point in their school history,
6. REWARDS is an effective intervention for students with learning disabilities and for other struggling readers, and
7. REWARDS Intermediate can be used as a whole class intervention, benefiting students at all reading levels (intensive, strategic, and benchmark).

*Evidence Effectiveness Rating: Strong*

### **Florida Center for Reading Research-Strategies**

This includes a number of classroom activities developed by teachers at FCRR for use in pre-kindergarten through fifth grade classrooms and pedagogical information for empowering teachers with the skills and knowledge for effective instruction in the classroom. These materials have been developed through the Center's commitment to applied research projects with the purpose of providing information that can be used to improve reading instruction to all students. Additional resources such as a glossary of terms and the FCRR report on corrective reading may provide further insight into the usefulness of the materials provided. From 2004 to 2008, a team of teachers at FCRR collected ideas and created Student Center

Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials. ***Evidence Effectiveness Rating: Strong***

## **Math Intervention Programs:**

### **Do the Math**

With higher standards in place, math instruction needs to provide time for students to develop understanding, reason, reflect, and practice. Throughout 13 modules in Do the Math, students learn the basics of math computation, number sense, and problem solving. Do The Math teaches students to develop a solid foundation in arithmetic understanding and skills and the ability to reason mathematically and solve problems. Now with a new digital experience for both teachers and students, Do the Math rebuilds critical mathematical foundations for understanding and:

- Develops understanding of key concepts and skills with whole numbers and fractions—the essentials necessary for students to succeed in algebra and higher-level mathematics
- Provides lessons that balance developing understanding and \_\_\_\_\_ learning procedures
- Strengthens students' ability to make sense of concepts, solve \_\_\_\_\_ problems, reason, and use appropriate tools
- Extends student practice and further increases engagement through new online tools and interactive games

***Evidence Effectiveness Rating: Strong***

### **Dream Box Learning:**

Dream Box Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8, but the only qualifying study involved grades K-1. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application.

Program Outcomes:

One study of Dream Box Learning took place in grades K-1 in three Rocket ship charter schools over a 4-month period. Students who used Dream Box Learning gained more than controls on NWEA tests, with an effect size of +0.11. ***Evidence Effectiveness Rating: Strong***

### **Origo**

Help students readily learn basic number facts with the lessons and powerful visual models in The Box and Book of Facts. The thinking strategies are organized into an easy-to-use teaching sequence that helps students grasp number-fact relationships and promotes retention of basic facts for addition, subtraction, multiplication, and division. This resource can be easily integrated into any core mathematics program. It can be used for general instruction, intervention, or remediation with whole group, small groups, or individuals. ***Evidence Effectiveness Rating: demonstrates a rationale based on positive evaluation that intervention is likely to improve student outcomes***

## **Community Support Programs**

Jeannette Myhre Elementary School has a close partnership with a number of area agencies and organizations, such as the Ronald McDonald Care Mobile, United Way Women's Group, Police Youth Bureau (PYB), Burleigh County Nursing, Neighbor's Network, Big Brother-Big Sister Program, Burleigh County Social Services, and community businesses. The Myhre social worker and counselor make a concerted effort to stay connected with outside agencies to help assist Myhre families. Following is summary of Myhre's engagement with the Ronald McDonald Care mobile during the 2017-18 school year.

## Ronald McDonald Care Mobile® of North Dakota

### Site Report

School/Site: ~~Myhre~~ Elementary

Dates of Visit: March 26-29, 2018

Total number of children seen: 29

Total number of visits/encounters: 63

Total number of services provided: 267

Total value of treatment provided: \$18,447.00

#### Detail of Services provided:

Diagnostic	Number Provided	Preventive	Number Provided	Restorative/Surgical	Number Provided
Exams	22	Oral health education	22	Fillings	27
X-rays	40	Cleanings	22	Stainless steel Crowns	0
Caries risk assessment	20	Fluoride treatments	21	Extractions	5
		Sealants	100	<del>Pulpotomies</del>	2
				Other	6
Referrals	1				

Thank you for the opportunity to visit your school/site.

The Ronald McDonald Care Mobile Staff

School/Site: Myhre

Dates of Visit: April 4, 2018

Total number of children seen: 8

Total number of visits/encounters: 13

Total number of services provided: 53

Total value of treatment provided: \$3235.00

Detail of Services provided:

Diagnostic	Number Provided	Preventive	Number Provided	Restorative/Surgical	Number Provided
Exams	0	Oral health education	0	Fillings	4
X-rays	0	Cleanings	0	Stainless steel Crowns	0
Caries risk assessment	0	Fluoride treatments	0	Extractions	0
		Sealants	49	<u>Pulpotomies</u>	0
				Other	0
Referrals	0				

Thank you for the opportunity to visit your school/site.

The Ronald McDonald Care Mobile Staff

In addition to the instruction that is provided in the classrooms, a host of additional programs and services are available to Myhre children and families. Myhre's before-and after-school program, sponsored by the MREC (Missouri River Education Consortium), allows children to come to school as early as 7:00 a.m. and provides academic and interest clubs after school until 5:30 p.m. On a typical school day, 75+ children in kindergarten through fifth grade will be involved in Myhre's before-and-after-school programs.

As noted, in the above demographic review of Myhre Elementary, our school population needs will continue to increase for the 2018-19 academic school year. In order to ensure adequate coverage for student health care concerns, supplemental nursing hours are once again being pursued. At Myhre, consistent school attendance is critical to the academic and social-emotional well-being of a child. By instilling a school nurse in our building more often, our school is able to provide a *preventative* professional development approach to health care needs for staff, students, and parents, in order to increase attendance, and build capacity within our school community that reflects a healthy proactive approach to ensuring all students are safe and well cared for.

The following data depicts our current nursing duties at Jeannette Myhre Elementary. In 2017-18, our school nurse worked 18 hours (funded by our school district), 10 hours (funded through Title I)/week. Our office staff saw nearly 595 nursing referrals, and only 21% of these referrals were sent home due to additional medical needs. It is worth noting that 16% of the 21% that were sent home were due needing outside lice care. Our numbers in this particular area have decreased significantly over the last three years due to our responsive approach because of additional nursing time at Myhre. This is a great improvement not only for student attendance, but also for our Myhre families that can receive medical support at our building for minor health concerns. As depicted in our data, our school's need to continue to seek additional funds, to support at least 28 nursing hours/wk. is a priority.

## Jeannette Myhre Nursing Year End Report 2017 – 18

This year Nursing was granted Title 1 funds to pay for 10 additional nursing hours. Below is a summary of our activities for the 2017/2018 school year which include services from August 24, 2017 through March 16, 2018.

### Student Anaphylaxis Assessment:

- Anaphylactic assessments completed with students giving me the opportunity to provide basic anaphylaxis and allergy education, review triggers and symptoms, and assess proper Epi-pen technique to students diagnosed with severe allergies.
  - 7 students were met with one-on-one

#### Student Asthma Assessment:

- Asthma assessments completed with students giving me the opportunity to provide basic asthma education, review triggers and symptoms, and assess proper inhaler technique to students diagnosed with asthma.
  - 24 students met with one-on-one, or in small groups
  - 24 referred to Asthma Clinic

#### Student Care Coordination:

- 136 students discussed
  - 114 parents contacted
- Referrals made to several community groups including but not limited to: Dietician, Primary Care Providers, school counselor, school social worker or social services, an optometrist or dentist
- Attended physician visits with a student and family to provide continuum of care at school.
- Coordinated medication management for in the home of a student.
- Worked with different physicians to make sure everyone was working together to provide care for a student.

#### Student Health Plan Management:

Reviewed students health concerns, requested health plans, managed health plans

- 46 Health Plans requested
  - 42 health plans received
  - 4 Generic Health plans made and distributed for students in which a health plan was not returned after multiple attempts.
- Developed medical alert list for office staff, kitchen staff, and teachers.
- Provided copies of health plans for students attending Camp Ed.
- Developed and organized field trip emergency bags and field trip health plan forms.

#### Student Immunization Record Management:

- Reviewed all immunization records and submitted immunization survey to ND Department of Health.
  - Parents contacted via phone calls, letters sent home and referrals made to BBPH for immunizations needed and catch up schedules.

#### Student Illness Assessments:

- 337 students evaluated and assessed for illness
  - 152 parents contacted, 89 sent home
  - Referrals made to several community groups including but not limited to: Dietician, Primary Care Providers, school counselor, school social worker or social services, an optometrist or dentist

#### Student Injury Assessment:

- 156 students evaluated and assessed for injury
  - 36 parents contacted, 6 sent home



- Referrals to the Emergency Department, primary care physicians and walk in clinics.

#### Student Diabetic Cares:

- 1 diabetic student
  - Daily lunch cares provided for the student 4 days a week.
  - As needed blood sugar monitoring when feeling low or high, 16 contacts documented
  - Parent contact with questions or updates, referral made to Sanford Diabetes

Continuous work with Sanford diabetes team to update plan of care

#### Student Medication Administration:

- Organized and maintained storage of student's medications
- Worked with a student in the morning after administering medication until the medication took effect
- Performed periodic medication checks to ensure medication was in the appropriate place and that it had not expired
  - Notified parents of expired medication and requested replacement as needed
- 1,391 daily and as needed medication administered

#### Classroom Presentation:

- Organized and helped with the NDSU Health Fair, Nov. 30, 2017- all grades attended. Topics included:
  - Stranger Danger
  - Healthy Eating Choices
  - Handwashing and Germs
  - Dental Health
  - Healthy Drinks
- Presentations Included
  - Allergy Curriculum- Kindergarten, 1<sup>st</sup> grade and 5<sup>th</sup> grade
  - Handwashing and Germs- All classroom's
  - Buckle Up Safety- Office Paulson presented to Grades 3-5, I presented to Grades k-2, all classrooms reached
  - Dental Hygiene- Dr. Stan Dyda with Prairie Rose Dentistry presented to K-2, I presented to grades 3-5, all classrooms reached
  - On The Move- 4 week program for 4<sup>th</sup> Grade, all classrooms reached
  - 4<sup>th</sup> Grade Health talk for the girls and their moms Scheduled for March 2018

#### Student Head Lice Management:

- 102 students checked
  - 37 parents contacted, 32 sent home

#### Student Vision Screening:

- Screened Kindergarten, 3<sup>rd</sup> and 5<sup>th</sup> Grade and student's that I received a selective screener consent form on.
- 115 students screened
- 28 referred to optometrist

#### Student Hearing Screening:

- Grades K, 1 and 2 screened
- 4 referred to audiologist

#### Staff Consult and Health Information:

- Provided medical consultations to staff regarding health issues for themselves, a family member or friend.
- Organized flu vaccine clinic, 27 staff members received flu shots.

