



School Improvement Plan

Beach Elementary School

Cedar Springs Public Schools

Mrs. Ken See, Principal
204 EAST MUSKEGON ST
CEDAR SPRINGS, MI 49319-9326

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
Student Performance Diagnostic	
Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	19

Stakeholder Feedback Diagnostic

Introduction 21

Stakeholder Feedback Data 22

Evaluative Criteria and Rubrics 23

Areas of Notable Achievement 24

Areas in Need of Improvement 26

Report Summary 28

School Data Analysis

Introduction 30

Demographic Data 31

Process Data 34

Achievement/Outcome Data 36

Perception Data 43

Summary 46

School Additional Requirements Diagnostic

Introduction 48

School Additional Requirements Diagnostic 49

Title I Schoolwide Diagnostic

Introduction 52

Component 1: Comprehensive Needs Assessment 53

Component 2: Schoolwide Reform Strategies 63

Component 3: Instruction by Highly Qualified Staff 70

Component 4: Strategies to Attract Highly Qualified Teachers 71

Component 5: High Quality and Ongoing Professional Development 73

Component 6: Strategies to Increase Parental Involvement 75

Component 7: Preschool Transition Strategies 79

Component 8: Teacher Participation in Making Assessment Decisions 80

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 82

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 85

Evaluation: 88

2016-2017 Goals

Overview 90

Goals Summary 91

 Goal 1: All students will be proficient in ENGLISH/LANGUAGE ARTS 92

 Goal 2: All students will be proficient in mathematics 97

 Goal 3: All students will be proficient in science 101

 Goal 4: All students will be proficient in social studies 105

Activity Summary by Funding Source 110

Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Beach Elementary is a 2nd and 3rd grade building in Cedar Springs Public Schools. We service about 260 students per grade level. We are a rural/suburban public school located north of Grand Rapids. We are the largest employer in the community. We are fortunate to have 5 of our 6 buildings located on one campus, which allows for a friendly, small town community feeling. Our district covers 110 square miles. Our school board, administrators, and staff work closely and collaboratively to provide the best education possible to our students. Our racial diversity is low, but our socio-economic make-up is very diverse. Currently over 50% of our students receive free and reduced lunch.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement:

Our children will become self-confident citizens capable of facing the challenges of a changing world. All students will meet or exceed grade level standards. All students will be provided differentiated instruction and extended learning opportunities to ensure their success.

Mission Statement:

To provide a high quality, world class education that ensures success for every child through exemplary teaching and learning.

Beliefs Statement:

Cedar Springs Public Schools is committed to doing whatever it takes to ensure every child regardless of gender, race, ethnicity, socioeconomic status or disability is challenged and learns at high levels.

Every student is a unique learner and Cedar Springs Public Schools will tailor instruction to meet the needs of each student.

Cedar Springs Public Schools is committed to a culture of respect that involves integrity, fair treatment, honesty and openness.

Cedar Springs Public Schools believes that the development of the whole child is an essential role of the school district and as such we will work to build high efficacy, critical thinking and team work skills in all students.

(Habits of Mind)

Cedar Springs Public Schools believes that the success of each child is dependent on strong partnerships between teachers, students, parents and the community.

Cedar Springs Public Schools believes that a culture that supports collaboration, innovation and excellence will allow us to better meet the needs of each child.

Cedar Springs Public Schools recognizes that high levels of engagement, creating urgency and relevance are critical to ensuring each Cedar student becomes the "best for the world." We will work to design our culture and instruction to support those ends.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years all 2nd and 3rd grade teachers at Beach Elementary have been trained in both the Gradual Release of Responsibility Model of Instruction and the Reading and Writing Workshop. The purpose of this is to maintain a common language when working collaboratively to plan and reflect on instruction.

We have implemented a guaranteed and viable curriculum, a common instructional model, pacing guides and common assessments for reading, writing and math.

We are using an assessment data storage system provided by the local ISD to allow us access to our assessment data. This allows us to make timely adjustments to our instruction and to differentiate accordingly for all students.

We have in place a building wide reading support program (GATORS). This reaches students who are scoring below average in second and third grade reading benchmarks.

Beach Elementary has been awarded the designation of a "green school" for their work to take care of the environment.

PALS mentoring program provided, under the direction of Larry Reyburn & several high school students, assistance to several at-risk students.

Teachers are a part of a lab classroom that allows teachers to view other educators at work in their own classroom. This takes place three times per year. After an observation takes place the host teacher and visiting teachers come together to discuss what was learned.

Student Athlete Mentors volunteer once per week to work with students who are in need of social development. They play games and provide one on one friendly conversation.

Math Workshop follows the gradual release model. This form of teaching allows educators to use classroom data to implement small groups that visit work sites that cover specific grade level content. The data collected also is used to perform small group teaching based on the abilities demonstrated in collected data.

Our building and district are focusing on growing our understanding of the Common Core and how to best adjust our curricula to insure that all students are becoming higher level thinkers.

Based on standardized test data there is a special focus district wide on developing our students mathematical skills PK-12.

We are striving to decrease the achievement gap between our economically disadvantaged and non economically disadvantaged students. In 2014-2015 we implemented an intervention program for math and reading. Four interventionists provided small group or one-on-one instruction for at-risk students identified as needing support in reading and math. We hope to implement this intervention again this year when district funds become available.

Additional Information

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

None.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The various stakeholders are involved in the improvement plan based on need. We request parents to be a part of our school improvement team. We work collaboratively with parents to evaluate school programs and next steps for growth. Staff acknowledge the need for improvement and are focusing on the area of instruction to improve student achievement for all. Staff is committed to the design, monitoring and evaluation through their professional learning communities, building based data conversations and district professional development. Opportunities for community feedback: The community is encouraged to attend board meetings, work sessions and parent nights to gain information and to share feedback. Community members have also been surveyed and will be continually surveyed for feedback, ideas, and critical thinking.

Business members are a key partner in our plan. We continue to develop partnerships with organizations such as the Kent School Services Network, the YMCA nutrition program, Cherry Street Dental, and Cherry Health Services

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

The Beach School Improvement Team is made up of teacher representatives from both grade levels, our cognitive coach, the building principal and a parent. Each member of the group has a voice in the development of the school improvement plan. The group meets periodically for both building planning and district level planning.

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

The improvement plan and the goals that have been developed by individual buildings are designed within the PLC groups. Teachers work in their groups to design more specific SMART goals related to Reading, Writing, Math and Science that the administrator approves. Student data is then collected throughout the year and analyzed by the group to monitor growth. Each year ends with teachers reflecting on their progress with both the building administrator and the District School Improvement Director. The plan was communicated to parents during our open house. It will also be located on our new district website and adjustments will be communicated yearly.

Parents can access the progress on the school improvement plan through the website including the annual report. Parents also receive results of student state assessments. Data for our common assessments is also posted on our building data board.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Beach Subgroup Data 2013-2015 Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

62.4% Proficient CS Math vs 52% County and 48.8% State

54.3% Proficient CS ELA vs 52.5% County and 50.1% State

Describe the area(s) that show a positive trend in performance.

62.4% Proficient CS Math vs 52% County/48.8% State

54.3% Proficient CS ELA vs 52.5% County/50.1% State

Which area(s) indicate the overall highest performance?

62.4% Proficient CS Math vs 52% County/ and % State

54.3% Proficient CS ELA vs 52.5% County and 50.1% State

Which subgroup(s) show a trend toward increasing performance?

In math we saw an increase in proficiency in all subgroups when comparing the 2013 MEAP to the 2015 M-STEP

Between which subgroups is the achievement gap closing?

The ELA gap between general education students and special education reduced by 7% when comparing the 2013 MEAP and the 2015 M-STEP.

Which of the above reported findings are consistent with findings from other data sources?

In the area of math and reading, students are showing an increase in proficiency in both our district assessments and the state assessment.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

None of the subgroups in reading showed an increase from the 2013 MEAP to the 2015 M-STEP.