#### Staff Presentation:

- Diabetic training
- Monthly nurse's notes emailed to staff in the months of January, February, and March.

#### Meetings and Continuing education:

- Volunteered, attended and/or spoke at beginning of the year Open House, fall and spring conferences, and Monster Math Bash, family game night and helped set up Myhre Giving Sale.
- Preceptor for NDSU School of Nursing Seniors, each student was here for 5 weeks.
- Ran and attended the October Bi-Annual NDSNO meetings.
- Instructed Medication Administration Training for the District
- Continued the use of the *Nurse Referral Forms*, giving teachers and staff the ability to triage injuries and illness, support autonomy and independence and track health practices and number of students assessed.
- School safety team meeting
- Parent meetings for IHP and 504 meetings
- Meeting with Northland Health Centers to collaborate with them to provide care for our students
- Attended Monthly nurse meetings and CPR training

## **Behavior Data**

### **Conscious Discipline**

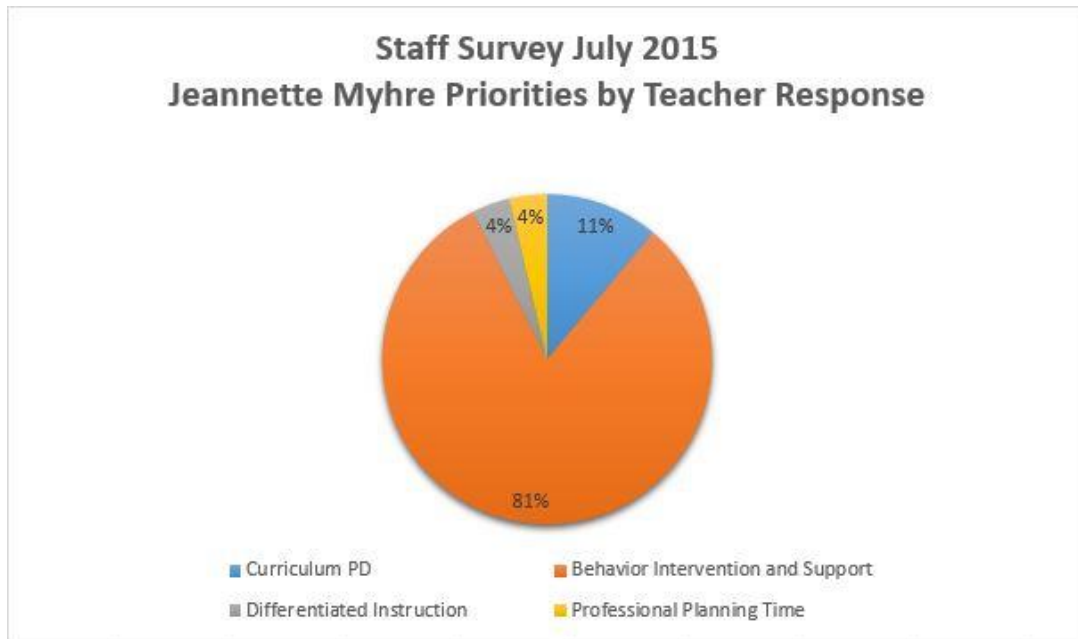
Conscious Discipline is a comprehensive social-emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one curriculum. The program focuses on problem-solving of everyday events and builds character skills rather than utilizing external rewards and punishment. It also addresses the adult's social-emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. Myhre Elementary has built an on-site Conscious Discipline coaching site team. Our team traveled to the Hard to Reach Children's Conference, held in Fort Worth, Texas in 2015-16. Our team will be able to support and coach staff members, offer continued professional development, and work with children and families to incorporate a model that teaches discipline. This model will enable Myhre to build capacity for the building and district. Over the past year, Myhre has started a book study and was able to par-take in Conscious Discipline training while networking with other schools in BPS and Mandan Public Schools.

### **Responsibility for Learning**

Student performance in the classroom is tracked by teachers and documented in PowerSchool every other week in PLC meetings. In 2018-19 this data will be tracked and analyzed every 6-8 weeks to determine student proficiency in this area. Those students that need additional support mastering this learning behavior target will have the opportunity to participate in a *noon study club*. During this time they will work on study skills and complete any unfinished work in a small group environment. Students who have the ability to complete grade level work, who are not achieving to their ability, would participate in this club. Students would work on average 20 to 30 minutes a day for a week improving their study skills and work completion. The overall purpose of the intervention is to not consequence but rather teach and reinforce the concept that individual goal setting is purposeful and essential learning is mandatory.

## Behavior Management

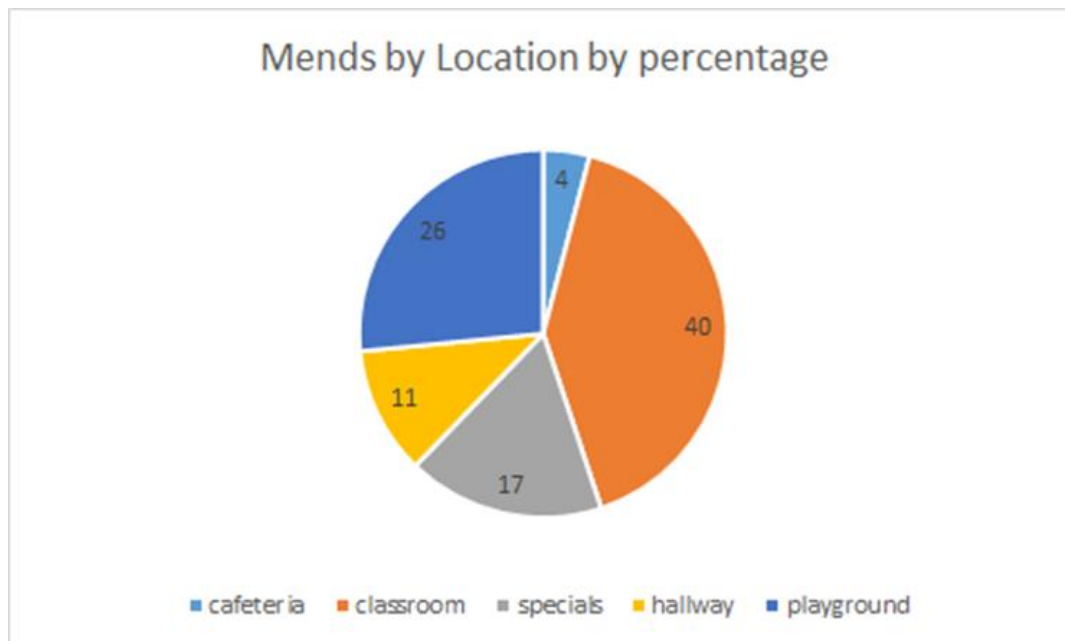
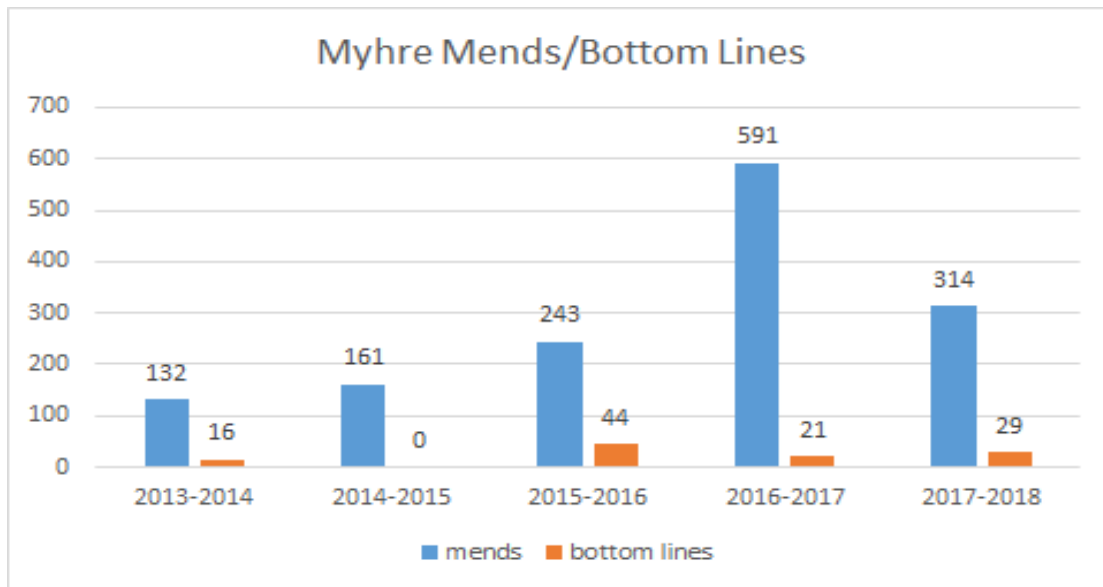
A comprehensive behavior management system was developed and implemented based on the request of our school staff (see chart below). A list of school wide rules, expectations, and procedures was developed, along with a continuum of supports with teaches and reinforces positive behavior. A part of this system includes weekly meetings with the Student Success Team. Myhre will continue implementing the continuum of supports, reviewing individual behavior plans every 6-8 weeks, as well as continue our work attending weekly Student Success Meetings and analyzing our school's At Risk report.



“Bottom Line/Major” infractions include fighting, bullying/harassment, vandalism, theft of property, weapons, drugs, and unruly behavior. There has been an increase of Myhre Mend during the past 4 years, due to the establishment of MTSS-B systems, prior to 2015 a consistent data collection system had not been established. Our Myhre Mend incidents in 2017-18 decreased, due to our work to teach consistent school-wide expectations and procedures. A recess team was also established to teach social-emotional regulation skills in a positively structured environment.