Describe the area(s) that show a negative trend in performance.

Our girls had a slight decrease in proficiency of 4% in ELA when comparing the 2013 MEAP test (that was reading only), to the 2015 M-STEP

Our boys had a significant decrease in proficiency of 15% in ELA when comparing the 2013 MEAP test (that was reading only), to the 2015 M-STEP

Our Special Education population had a slight decrease in proficiency of 8% in ELA when comparing the 2013 MEAP test (that was reading only), to the 2015 M-STEP

Which area(s) indicate the overall lowest performance?

Economically disadvantaged students and students with disabilities continue to show the lowest overall performance. This is a consistent trend historically.

Which subgroup(s) show a trend toward decreasing performance?

All subgroups showed a decrease in performance on the 2015 M-STEP ELA assessment when compared to the 2013 MEAP (that was reading only).

Between which subgroups is the achievement gap becoming greater?

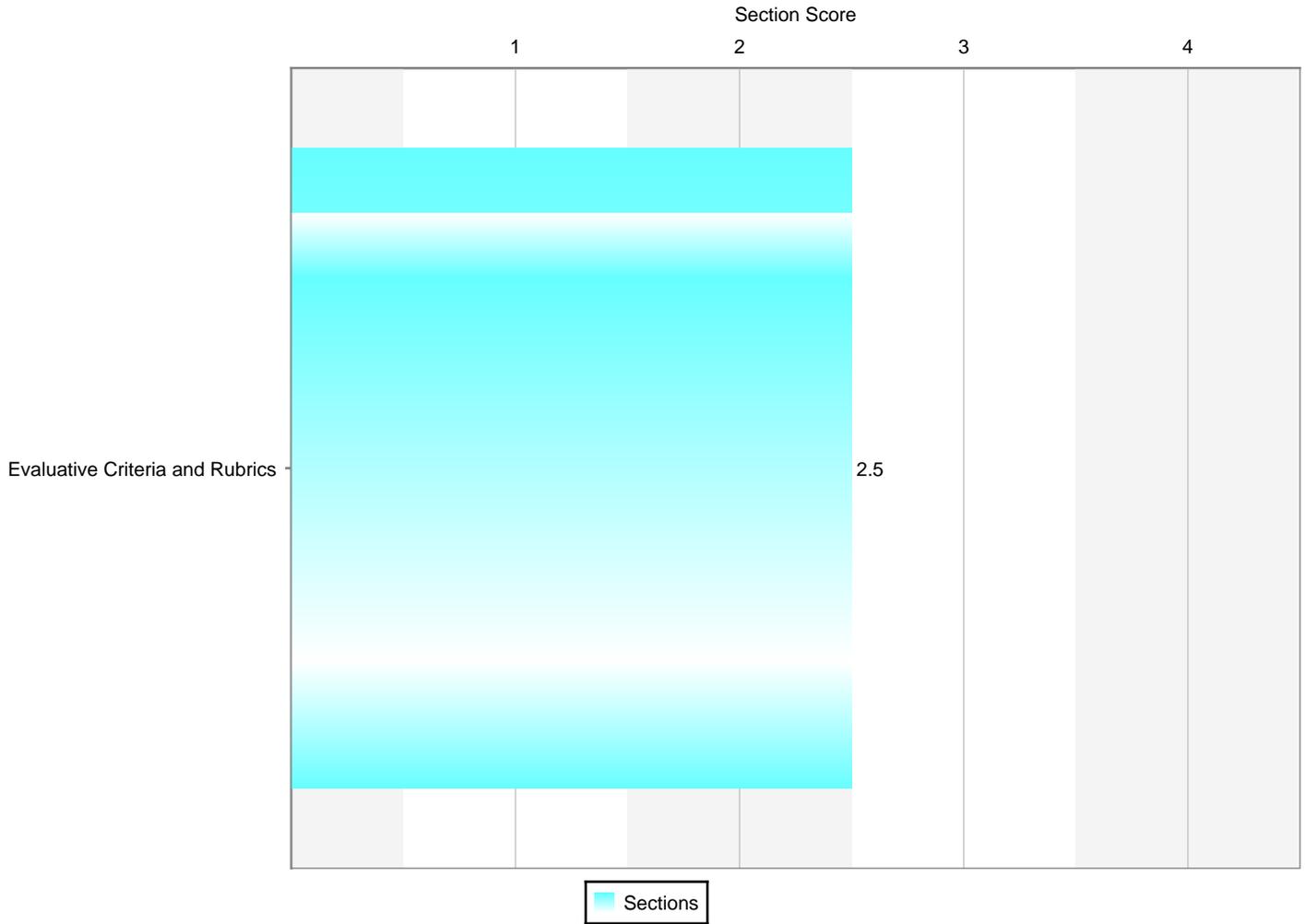
We are seeing significant proficiency increases in all subgroups in math when comparing the 2013 MEAP to the 2015 M-STEP.