Some factors that contribute to this are:

- Clarification of what behaviors need to be mended
- Understanding that the mend is for re-teaching
- Increase in documentation to look for patterns and provide support

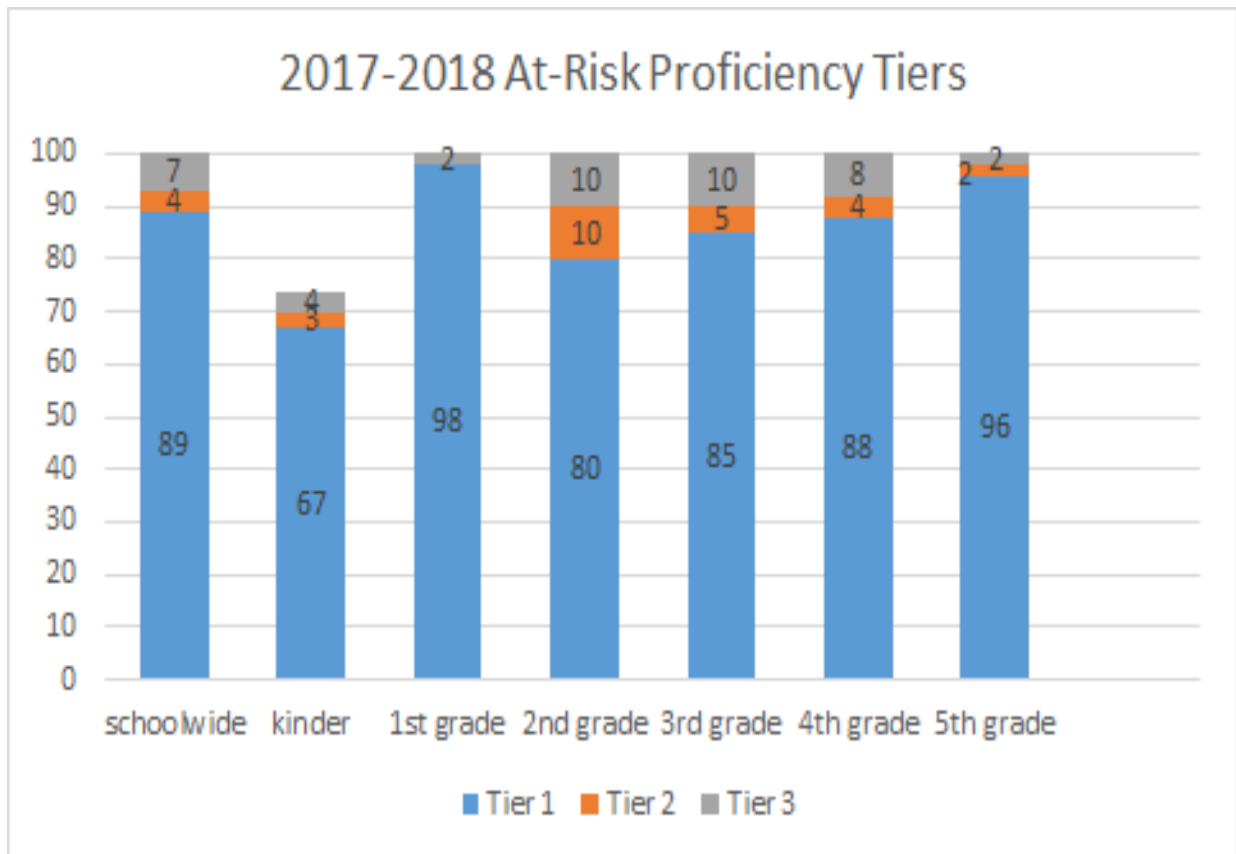


In 2015, a change in leadership occurred at Myhre and the staff agreed that tackling the social-emotional needs of our students needed to be a priority. Going forward, from 2015-2018, the following social-emotional practices were implemented. In addition, professional development and coaching support was provided to ensure continual improvement, teacher support, data driven decisions and solid documentation. A weekly Social Emotional Student Success team and an approach to MTSS-B was created and implemented. Multiple forms of data were tracked with fidelity, data and the At Risk MTSS-B report was reviewed by our Student Success team, every few weeks. This report was shared with staff through PLCs, every 6-8 weeks.

- A Morning Meeting time is embedded in the schedule for all grades, K-5
- Second Step Curriculum, with pacing guide to ensure fidelity
- One-half hour per week life skills lessons taught by the school counselor
- Life skills will be focused on every week
- Zones of Regulation training for all staff members

- School-wide procedures and expectations for students will be clearly defined for all staff members, so that our approach and language remains consistent
- All stakeholders will be aware of our clearly defined school-wide behavior expectations
- Conscious Discipline will be implemented with professional development and coaching support, giving all staff the tools needed to support positive behavior outcomes and social-emotional needs of our Myhre students
- Training on the effects of childhood trauma to establish an awareness with Myhre staff that provides a solid understanding of the cognitive effects that trauma and/or poverty has on children
- In 2016-19 a full-time Behavior Coach/Interventionist was hired to support Behavior Intervention Plans (Prevent, Teach, and Reinforce), professional development, and teacher coaching support.
- Implementing in 2017-18, based on Myhre Staff Survey, Myhre Must Haves (breaking up beliefs and simplifying school-wide expectations) & Horse Shoe Hooray School-wide Celebrations
- Common Expectations and procedures for classroom environments will be the expectation through a STOIC CHAMPS model in 2018-19, implementation will be supported through our behavior coach and social worker
- Recess Team will also continue to be implemented throughout 2018-19

In 2016-18 Behavior Data was collected and analyzed through MTSS-B, utilizing our BPS At Risk Report. The following data was desegregated by location on our school campus, as well as by the school-wide beliefs that had been violated. As a school, strategic plans are being implemented in areas where our data suggests improvement, especially in classrooms and our playground. Our approach will consist of explicit teaching and modeling, as well as a new approach to recess that embeds choice and structure. This data collection system was analyzed every 3-4 weeks in order to support our efforts to troubleshoot areas on campus with high rates of behavior related infractions. In addition, grade level teachers will continue to enter behavior growth scores into PowerSchool every two weeks.



## School-Wide Evaluation Tool Results (2018-19)

**SET Summary Report**  
**Myhre Elementary – Bismarck Public Schools**

SET Date: May 10, 2018

SET Completed by: Prairie Rose Elementary Staff

The SET produces a summary score and a subscale score for each of the seven feature areas of school-wide positive behavior support. The summary SET score is a general index of school-wide implementation. The seven subscale scores provide a specific index of the implementation level for that feature area. Schools scoring 80% on the general index (Mean Score) and 80% on the specific index for teaching behavioral expectations are implementing school-wide positive behavior support at a universal level (Todd, et al, 2003).

## Summary of SET Scores

SET Category	Category Score
	2018
Expectations Defined	100%
Behavioral Expectations Taught	50%
On-going System for Rewarding Behavioral Expectations	100%
Systems for Responding to Behavioral Violations	100%
Monitoring and Decision-Making	100%
Management	100%
District Level Support	100%
<b>Summary Mean Score</b>	<b>90%</b>

Additional Data	
Category	2018
Students able to identify school-wide expectations (3 of 4 expectations)	11/21
Students reported receiving acknowledgment (Myhre Noticings)	15/21
Staff who have taught school-wide expectations	27/32
Staff who have given acknowledgment (Myhre Noticings)	31/32

**Strengths:**

1. Staff developed beliefs and expectations, along with procedures for common areas of the school.
2. The number of Myhre Noticings (positive acknowledgement) given out to students since February in Kindergarten through 3<sup>rd</sup> grade is high, indicating a focus on positive and expected behaviors.
3. Discipline data is collected, analyzed, shared with staff on a frequent basis.
4. The organization of data and behavior plans with a focus on shared leadership.
5. Beginning of year professional development on behavior systems and a Behavior Boot Camp for each PLC that took place in February.

## Recommendations:

1. Ensure student understanding as to the purpose of the Myhre Mend.
2. The number of Myhre Noticings (positive acknowledgement) given out to students since February in 4<sup>th</sup> and 5<sup>th</sup> grade is low, indicating an opportunity for growth to focus on positive and expected behaviors.
3. Develop lesson plans to teach and reinforce school-wide expectations and procedures.
4. Potential for additional Behavior Boot Camp during the school.

If you have questions, would like to discuss this report, need technical assistance, or would like additional professional development, please contact one of the Prairie Rose Elementary staff members who conducted the evaluation (Brenda Beiswenger, Lisa McIntyre, Melissa Hurt, and Traci Gangness).

## Reference List:

Todd, A. W., Lewis-Palmer, T., Horner, R. H., Sugai, G., Sampson, N. K., & Phillips, D. (2003). School-wide Evaluation Tool Manual. University of Oregon. Eugene, OR.

## Summary of Behavior Data

As we refine our school-wide approach to behavior, our team will continue to use the School-wide Evaluation Tool, as well as an MTSS-B framework to analyze data with staff every 6-8 weeks in our PLCs. Our School-wide student Success Team will continue to meet every week in 2018-19.

Our behavior data, reflects a slight increase in behavior infractions, however, data was only consistently collected and analyzed using our At Risk Report in the 2016-18 academic years. We will utilize our 2017-18 data as a baseline going forward and pair Tier II and Tier III students with strategic/intensive research-based intervention support in order to prepare our students to be career, college and community ready. As a school, we will provide consistent feedback and social-emotional coaching and support for our students and staff, as well as have goal setting conversations with students in order to promote continual improvement.

## Professional Development (PD)

Professional development is conducted during weekly Professional Learning Communities with teachers as well as during staff meetings and professional development days at the building and district levels.

A majority of staff development during the 2018-2019 school year focused on trauma sensitivity, implementing consistent school-wide classroom procedures and expectations (STOIC/CHAMPS Model), continue to solidifying our approach with social-emotional core supports (Second Step Curriculum-MTSS-B Summer work, 2018), provide PBL differentiated professional development opportunities to staff as well as implement an essential understanding Native American curriculum into our grade level concept map process. Teachers and support staff will also participate in academic professional development regarding Math Investigations, Concept Mapping-Gr2, Word Study, Fountas and Pinnell, DMI, and Horacio Sanchez. In addition, our MTSS-B work was a consistent topic of discussion during staff meetings and PLCs. Staff was also educated on symptoms of trauma as well as how to recognize a student dealing with traumatic experiences. The trauma information will be used to guide staff in creating a trauma sensitive school and improving school culture.

## The 2017-2018 Professional Development will include:

- **Continue study on Conscious Discipline to look at next steps of implementation of creating a trauma sensitive school**
  - Conscious Discipline Live DVD

- Conscious Discipline book study
- Five staff members attended Conscious Discipline training and will share learning with teachers, specialists and aides, as well as provide coaching support as teachers implement social-emotional strategies.

Over the past year, Myhre has completed a book study and was able to par-take in Conscious Discipline training while networking with other schools in BPS and Mandan Public Schools.

- **Continue study of Trauma Training from Horacio Sanchez, author of *A Brain-Based Approach to Closing the Achievement GAP***
  - Resiliency Inc.'s training model is based on neuroscientific findings, resiliency studies, aligned with best practices in education. These three elements provide a balanced approach to improving educational outcome
  - Resiliency studies provides the largest body of longitudinal research on why some people succeed and why others fail in life. Protective factors identified through resiliency studies found to improve the odds of life success even in at-risk populations.
- **DMI (Developing Mathematical Ideas) training for all staff**  
Our team will continue to focus on the following key parts, in PLCs and classroom instruction, as it relates to instruction:
  - define and select mathematical objectives for their students
  - recognize key mathematical ideas with which their students are grappling
  - support their students' mathematical thinking
  - appreciate the power and complexity of student thinking
  - ask questions that deepen students' mathematical understandings
  - analyze curriculum for the mathematics it contains
  - adapt curriculum to meet individual student's needs
  - make mathematical connections for themselves
  - connect their experiences to research

- **The Power of Peer Observation to Improve Teaching**

Staff Book study to support the following professional development in feedback

- Support staff with job-embedded learning that includes reflection and feedback
- Get your staff excited and engage them in ongoing collaboration
- Create teams and organize schedules
- Initiate and deliver tough conversations
- Address accountability and measure success

Based on an established and successful program, this book outlines an effective approach that is easy to implement and will help Myhre increase student achievement, strengthen school culture, and improve job satisfaction.

- Continue learning about analyzing data and planning instruction using the guided reading template developed by Jan Richardson.
- Professional development related to instruction, assessment, and data will take place in weekly PLC's.
- Continue to use a collaborative on-line process that will utilize Moodle, Google Docs, and work with partner schools that will allow for staff collaboration.
- Grades 3-5 will continue to grow in their approach as they leverage 1:1 technology to increase student success skills
- Work towards creating a Trauma Sensitive School-implement recommendations of the Child Trauma Academy, Zones of Regulation, Conscious Discipline and Horacio Sanchez.



- Continue to conduct school wide staff development regarding Professional Learning Communities and Common Core Standards each week. Teachers and specialists will work on analyzing Common Formative Assessments that correspond to the Standards and Benchmarks that they teach
- Implement and work within the new PowerSchool Platform, 2018-19
- Renew Crisis Prevention Intervention (CPI) certification for a Myhre Team
- Continue training and implementation of Informal Reading Inventory assessments (Fountas and Pinnell), focusing on analyzing MSV in both errors and self-corrects
- Solidify Second Step as our core social-emotional curriculum, possible coaching cycles implemented for 2018-19
- Staff Development on writing instruction, targeting writing across all content areas
- Grade levels will continue implementation of the walk to learn process for Reading and Math in all grade levels.
- Benchmark Literacy (K-2) and updated Investigations curriculum
- Conduct Instructional Coaching cycles to ensure best practice
- Attend workshops related to Title I, Conscious Discipline, Next Steps forward in Guided Reading, Behavior Management, Project Based Learning, Instructional Coaching, and Benchmark Literacy

Noted below in the Activities Components a month by month outline of staff activities to address these Professional Development components.

## **Behavior Programs/Processes and Intervention:**

### **Design and Implementation Plans for Behavioral and Attendance Interventions:**

During the 2018-19 school year, Myhre will continue to implement and refine a new continuum of Tier I, Tier II, and Tier III MTSS-B behavioral interventions, along with a process for addressing attendance concerns. The school wide support team will include our behavior strategist, social worker, and counselor. The School wide Behavioral Supports includes the following interventions:

#### Resiliency Training

Resiliency Inc.'s training model is based on neuroscientific findings, resiliency studies, aligned with best practices in education. These three elements provide a balanced approach to improving educational outcome. Over the past decade, there has been an emphasis on public education to embrace neuroscience and apply its findings to instruction, school climate, and student discipline. However, neuroscientific findings are best interpreted and applied when they are aligned to other validated research and practices. Resiliency studies provides the largest body of longitudinal research on why some people succeed and why others fail in life. Protective factors identified through resiliency studies found to improve the odds of life success even in at-risk populations. When these same protective factors were further validated through neuroscience as having positive benefits on body functioning and brain chemistry, this enables school to promote specific skills proven to maximize student success. Many best practice approaches in instruction have been also validated through neuroscience research. Neuroscience has allowed education for the first time to distinguish between best practice strategies can be replicated and those which are a product of other mitigating factors. More importantly, as neuroscience research has advanced it has begun to debunk myths concerning how the brain learns and identify new concrete strategies that can help teachers teach the once thought hard-to-reach student.

#### Conscious Discipline-

Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one curriculum. The program focuses on problem-solving of everyday events rather than external rewards and punishment. It also addresses the adult's social-emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children.

### Zones of Regulation-

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses and managing their sensory needs.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

S'cool Moves- S'cool Moves believes in an "all hands on deck" approach to supporting children and teachers in today's classrooms by reducing pull-out services and bringing multi-disciplinary approaches into the classroom environment.

### CHAMPS-STOIC

At Myhre, the CHAMPS classroom management model, developed by Randall Sprick, is utilized as a way to extend PBIS principles and practices to the classroom setting. CHAMPS is based on the effective teacher research.

CHAMPS content is taught in several sections: Structure, Teach, Observe, Interact, and Correct (S.T.O.I.C). STOIC is an acronym for the skills that effective teachers utilize in classroom management. The Structure section focuses on structuring for success by highlighting best practices for implementing an attention signal, establishing class wide expectations and rules, developing routines and schedules, and designing the physical space of the classroom. In addition, teachers are taught to define their behavioral expectations for every activity and transition during the school day and teaching these expectations to their students. Teachers are taught to use the CHAMPS acronym (Conversation, Help, Activity, Movement, Participation, Success) when defining their behavioral expectations. In the **Teach** area, participants in CHAMPS design lessons to explicitly teach their rules and expectations. Participants are taught to utilize many tools to **Observe** their students' behavior as well as their own in order to make changes. The **Interact** section teaches some basic information about motivation and how teachers can use various teaching strategies and encouragement procedures to enhance student motivation to learn and behave appropriately. Encouragement procedures include non-contingent attention, positive feedback, intermittent celebrations, and class wide motivation systems. The PBIS goal of maintaining a 4:1 ratio of positive to corrective interactions is extended to the classroom setting. Finally, in **Correct**, best practices for responding to misbehavior are taught, including what to do (consequence options and selection) and how to do it (communication styles). Strategies for avoiding power struggles and dealing with angry students are also included.

### Behavioral Teaching Continuum

30 second interventions – (Delivered by all staff. No funding required)

When students display minor behavioral issues (running in the hall), Myhre staff will discuss the situation with students and model appropriate skills. This intervention is an opportunity as a teachable moment.

Myhre Mend – (Delivered by all school staff. Printing funded by building funds)

When students make a poor choice regarding their behavior and do not respond positively to a 30 second intervention, they will work with the supervisor involved to complete a Myhre mend plan. This is an opportunity for the student to take responsibility for their actions, decide on a plan to fix the problem and to focus on how to make more positive choices in the future. A copy of the completed plan will be sent

home for the student to share with the parent. A phone call may also be made to the parent so the student and staff can share the situation with the parent and can explain how the student fixed the problem.

Major Behavior Write Up – (Delivered by all staff. Printing funded by building funds)

Any violation of a bottom line item (Assault, Alcohol/Drugs, Vandalism, Harassment, Weapons, Theft, and Direct Defiance – taken from district policy) will be dealt with by the student being subject to disciplinary action that will include an immediate referral to administration and a mandatory meeting between teacher, administrator, parent and student. Parents will be notified immediately by the teacher, administrator or both. Disciplinary action may include making up missed classroom time, after school or before school detention, in-school suspension, out-of-school suspension, and/or a referral to outside agencies which includes the Bismarck Police Department.

Myhre Noticing- (Delivered by all school staff. Printing funded by building funds)

To encourage and reinforce positive behavioral choices, Myhre staff will acknowledge students who display at least one of the areas within our seven core school wide skills. They are as follows: composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences. Our school notices and celebrates students each week. Staff members write up noticings. We will share these noticings over the intercom each week, as well as take the time to share these with our parents by sending home or with a positive phone call. As a school we have adopted the saying, “You get more of what you look for”. By recognizing students’ positive contributions, we know success will breed success.

Core Behavioral Curriculum- Second Step is a Violence Prevention Curriculum. This is a universal prevention program that proactively teaches critical social-emotional skills to all children. The curriculum goals are focused on reducing aggressive and disruptive behavior while promoting social-emotional competence. The ability to transfer learning to real-life situations is a major goal of the Second Step program that must be supported through repeated practice in multiple settings. All staff (administrators, teachers, and support personnel) play a role in reinforcing and modeling desired skills and behaviors to achieve this end. The Second Step curriculum is taught to students by classroom teachers. Lessons are presented and discussed, as a class, on a weekly basis. The lessons are scripted for teachers and require limited preparation time.

Job Squad- All students are given purposeful jobs through a job application process. Students are responsible for welcoming and giving tours to new students and families, they also help as technology team members, work in our gardens, and are ambassadors during student performances. We operate under the premise that *connected kids are safe kids*.

Parental Involvement Activities (Specific details are reflected in our School Goal Document)

Events are planned by Action Team members comprised of classroom teachers, specialists, an administrative representative, and parent representatives. All staff are encouraged to participate in these activities. All parents and students are invited to attend the events. (These are funded by Title I and Title I Parent Involvement Funds)

All families are invited to participate in activities focused on learning at home. Events planned involved activities which can be replicated in the home environment to reinforce math, reading, and behavior skills. Myhre holds the following events during the school year:

Open House.....Held before school starts so that students can be introduced to their teachers, visit the classrooms, receive information about Title I school wide goals, Parent Involvement, community supports, and BPS paperwork.

Opening Day.....Beginning of the Year Event

PTO Meetings.....Plan and organize school activities, supports opportunities for parents.

Community Outreach...Several Bismarck Community Businesses, individuals, and churches support Myhre through cash and material donations that are used to support Myhre families in need

Family Events.....Includes morning and evening family events which support School-wide goals. An open house focusing on the goals of behavior/attendance, reading and math. Families are given information regarding services provided through the school and how to incorporate these items into home learning. Other events include family math and reading activities with take home materials to link school to home learning. Myhre also uses these events to review school goals and completion of the Title I compacts. Families are introduced to family health and wellness concepts as well as strategies for working with their child's social, emotional, and behavioral needs at home and in the community.

Transition Meetings.....Myhre conducts transition meetings for academically and emotionally at-risk students. During these meetings, plans are discussed to facilitate new students transitioning into their classroom. In addition, Myhre holds yearly transition meetings with BECEP to discuss new incoming Kindergarten students. Myhre sends school representatives to the IEP meetings of our BECEP students. We also conduct fifth grade transition meetings with our feeder middle school.

Behavioral Data Collection – (This activity is completed by School Principal, School Counselor, and School Social Worker. No funds required.)

Weekly team meetings will be held to review behavioral data (Behavior Tickets, Bottom Lines, Attendance Reports, Performance reports). Behavioral write ups will be logged in PowerSchool. This data will be collected and shared with teachers during PLCs and used to drive interventions.