Which of the above reported findings are consistent with findings from other data sources?

We are seeing increases in math proficiency in both our district assessments and the 2015 M-STEP.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Based on the survey results of parents, we received the highest rating of "strongly agree" in the following areas:

- All of my child's teachers give work that challenges my child.
- All of my child's teachers help me to understand my child's progress.
- All of my child's teachers keep me informed regularly of how my child is being graded.
- All of my child's teachers meet his/her learning needs by individualizing instruction.
- All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- All of my child's teachers report on my child's progress in easy to understand language.
- All of my child's teachers use a variety of teaching strategies and learning activities.
- All of my child's teachers work as a team to help my child learn.
- My child has access to support services based on his/her identified needs.
- Our school communicates effectively about the school's goals and activities.
- Our school's purpose statement is clearly focused on student success.

Based on the survey results of Staff Members, we received the highest rating of "strongly agree" in the following areas:

- All teachers in our school monitor and adjust curriculum, instruction and assessment based on data.
- Teacher in our school participate in collaborative learning communities that meet both formally and informally across grade levels.
- All teachers in our school provide students with specific and timely feedback about their learning.
- All staff members participate in continuous learning based on identified needs of school.
- Staff members provide peer coaching to teachers.
- Our school has a systemic process for collecting, analyzing and using data.

Based on the survey results of Elementary students, we received the highest rating of "agree" in the following areas:

- In my school my principal and teachers want every student to learn.
- In my school I am learning new things that will help me.
- In my school I am treated fairly.
- In my school students treat adults with respect.
- In my school my teachers want me to do my best work.
- My teachers help me learn things I will need in the future.
- My teachers use different activities to help me learn.
- My teachers listen to me.
- My teachers tell me how I should behave and do my work.
- My teachers ask my family to come to school activities.
- My teachers always help me when I need them.
- My teachers tell my family how I am doing in school.
- My teachers care about students.
- My school is safe and clean.
- My school has many places where I can learn, such as the library.

My school has computers to help me learn.

School Improvement Plan

Beach Elementary School

My school wants children in our school to help each other even if we are not friends.

My principal and teachers ask me what I think about school.

My principal and teachers tell children when they do a good job.

My principal and teachers help me to be ready for the next grade.

Based on the survey results of Early Elementary students, we received the highest rating of "Yes" in the following areas:

I am safe at school

I know what to do every day in school

I learn new things in school

I use a computer to learn at school

My family knows how I do in school

My family likes to come to my school

My school has books for me to read

My teacher is fair to me

My teacher makes me think

My teacher tells me when I do good work

My teacher wants me to do my best

My teacher wants me to help all boys and girls

My teacher wants me to learn

Other teachers know me

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Based on anecdotal data the following areas are trending toward increased satisfaction or approval:

Parent Survey:

-My child has access to support services based on his/her identified needs.

Staff Survey:

-School purpose statement is based on shared values and beliefs that guide decision making

Student Survey:

-My Teacher makes me think.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Based other stakeholder feedback data the following areas are trending toward increased satisfaction or approval:

Parent Survey:

-My child has access to support services based on his/her identified needs.