Small Group Social Skills Instruction – (Provided by School Counselor, Behavior Coach and School Social Worker. Materials funded by building funds)

Students with a high number of Myhre Mend Plans and/or Major Behavior write ups will be referred for small group social skills instruction. Teachers and parents will also have opportunity to refer students for social skills support.

Individual Support – (Provided by School Counselor, Behavior Coach and School Social Worker...Materials funded by building funds)

Students struggling with behavioral and/or emotional concerns will be referred for individual support. Behavioral data, Myhre Staff and parents are referral sources for individual support services.

Individual Behavior Intervention Plans – (Developed by individual student's team. Interventions are carried out by school personnel including; Classroom Teachers, Instructional Aides, Principal, Counselor, Social Worker, Behavior Coach) Students who are not responding to core behavioral interventions are provided with an individual behavior plan. This plan is created by the student's team which includes the Classroom Teacher, Parent, School Principal, School Counselor and/or School Social Worker and Case Manager, if need be. The team will follow the functional behavioral assessment process in identifying the target behavior, hypothesis of the function of the behavior, identification of skills deficit verses performance deficit, and interventions to meet the identified needs.

Classroom Management Plans – (Provided by Classroom Teachers, School Counselor, and School Social Worker, Behavior Coach No funding required.)

Classrooms with a high number of students with behavioral needs will receive support from the School Counselor and/or School Social Worker. The teacher and support staff will work together to identify needs of the classroom and interventions to support those needs.

Parent Meetings – (Attended by Parents, Classroom Teachers, Principal, Counselor, Social Worker. No funding required)

Meetings will be held with parents to communicate concerns in the areas of behavior and attendance. Parents and staff will work together in problem solving these situations.

Major Behavior Interventions – Students displaying Major behaviors will work with school personnel before, at noon or after school for time determined by admin. During this time they will work on activities related to the bottom line incident. Students will learn how to handle difficult situations in appropriate ways which do not result in poor behavioral choices. Staff will use the following resources; Conscious Discipline, Zones of Regulation, CASEL resources, Interventions for In-School Suspension, Second Step Resource Books.

New Student Intake – A social intake will be completed with families of all new students by the school counselor and/or social worker. A meeting may be scheduled prior to the student attending school. During this time background information will be gathered including; pregnancy and development, medical concerns, past schools attended, information regarding behavior and attendance, academic supports and needs, and support services outside of the school setting. During this meeting Myhre procedures will be reviewed with parents, Title I information will be provided, Myhre parent handbook detailing procedures will be provided and permission forms will be obtained.

New Student Club

Our school counselor and social worker will work to provide a monthly (or as needed) club for students new to Myhre. This club will meet once to review our school expectations and procedures, set up mentoring opportunities, as well as provide support and answer questions from students in a small group setting.

Outside Agency Referral – (Referrals made by School Counselor, and School Social Worker. No funding required.)

Students not responding to interventions may be referred for outside agency supports such as Psychiatric Services, Police Youth Bureau support, Youth works programming (Turnabout, mentoring, counseling), West Central Human Service Center-for services including; Partnerships/Wraparound Services, Intensive In-Home Counseling. Also, Big-Brother/Big Sister Program and RSVP Mentoring.

Referral to Special Education – (Referrals made by Classroom Teachers, Building Principal, School Counselor, School Social Worker, Other Support Staff. No funding required.)

Students not responding to Core, Tier I and Tier II Interventions can be referred for Special Educational consideration.

School to Home Communication – (School Secretary, School Counselor, School Social Worker. No funding required.)

Telephone calls and home visits will be made in attempts to communicate with parents regarding educational progress, behavioral concerns and attendance concerns. Daily phone calls will be made, by the School Secretary, to all students not in school. This information, along with home visits will be logged into the PowerSchool system. Myhre is exploring the need to have students who are tardy for school 5 days or more – due to reasons other than medically excused by a doctor – make up their missing time and missing work. Students will be supervised by school staff during this time. Parents will be notified of the time needed to be made up.

In-House Attendance Meetings – (School Counselor, School Social Worker. No funding required.) Attendance reports will be run through PowerSchool on a weekly basis. The district policy will be followed regarding sending attendance letters. When students have missed, or have been tardy, for 10 days, the parent will be contacted by either the School Counselor or the School Social Worker. A meeting will be held with the parent(s), counselor, and social worker. The Barriers to School Attendance forms will be completed as a group. An attendance plan will be developed to address the identified barriers. The BPS District attendance policy along with the School Compulsory Law will be discussed with parents. This information will be shared with teachers during PLC's.

Stay-In-School Attendance Meetings – (School Counselor, School Social Worker, School Principal, Agency Representative from BCSS and Agency Representative from PYB. No funding required.) Parents will be contacted if their child misses, or is tardy, 15 times. At this point, a meeting will be scheduled with the Stay-In-School Attendance Team which is made up of the Building Principal, School Counselor, School Social Worker, and may include a representative from the Police Youth Bureau. This team will review the attendance plan developed during the In-House Attendance Team Meeting and will discuss why the attendance difficulties have continued. Any new barriers will be identified and appropriate plans will be put in place.

## **DATA SOURCES**

<b>Data Source</b>	<b>Data Collection</b>	<b>Grade Levels</b>
North Dakota State Assessment (NDSA)	Administered annually in March/April/May	Grades 3, 4, 5
NWEA Measures of Academic Progress (MAP)	Administered three times a year in September, January, and late April	Grades 2-5;
Measures of Academic Progress Primary Survey (Primary MAP)	Administered three times a year for Benchmark data (September, January, and April);	Grades K-2 Optional
AIMSWEB-MATH AND READING	Administered three times a year for Benchmark data (September, January, and April); Used for progress monitoring on a bi-weekly basis	Grades K-5, Reading Grades 2-5, Math
POWERSCHOOL	Attendance, Behavior, Standards-based grades, and Behavior Targets	Grades K-5
Fasttmath & Fraction Nation	Used in 3 <sup>rd</sup> , 4 <sup>th</sup> Grade, 5 <sup>th</sup> ,	Grades 4-5
MTSS Academic and Behavior Data Triangle	Data is collected, disaggregated and analyzed after each benchmark period (September, January, and April). Used to differentiate instruction and pinpoint academic and behavior needs.	Grades K-5
Perceptual Data (Parent, Student, Staff)	Administered annually	Grade K-5
Responsible Decision-Making Data & At Risk Report	Myhre Mend Plans and Bottom Lines are logged in PowerSchool Daily	Grades K-5
Attendance Rates	Tracked Weekly	Grade K-5

Mobility Rates	Monitored Weekly	Grades K-5
IRI Assessment (Fountas & Pinnell)	Annually	Grades K-6

**Goals**

Based on the results of our Comprehensive Needs Assessments, Myhre has established four goals. It is our aim to raise all student proficiency, yet focus specifically on individual students, who are not at grade level. Myhre has four goals that correspond with our Title I School wide Plan, Program Improvement Plan, our Bismarck High School Feeder Plan, and Bismarck Public School Strategic Plan.

**District Vision:**

Together we inspire a passion for learning, discovery and excellence

**District Mission:**

All students will have the academic, social, and personal skills to be career, college, community and life ready.

**District Goal:**

All preK-12 students will be on track to graduate ready for college, career and community life.

**BHS Feeder Graduate Outcomes:**

Academics	Life & Career Skills	Learning & Innovation
Reads fluently and accurately while making sense of and interpreting text	Shows respect and empathy for others and their culture using appropriate words and actions	Thinks critically and analyzes information to make decisions and solve problems
Writes and speaks with purpose and for an audience, communicating thoughts, ideas, information, and messages	Demonstrates responsibility, honesty, and initiative	Collaborates by sharing ideas and listening to the ideas of others
Approaches problems by seeking important information, choosing an efficient strategy, performing accurate computations, and evaluating the reasonableness of a solution	Identifies and pursues goals with a focus on future success	Uses technology to discover, research, collaborate, and communicate in ethical ways
	Possesses social competencies to manage emotions, resolve conflicts, and make healthy life choice	

**District Goal:** All preK-12 students will be on track to graduate ready for college, career and community life

**BHS Graduate Outcomes:**

All students will:

- Read accurately and fluently while making sense of and interpreting text
- Write and speak with purpose and for an audience, communicating thoughts, ideas, information, and messages

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**District Goal:** All preK-12 students will be on track to graduate ready for college, career and community life

**BHS Graduate Outcomes:**

All students will:

- Read accurately and fluently while making sense of and interpreting text
- Write and speak with purpose and for an audience, communicating thoughts, ideas, information, and messages

**Myhre Goal #1:** All students will achieve proficiency or above in Reading/Language Arts.

**Myhre Objective #1:**

- By June, 2019 100% of students in grades 3-5, including all subgroups, will meet or exceed the cut point for Reading as evidenced by the results of their performance on the North Dakota State Assessment.



- By June, 2019 100% of all subgroups will meet or exceed their expected average RIT growth in Reading as evidence by their performance on the MAP assessment.
- By June 2019, 100% of students in grades K-5, including all subgroups, will meet or exceed their expected growth in Reading as evidence by their performance on the Bismarck Public School triangulation of data.

### Evaluation

We will measure the success of our efforts toward improving reading comprehension text at our school by monitoring MAP scores, AIMSweb, NDSA Assessment results, MTSS-A Tier data, as well as grade level SMART Goals. In addition, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

<b>Strategy 1 Improve Instructional practices in Reading</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Professional development Instructional Aides and Teachers: Guided Reading (Very few staff attended national speaker and book study event)	October 2017-May 2019	Sign in attendance documents, Student growth-SBG, assessments	Title I Specialists, Instructional Coach, Instructional Aides	The Next Step Forward in Guided Reading Books \$640 (Title I Funded)
Professional development for staff: Comprehension Toolkit Comprehension Strategies that Work (Grades 3-5)	October 2017-May 2019	Sign in attendance documents, Student growth-SBG, assessments	Grade level teachers, Reading Specialists, Instructional Coach, Principal	District Funded Instructional Coach
Instructional Coaching/Peer Coaching Support and Videotape of teacher lessons discussed and analyzed in PLC	Academic Year 2017-2019	Sign in attendance documents, Student growth-SBG, assessments	Grade level teachers, Instructional Coach, Reading Specialists, Principal	District Funded Instructional Coach
Explicit Teaching during Reading Block (K-1)	September 2017-19	Classroom observations, SBG	Grade level teachers, Reading Specialists, Principal	Anita Archer's <i>Golden Principles of Explicit Instruction</i> DVD, Title I funded 2018-19
PD: Peer Observation Feedback	September 2017-19	Classroom observation, improvement in best	Grade level teachers, T1 Specialists, Principal,	<i>The Power of Peer Observation</i> by Catherine Beck, Title I funded (\$480)

		practices, video shared in PLC sessions	Instructional Coach	
Benchmark Literacy Grade 3 Implementation Grades K-2 continuous implementation	September 2017-June 2019	SB growth, IRI	Teachers, Instructional Coach, T1 Specialists, Principal, Instructional Aides	Funding provided by District

**Strategy 2** Improve instructional practices Writing

<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Explorations in Nonfiction Writing model lesson observations- Instructional/Peer Coach	Fall 2017-19	PLCs Videotape	Grade Level Teachers, Instructional Coach, Principal	Title I (\$500)
Lucy Calkins	Fall 2017-2019	PLCs, videotape	Grade level teachers, Instructional Coach, Principal	Units of Study in Opinion, Information, and Narrative Writing, Grade 3 with Trade Book Pack 2, Title I (\$500)
Crafting Nonfiction model lesson observations- Instructional/Peer Coach	Fall 2017-19	PLCs Videotape	Grade Level Teachers, Instructional Coach, Principal	Funding provided by District
Continued implementation Mastering Mechanics	Academic Year 2017-19	Student Work, SBG	Grade Level Teachers, Instructional Coach, Principal	\$50
Professional Development: Spiraling, Writing Standards, Kelly Boswell for first and second year teachers	Academic Year 2017-19	Student Work/Blind Scoring in PLCs	Grade Level Teachers, Instructional Coach, Principal	Funding provided by District
Instructional Coaching Cycles & Work with MTSS Coach	Academic year 2017-19	PLCs & Classroom	Instructional Coach, Teachers, Principal	Funding provided by District

**Strategy 3** Implement MTSS (multi-tiered support system) for academics and intervention support- including data review and problem-solving processes, and data documentation

<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Hire Title I Specialists and Title VI Aides to carryout intervention support	August 2018-May 2019	MISO3	Principal and Instructional Coach	Title VI and Title I funded
Hire Targeted Support Interventionist (60% time)	August 2018-May 2019	MISO3	Principal and Instructional Coach	Targeted Support Grant (\$50,000)
Data-driven literacy Interventions: LLI, ERI, Earobics, Phonics for Reading, Read Naturally, FCRR, Barton, Rewards, Road to the Code	June 2018-19	Student Intervention Documentation Folders	Instructional Coach, MTSS-A District Coach, Principal	Intervention programs funded through Title I
Professional Development in PLCs regarding the framework of MTSS	September 2017-2019	Flow charts, Intervention (Behavior & Academic) files and review systems established	All Staff Members, Principal, Instructional Coach, School Psychologist	Documentation materials, folders, printing, Title I Funded, (\$200)
Reading SMART Goals	January 2018-May 2019	Grade Level Smart Goals defined by grade level standards and/or MAP (NWEA) Assessments	Principal, Instructional Coach, Reading and Math Specialists, grade level teachers	Funding provided by District, utilized PLC time
Data Reviews for School-wide Literacy Data in PLCs	August 2018-May 2019	School-wide Calendar (dates include October 8, February 14, May 3 <sup>rd</sup> )	Principal, Instructional Coach	Funding provided by Title I 2-3 subs needed for each date
<b>Strategy 4 Implement Project-Based Learning Strategies (Reading and writing in content areas)</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Professional Development in Project-based Learning	Academic Years 2017-18 2018-19	PLCs Notes, Spring Extravaganza,	All Myhre teachers, Instructional	District Funded Training (Concept Mapping for grades 3-5), Materials, and Subs

(Concept Mapping, differentiated Menu training, and Feedback cycles)		Grade Level Exhibition Nights	Coach, Principal, District PBL Coach	
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**Strategy 5** Increase parent engagement and understanding of instructional practices in Reading

Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Literacy Night – Title 1 Fall Family Night -Bingo for Books, Reading Strategies for Parents	Fall 2017 Fall 2018	Parent Attendance Record	Title I Team and Staff,	Title I funded (\$1700)
Student Learning projects Spring Extravaganza May 2017 and Grade Level Exhibition Nights	Spring 2017, Academic Year 2017-18	Parent Attendance Record	Title I Team and Staff	Title I funded (\$2400)
RED (Read Every Day) Events	September 2017-May 2019)	Parent Attendance Record	Title I Team and Staff	Title I funded (\$1000)

**Strategy 6:** Increase leveled reading materials for bookroom to meet proficiency and support students interests in literacy.

Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Bookroom Support-Continue to increase reading resources for guided reading and research	June 2017- June 2018	Increase reading levels of IRI, reading proficiency	Staff	Books, Title I (\$1000)  Shelves, barcoding and inventory of books District (\$ 1000)

**District Goal:** All preK-12 students will be on track to graduate ready for college, career and community life.

**BHS Graduate Outcomes:**

All students will:

- Approach problems by seeking important information, choosing an efficient strategy, performing accurate computations, and evaluating the reasonableness of a solution.

**Myhre Goal #2:** All students will achieve proficiency or above in Math.

**Myhre Objective #2:**

- By June, 2019 100% of students in grades 3-5, including all subgroups, will meet or exceed the cut point for Math as evidenced by the results of their performance on the North Dakota State Assessment.
- By June, 2019 100% of all subgroups will meet or exceed their expected average RIT growth in Math as evidence by their performance on the MAP assessment.
- By June 2019, 100% of students in grades K-5, including all subgroups, will meet or exceed their expected growth in Math as evidence by their performance on the Bismarck Public School triangulation of data.

### **Evaluation**

We will measure the success of our efforts toward improving math number sense and operation at our school by monitoring MAP scores, AIMSweb, Smarter Balanced Assessment results, MTSS Tier data, as well as grade level SMART Goals. In addition, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

<b>Strategy 1 Improve instructional practices Math</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Professional development staff: DMI Observable Behaviors, Goal Setting, and Math Talks	September 2017-June 2019	Noticeable shift in classroom instructional practices, peer coaching and reflection during PLCs	Reading and Math Specialists, Grade level, Teachers Instructional Coach, Principal, Instructional Aides	Funding provided by District
Professional Development: PLC Monthly discussions on Mathematical Practice Standards and Math Talks	September 2017-June 2019	Noticeable shift in classroom instructional practice & Student achievement data	Reading and Math Specialists, Grade level, Teachers Instructional Coach, Principal	Funding provided by District
<b>Strategy 2 Implement MTSS (multi-tiered support system) for academics and intervention support, including data review and problem-solving processes, and data documentation</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Hire Title I Specialists and Title VI Aides to carryout intervention support	June 2018-19	MISO3	Principal and Instructional Coach	Title VI and Title I funded
Hire Targeted Support Interventionist (60% time)	August 2018-May 2019	MISO3	Principal and Instructional Coach	Targeted Support Grant (\$50,000)
Professional Development in PLCs regarding	September 2017-19	Flow charts, Intervention (Behavior &	All Staff Members, Principal,	Documentation Materials, Title I (\$200) Folders, Printing

the framework of MTSS		Academic) files and review systems established	Instructional Coach, School Psychologist, District MTSS-A coach	
Math SMART Goals	January 2017-May 2019	Grade Level Smart Goals defined by grade level standards and/or MAP (NWEA) Assessments	Principal, Instructional Coach, Reading and Math Specialists, grade level teachers	Funding provided by District, utilized PLC Time
Data Reviews for School-wide Math Data in PLCs	August 2018-May 2019	School-wide Calendar (dates include October 8, February 14, May 3 <sup>rd</sup> )	Principal, Instructional Coach	Funding provided by Title I 2-3 subs needed for each date

### Strategy 3 Math Resource Room

Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Maintain Math Resource Room-Activities aligned to grade level standards and Investigations	Summer 2017-June 2019	Resource Room	Reading and Math specialists	Funding provided by District

### Strategy 4

Increase parent involvement and understanding of instructional practices in Math

Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Parent Math Night	Fall 2017 Fall 2018 Fall 2019		Title 1 and Staff	Title I (\$1600 -- \$800 each)

### Myhre Goal #3

All students and team members will show respect for themselves, others, and property.

- Positive awareness of self (Physical, Emotional, and Mental Health)

### Myhre Objective #3:

Demonstrate proficiency by meeting learning targets in district elementary behavior standards by June 2019 as measured by the following standards on the Myhre Elementary Behavior Rubric

- Interacts positively with peers and adults
- Responsibility for Learning
- Puts forth effort
- Demonstrates self-monitoring

Results will also be analyzed from the following sources:

- BOY Parent Surveys
- BOY Student Survey
- Documentation of Myhre Mends & Major Behavior-detailed
- SBG-Student Behaviors; growth over time indicators
- School wide Evaluation Tool (SET)
- MTSS-B At-Risk Behavior Report

**Evaluation**

We will measure the success of our efforts toward improving climate and culture at our school by monitoring the number of behavior referrals. Moreover, we will survey parents, students, and teachers regarding the effectiveness of our schoolwide plan.

Strategy 1 Align and measure growth over time utilizing Social Skills Curriculum				
Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Review and tweak behavior rubrics that helps identify proficiency in the area of the following identified standards: Interacts positively with peers and adults Responsibility for Learning Puts forth effort Demonstrates self-monitoring Responds to Teacher-Directed Activities Creating, Imagining, and Innovating Critical Thinking and Problem Solving	September 2017-19	Developed Rubrics and inputting behavior scores every other week	Student Success Team and Classroom teachers,	Cost \$0
Strategy 2 Increase student participation and practice of social skills through service learning and/or other activities				
Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget

Create Purposeful Jobs for Students	Fall 2017 Fall 2018	Grocery Deliverers, Gardner, Greeters, Organizers	Counselor, Social Worker, Behavior Coach, Principal	Funding provided by District
<b>Strategy 3 Improve early intervention and management of student behavior</b>				
Create a Sensory & SEL Room and provide professional development for self-regulation strategies and skill groups	August 2017-19	Implementation	Occupational Therapist, School Psychologist, Counselor, Social Worker, Principal, Behavior Coach	Sensory Room Equipment and alternative seating: (1000-Title I) (\$300 in donation funds)
Provide Sensory Training to Instructional Aides	Academic Year 2017-18	Implementation	Occupational Therapist,, SLP, Instructional Coach, Principal	Cost \$0
Staff Professional Development: Conscious Discipline Book study and <i>Managing Mayhem</i>	Academic Year 2017-19	Attendance Records, action steps	Teachers, Counselor, Social Worker, Principal, AP, Title 1 Specialists	<i>Managing Mayhem</i> \$560
Create guiding documents outlining MTSS for behavior, documented PTR BIPs, and a review process	September 2017-June 2019	Created Folder of Tier 1, 2, and 3 Behavior supports	All Staff and Instructional Support Staff	Printing, Laminating, Folders (\$300)
Staff Professional Development-Created Myhre Behavior Support Document and Common Expectations-classrooms (STOIC/CHAMPS) and Procedures, Refinement	August 6, 2017-May 2019	Myhre Behavior Support Documents	All Staff and Stakeholders	Printing, Funding provided by District
Recess Team (Playworks model)	August 2017-May 2018	Myhre Behavior Coach Documents	Behavior Coach, Principal, Social Worker, Counselor	Title 1 (\$1000)
Behavior Boot Camp, 2 x's a year  Review and collaborate students	October 2018, February 2019	Agenda's, BIP binder	Behavior Coach, Social Worker	Guest teacher, 2xs Teacher folders (\$400 Title I)