Staff Survey:

-School purpose statement is based on shared values and beliefs that guide decision making

Student Survey:

-My Teacher makes me think.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The following areas are showing the lowest levels of satisfaction or approval:

Parent Surveys:

- Our school ensures that the facilities support student learning....

Staff Survey:

- High quality support systems to support student learning...

Student Survey:

- Other teachers know me...

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

There is a trend in decreased satisfaction by parents and staff in the following areas.

Staff survey:

- Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Parent Survey:

- Our school's governing body does not interfere with the operation or leadership of our school (disagree or strongly disagree)

What are the implications for these stakeholder perceptions?

We may have some stake holders that may be struggling with the dramatic change in district office leadership. All leadership roles have turned over in the last 24 months.

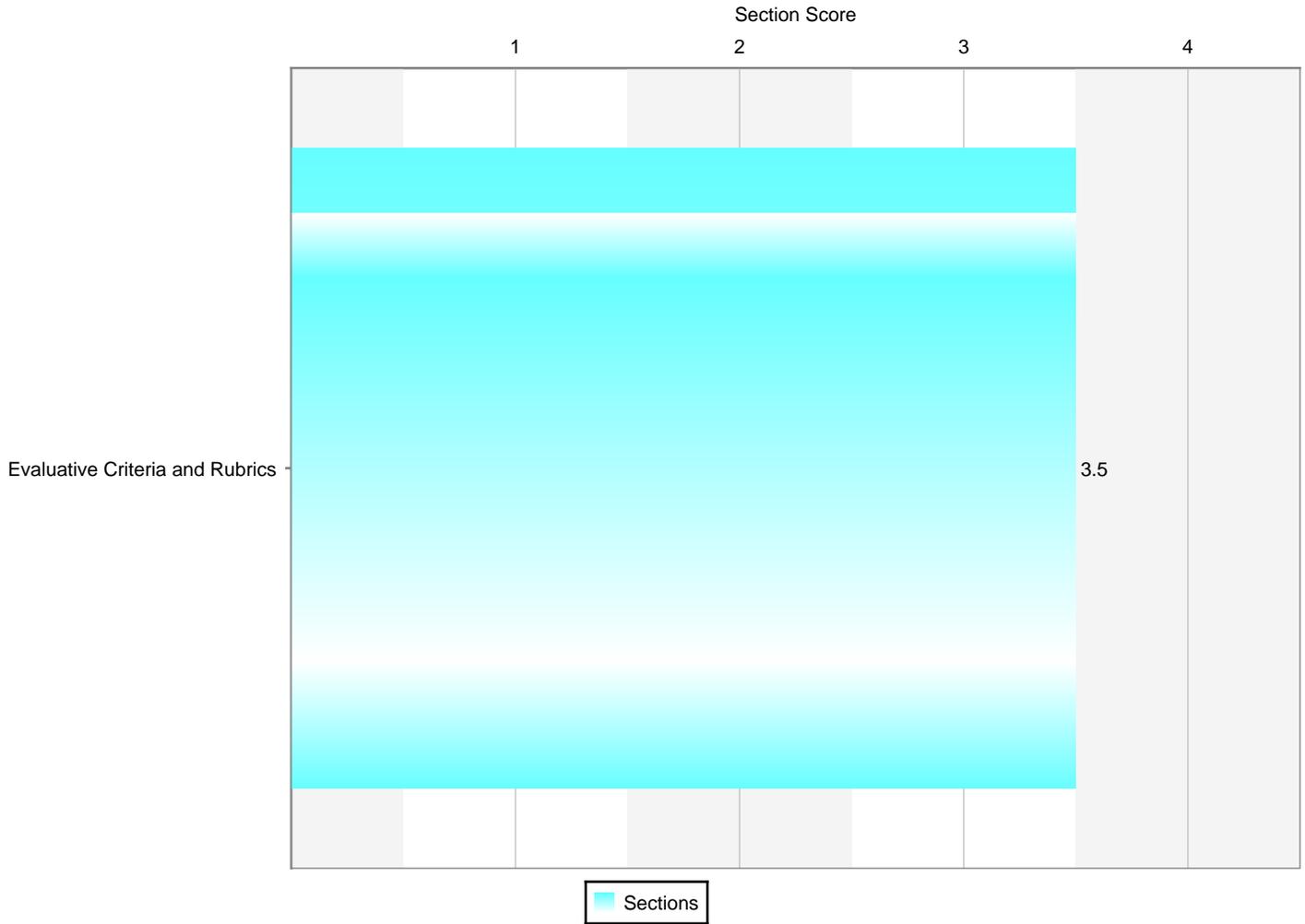
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Consistent themes we are seeing/hearing from stakeholders