BIPs and classroom behavior strategies				
<b>Strategy 4 Recognize and celebrate student efforts and positive behaviors</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Plan six school-wide Assemblies (Focus on Responsibility for learning, Interacts positively with peers and adults, and Attendance)	Academic years 2017-19	Monthly Celebration School Calendar	Each grade level, with a specialist, and members of the Student Success Team, level will be responsible for a school assembly that supports the pacing of Second Step, Hands out Horseshoe Hoorays, and RED Awards	Printing (\$100) Supplies (\$300)
Authentic opportunities for students to celebrate communication skills learned through Second Step, Color My Conversation, and Conscious Discipline	Academic years 2017-19	Trimester opportunities to celebrate and practice social skills through authentic and engaging activities noted on our Myhre School calendar (Breakfast and Lunch Programs)	Speech/Language Pathologists, Specialists, Social Worker, Counselor, Principal, Instructional Coach, grade level teachers	Funding provided by District
<b>Strategy 5 Recognize staff efforts</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Myhre Noticing	Academic year October 2017-June 2, 2019	Six School-wide Celebrations on Myhre school calendar	Myhre Staff, Principal	Printing (\$100)
<b>Strategy 6 Increase parent involvement and understanding of social-emotional needs of students</b>				
<b>Activity</b>	<b>Begin/End Date</b>	<b>Evidence</b>	<b>Staff Responsible</b>	<b>Resources/Budget</b>
Parent Night-Behavior Conscious Discipline: Tips and Strategies	Fall 2018	Parent Night Attendance Records	Behavior Coach, Social Worker, School Counselor	Parent Night Expense (\$800)
School-wide Mentorship Program	September 2017-19	Students who need positive adult connection will be assigned an adult mentor	Counselor, Social Worker, Behavior Coach	Cost \$0

		to connect with across the school year to support social and academic needs		
<b>Strategy 7</b> Instill a culture of positive awareness of self (Physical, Emotional, and Mental Health)				
Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Additional Nursing Support and classroom Instruction	September 2017-May 2019	Provide a <i>preventative</i> professional development approach to health care needs for staff, students, and parents, in order to increase attendance, and build capacity within our school community that reflects a healthy proactive approach to ensuring all students are safe and well cared for.	Principal, School nurse, Instructional Coach, and Social Worker	Title I Funded Position
In House Behavior Coach Support	September 2016-May 2018	Provide Teacher/student coaching support for Tier 2 and Tier 3 students	Principal, Behavior Coach, School nurse, Instructional Coach, and Social Worker	Title I Funded Position

**District Goal:** All preK-12 students will be on track to graduate ready for college, career and community life

**BHS Graduate Outcome:**

All Students will:

- Thinks critically and analyzes information to make decisions and solve problems
- Collaborates by sharing ideas and listening to the ideas of others
- Uses technology to discover, research, collaborate, and communicate in ethical ways

**Myhre Goal #4**

All students will graduate with the community-ready skills necessary to grow in their roles as responsible, productive citizens of the 21<sup>st</sup> Century (Learning and Innovation).

**Myhre Objective #4:**

Demonstrate proficiency by meeting learning targets for 21<sup>st</sup> Century skills of critical thinking, collaboration, and communication by 06/04/2019 as measured by district defined rubrics and the following areas of the Myhre Elementary Behavior Rubric:

- Critical thinking and problem solving
  - Thinks critically and analyzes information to make decisions and solve problems
  - Collaborate by sharing ideas and listening to the ideas of others
- Creating, Imagining, and Innovating
  - Uses technology to discover, research, collaborate, and communicate in ethical ways

**Outcomes will be measured by:**

Demonstrate proficiency by meeting learning targets in district elementary behavior indicators by June 2019 as measured by the following standards on the Myhre Elementary Behavior Rubric

- Critical Thinking and Problem Solving
- Creating, Imaging, and Innovating

Results will also be analyzed from the following sources:

- BOY/EOY Parent Surveys
- EOY Student Survey (Bright Bytes)
- SBG-Student Behaviors and work Habits Rubric
- Bright Bytes Survey

Strategy 1 Instill critical thinking and problem solving into learning objectives				
Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Staff training on 21 <sup>st</sup> Century learning strategies	September 2017-May 2019	Laser focus on learning objectives so students are thinking critically and analyzing information in order to make decisions and solve problems	Classroom teachers, T1 Specialists, Instructional Coach, Principal	Funding provided by District
Collaborate by sharing ideas and listening to the ideas of others	September -2017-May 2019	PBL Protocols at Staff Meetings	All staff	Funding provided by District
Professional development for utilizing 1:1 technology in the classroom to build student success skills	June 2018-May 2019	PLC Agendas, BPS Tracker  2018 Summer technology Institute	Teachers in Grades 3-5	Funding provided by District

**Strategy 2** Instill a culture where students are creating, imagining, and innovating (Project-based Learning)

Activity	Begin/End Date	Evidence	Staff Responsible	Resources/Budget
Students use technology to discover, research, collaborate and communicate in ethical ways	October 2017-May 2019	Students doing purposeful work on Chromebook during independent time, utilizing PBL strategies, and partaking in student led exhibitions	Classroom teachers, LMS, Instructional Coach, Principal	Funding provided by District
Curriculum mapping embedded with technology opportunities	Academic years 2017-19	Staff embed technology opportunities into curriculum areas	Classroom teachers, LMS, Instructional Coach, Principal	Funding provided by District
Professional Development: Technology resources training for all staff	October 2017-May 2019	Teachers use technology frequently and with confidence throughout curriculum	Classroom teachers, LMS, Instructional Coach, Principal	Funding provided by District
Develop a student-led technology team	October 2017-May 2019	A technology team will be available to assist with technology throughout the school	LMS, Classroom teachers,	Funding provided by District

## Activities Component

### **Myhre Staff, Curriculum, and Staff Development Calendar.**

Month	Description
August	Train new teachers on Social Skills Curriculum called Second Step, Conscious Discipline, and Zones of Regulation, STOIC framework, Common School-wide/Classroom Expectations –ask Social Worker and Behavior Coach to support (New teacher Orientation)  Review Behavioral Curriculum with all new staff

	<p>Print and review Myhre Mustang Noticing certificates, Review Myhre Must Haves, Myhre Mends &amp; Major Behavior forms, as well as Myhre school assemblies &amp; celebrations.</p> <p>Hold grade level transition meetings &amp; share schedule details (middle August)</p> <p>Review all updated MTSS-B documents (Mends, Noticings, Myhre Must Haves, Expectations &amp; Procedures)</p> <p>Review Title I Goals and Initiatives related to Innovation, Behavior, Mathematics, and Reading Instruction.</p> <p>Share Staff Development Calendar for the entire year.</p> <p>Develop an Instructional Coaching, Social Work, Counselor, and Principal Agreement</p> <p>Fall Open House – August 21, 2017, 4:30-5:30 pm</p> <p>Review all interventions, ILP, and MTSS information placed in Grade Level Binders</p> <p>Instructional Coach-put together PLC Binders for each team member</p> <p>Review June Title I summer staff development related to Reading and Mathematics</p> <p>August Staff Development Day will be used to review all the items on the August Calendar list above and to review PLC information related to teacher deliverables for Math, Reading, Behavior, and Innovation. This includes reviewing all electronic information in the Myhre PLC google docs.</p>
September	<p>Begin Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Begin Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Concept Map, Grade 2 all essential learning targets (Need &amp; Nice to know)</p> <p>Title I Opening Year Event and Annual Parent Meeting with Title I Survey (See Parent/Student Calendar)</p> <p>Benchmark Assessments, MAP, and AIMSweb, for or all students</p> <p>Instructional Leadership Team will be established to review Goals and Processes for Myhre</p> <p>Implement Instructional Aide Weekly Meetings</p> <p>Write, revise, and implement all MTSS ILPs plans for students based on last year's data</p> <p>Review all student BIPs, implement until dismissed</p>

	<p>Continue the Walk to Learn Reading Cycles, if appropriate</p> <p>Progress Monitoring AIMSweb for all students on MTSS Plans</p> <p>Fountas and Pinnell Assessment for all students K-5</p> <p>Determine Student and Teacher Production Behaviors for Reading and Mathematics (Coach/Staff/Principal)</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Teachers and Staff begin to Set Personal Evaluation Goals that match our School-wide goals</p>
<p>October</p>	<p>Instructional Coaching Cycles Begin, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Conscious Discipline coaching sessions</p> <p>Register for Title I Fall Conference attended by 4 staff members.</p> <p>Staff Development Day October 23, 2016- Building, <i>Essential Understanding &amp; PBL Differentiated Menu?</i></p> <p><i>Behavior Bootcamp to review all BIPs and fidelity check on classroom expectations and core curriculum (STOIC &amp; Second Step)</i></p> <p>Progress Monitoring Aimsweb</p> <p>Continue Walk to Learn Reading Cycles, if appropriate</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p>

	<p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Continue Professional Development - Conscious Discipline Live by Dr. Becky Bailey</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p>
November	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline</p> <p>Progress Monitoring Aimsweb</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Continue Walk to Learn Reading Cycles, if appropriate</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Continue Professional Development - Conscious Discipline Live by Dr. Becky Bailey</p>
December	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach,</p>

	<p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline, CHAMPS-STOIC Framework and Second Step</p> <p>Progress Monitoring Aimsweb</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles, if appropriate</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Continue Professional Development - Conscious Discipline Live by Dr. Becky Bailey</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p>
<p>January</p>	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline</p> <p>Progress Monitoring Aimsweb</p> <p>Review Instructional Coach and Principal Agreement</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Continue Walk to Learn Reading Cycles</p>



	<p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p> <p>Fountas and Pinnell Assessment for all Kindergarten students and students who were not reading at grade level during BOY assessment - grades K - 5</p> <p>Continue Professional Development - Conscious Discipline Live by Dr. Becky Bailey</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p>
<p>February</p>	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, Developing Mathematical Ideas training continued implementation, CHAMPS-STOIC Framework and Second Step</p> <p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline</p> <p>Progress Monitoring Aimsweb</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Staff Development Day February 20, 2018</p> <p><i>Behavior Bootcamp to review all BIPs and fidelity check on classroom expectations and core curriculum (STOIC &amp; Second Step)</i></p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p> <p>Meeting with Data/Program Consultant</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals.</p>

March	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Developing Mathematical Ideas training continued implementation, Math Talks &amp; Video Tape sessions for staff PLC training</p> <p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline</p> <p>Progress Monitoring Aimsweb</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Evaluation of staff on progress toward their goals is completed</p> <p>Book study of <i>Managing Emotional Mayhem</i> by Dr. Becky Bailey</p>
April	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Developing Mathematical Ideas training continued implementation, Math Talks &amp; Video Tape sessions for staff PLC training</p> <p>Review DVD's for all grade levels for further professional development on Guided Reading and Conscious Discipline</p> <p>Staff Development Day, April</p>

	<p>Progress Monitoring Aimsweb</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Continue Walk to Learn Reading Cycles</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p> <p>Book study of Managing Emotional Mayhem by Dr. Becky Bailey</p>
<p>May</p>	<p>Instructional Coaching Cycles continue, Professional Development with <i>The Next Step Forward</i> in Guided Reading by Jan Richardson, Benchmark-Balanced Lit, F &amp; P, and The Power of Peer Observation. Continue Second half, Professional Development - Conscious Discipline Live by Dr. Becky Bailey with Behavior Coach, CHAMPS-STOIC Framework and Second Step</p> <p>Title I Annual Review with staff</p> <p>Progress Monitoring Aimsweb</p> <p>Benchmark Assessments, MAP, and Aimsweb, for or all students</p> <p>Leadership Meeting to review Goals and Processes for Myhre</p> <p>Instructional Aide Weekly Meetings (Staff Meeting, Social-emotional strategies, Instructional Strategies)</p> <p>Continue weekly PLCs with teachers to address CFAs, formative assessment, academic and behavior data. Continue Student Success meetings weekly meetings with Counselor, Social Worker, Behavior coach, Lead teacher, and Principal to address behavior, attendance and grades. Myhre will continue our weekly Problem Solving Process Meetings (Coaches, Special Education Staff, Principal, Social Worker, Counselor, Teacher, and School Psychologist), and Parent Teacher Organization meetings.</p> <p>Monthly Title Staff Meetings and monthly committee meetings attended by all staff...review monthly activities and plan for upcoming month.</p>

	Fountas and Pinnell assessments for all students K - 5
June	Title I and Program Improvement paperwork, Due June 1, 2019

## Myhre Parent/Student Activities:

Family Involvement activities correlate with Myhre's Comprehensive Plans. Research indicates that no program can be successfully implemented in a school that has a difficult climate and family involvement increases academic success. The family involvement activities planned have been and will continue to be supported by our Program Improvement Plan, School wide Plan, Parent Teacher Organization, Myhre Team Members, and Bismarck Public Schools.

MONTH	EVENT/DATE	DESCRIPTION/COMPONENTS	RESPONSIBILITY/PLANNING
August 21	Opening House –4:30 – 5:30 PM	Students/families visit classrooms and meet staff. Parent Survey administered to guide parent involvement 1,2,3,5	All Staff
August 31 5:00-6:30	Title I Parent Night & Bingo for Books	Principal Meeting with parents and learning activity	Social Work and Title I Staff will coordinate
TBD 2:00-2:45	R.E.D.	Read Every Day, Parent open house to read with students	Title I, Social Work, Principal, Inst Coach
TBD	Muffin Morning	Refreshments with grandparents or special adult K-2	Staff and PTO
November (PT Conferences)	Book Fair	Promote reading during week of conferences 1,2,3	LMS, PTO, Library
TBD	Monster Math Bash	Families learn math strategies and play math games. 1,2,3	Inst Coach, Title I Team, available staff
November (TBD)	Music Program 4 <sup>th</sup> grade	1,2,3	Music/4 <sup>th</sup> Grade Teachers
November (TBD)	M.E.D.	1,2,3,5 Math Every Day with families	Title I, Social Work, Principal, Inst Coach
December (TBD)	Music Program 2 <sup>nd</sup> grade TBD	1,2,3	Music/2 <sup>nd</sup> Grade Teachers
December (TBD)	Dental Prevention Program	Dental unit within the school to provide dental work for students. 1,2,6	Social Worker and Dental Staff
December (TBD)	Giving Sale	Giving Sale	Bismarck Community Church, Social Work, Principal
January	Music Program 3 <sup>rd</sup> TBD	1,2,3	Music/3 <sup>rd</sup> Grade Teachers
January (TBD) 5:00-6:30	Family Game/Innovation/Art Walk Night	Promote school spirit and community 1,2,3,5	Social Work, Title I Team, LMS available staff
January (TBD) 2:00-2:45	R.E.D.	Read Every Day, Parent open house to read with students	Title I, Social Work, Principal, Inst Coach
February	Care mobile TBD	Mobile dental unit providing free dental care to families that qualify 1,2,6	Social Work and Care mobile Staff

February (TBD) 2:00-2:45	M.E.D.	1,2,3,5 Math Every Day with families	Title I, Social Work, Principal, Inst Coach
March (TBD) 5:00-6:30	Literacy Night/Camping	Guest Readers, Writing Gallery Walk	Inst Coach, Title I Team
March (TBD)	Music Program 5 <sup>th</sup> TBD	1,2,3	Music/ 5 <sup>th</sup> Grade Teachers
May (TBD)	Kindergarten Open House, 5:30-6:30 and 7:30-8.	Transition to Kindergarten 1,2,3,5	K Teachers, Principal, Social Work, Nurse, PTO
April (TBD)	Music Program 1 <sup>st</sup> TBD	1,2,3	Music/1 <sup>st</sup> Grade Teachers
April (TBD) 2:00-2:45	R.E.D.	Read Every Day, Parent open house to read with students	Title I, Social Work, Principal, Inst Coach
May (TBD)	Music Program and Graduation K TBD	1,2,3	Music/K Teachers
May (TBD)	Staff Appreciation Week	Climate and Culture	PTO, Principal, Community
May (TBD)	Band Night Parade	Promote school spirit and community  1,2,6	PTO, Assistant Principal and available staff
May (TBD) 4:30-6:30 pm	PBL Learning Fair & Extravaganza	Authentic projects displayed, student led exhibits, art show, innovation, focused on 21 <sup>st</sup> Century 4c's	All Myhre Staff
May (TBD) 3:15	Title I Annual Review May 16 <sup>th</sup> 3:15 PM	Review of Data, Summit Presentation etc....	Title One Reading Teachers with Staff
May (TBD) 2:00	All School Celebration and Academic Awards	Promote school spirit and community  1,2,6	All School Staff, PTO
ONGOING....	PTO – 2 <sup>nd</sup> Tuesday of each month @ 6pm	Parent Teacher Organization to provide support, sharing and decision making for parents and staff 1,2,4,5	Principal, PTO Board and available staff
	Fundraising	Assist PTO with fundraising efforts including box tops, magazine sales, etc..... 1,5,6	PTO

**Along with Bismarck Public Schools, Myhre Elementary assures that 10% of the Title 1, Part A allocation is set aside for professional development activities that meet the following:**

- Directly addresses the academic and social, emotional and behavioral issues that caused Myhre to be identified for school improvement
- Provides expanded opportunities for engaging in professional development
- Includes development for the school, classroom teachers, specialists, administration, and support team members

**Transitions from Early Childhood to Myhre**

Myhre works the Bismarck Early Childhood Educational Program (BECEP) in April of every year to address the needs of the incoming Kindergarten students. This includes creating a list of incoming students, reviewing existing Individual Educational Plans (IEP's), then following up with a Myhre Special Educator sitting in on the students IEP. This is followed by the Myhre Kindergarten Teachers, Principal, Counselor, Social Worker, and Special Educators discussing the needs of the students then placing them in classes for the coming year. Once a teacher is identified, the teacher and specialist visit the child's classroom at BECEP.

Myhre also hosts a Kindergarten Open House in May. This is for all parents and incoming Kindergarten students. The Open House reviews school procedures, Title I opportunities, and school curriculum. It is followed by an opportunity for all to view the school and classrooms at Myhre. One day prior to Kindergarten Myhre staff hosts an additional Open House for all students.

### **Transitions to Myhre to Middle School**

Myhre also meets with Wachter Middle School (WMS our feeder middle school) and shares academic and behavior data of our fifth graders. In addition, WMS staff is invited to the IEP's of all 5<sup>th</sup> grade students. All 5<sup>th</sup> grade students are also allowed to attend a summer school session at the WMS and take a tour of the building prior to exiting 5<sup>th</sup> grade.

### **Extended School Opportunities**

Myhre Elementary School partners with the Missouri River Educational Consortium for a before and after school study club. These services run from 7:30am to 8:00am and 3:05pm to 5:30pm. 80% of all time in these sessions are devoted to grade level academics. In addition, Myhre also offers a 6 week Camp Adventure program that runs from June into July. This program is focused on mathematics and reading instruction and provides targeted intervention opportunities for our Tier II and Tier III students. Classrooms have one teacher with no more than 15 students.

### **Evaluation Component**

The Myhre Leadership Team evaluate the impact of the School wide Plan, Program Improvement Plan, Corrective Action Plan, and Alternate Governance Plans and our progress on student achievement as measured by the North Dakota State Assessment and District level assessments (i.e. Aimsweb, NWEA, Standards Based Grading and Common Formative Assessments). Additional program indicators, i. e., actual daily attendance, tardies and early dismissals, student suspension rate, and staff, student and parent surveys are also used in program evaluation. The team uses View Point and building level information to gather assessment data. The MTSS A & B Model is continuously utilized to log, analyze, and interpret student achievement and behavior data to identify areas of strength and weakness, trends of performance, cohort performance and overall progress toward meeting school, district and state goals.

Myhre continues to share this information and gather stakeholder input at PTO meetings, Annual Title I meetings, and Fall Parent Meetings. The PTO meetings, Annual Title I meeting, and Fall Parent meetings are meetings where written notification is sent out frequently and phone contact is made with some stakeholders as a reminder of the meeting. These frequent reminders allow parents, community members, and other stakeholders many opportunities to make arrangements for attendance.

In addition, Myhre provides Supplemental Services, School Choice, Corrective Action, Alternate Governance and AYP notification as per state guidelines. Notification of our progress or lack thereof is sent to parents on a regular basis.