- The need for more safety upgrades to our buildings (parents concern)
- Lack of quality technological resources for staff and students (staff and parent concern)
- Concerns regarding all the change in leadership throughout the district.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

Our greatest challenge related to enrollment data is that we have a percentage of students that are both transient and economically disadvantaged. These students who have moved through many different districts in their short educational career often come with learning gaps and have little if any parent involvement in their education.

Student Demographic Data

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

Truancy causes gaps in learning that are very difficult to fill over time. The truant student not only misses grade level learning opportunities, but also does not benefit from the interventions we provide if needed.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

When students are referred to the office, suspended, and/or expelled they are losing curriculum instruction. Repeat visits to the office have not changed the behavior of the students according to the data.

Student Demographic Data

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

We have an enrollment process for new students that allows us to identify red flags that may exist for a student before they have been assigned to a classroom. This process informs the teachers and ancillary staff of possible supports that student may need. We also have an RTI process that requires teachers to document both concerns and interventions they have tried. This process includes the teacher working with an RTI team to plan supports for that student as soon as that teacher recognizes that the new student is struggling. We also have KSSN (Kent School Services Network) to support families who are in need. KSSN goals are to increase student achievement, lower student absences, and deliver services as needed. We will be working with the Kent Schools Services Network (KSSN) representative in our district to develop an incentive plan to encourage better attendance for those students identified as a truancy concern. Parents receive a letter in the mail when students miss 4, 7, and/or 10 days of school and/or excessive tardiness. A home visit may be required. Teachers, parents, and administration create a positive behavior plan to support positive choices.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The building Principal has 10 years of experience as a classroom teacher. He has been an administrator for 11 years and has worked at all three levels (elementary, middle and secondary). His knowledge of what will be expected of students at the middle and secondary levels can be used to support teachers in their instruction and curriculum planning. His experiences working with behavior modification at upper levels can impact his work to support struggling elementary students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

With a focus on collaboration and a variety of years of teaching experience in our building, teachers work together to improve student achievement. Our Professional Learning Communities and common planning time for teams of teachers provides built-in opportunities to reflect on data and support one another.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The Principal was out of the building approximately 10 days for district level administrative meetings. He was out of the building for approximately 5 days for professional development opportunities. He was out of the building approximately 3 days due to illness.

Minimizing the number of days the Principal is out of the building allows for them to be present and available to support teachers with questions, concerns and to support them with student behaviors. These are the ways that the Principal absences may impact student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Knowing the classroom teacher provides the best instruction for students, teachers attend the highest quality professional development to positively impact student achievement.

Teacher/School Leader(s) Demographic Data

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

The district has hiring practices that ensure that teachers are recruited based on their ability to educate students at a high level regardless of their demographic background.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Based on the data our strengths were standard 1, Purpose and Direction, which were all scored as 4 and Standard 2: Governance and Leadership, which also had a score of four in all areas.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Based on the data Standard 4: Resources and Support Systems. The overall score for this standard was 3.14. The specific areas of growth within this standard are media resources (4.4), technology resources (4.5), and supports for social-emotional needs (4.6).

12. How might these challenges impact student achievement?

- 1) The lack of media resources (4.4) is a hindrance to staff growth and use of online tools and instructional resources.
- 2) The lack of technology resources (4.5), is preventing us from exposing students and staff to the most innovative technology tools and resources. As a result, our students may not be as prepared as they should be for the 21st century career and college ready skills.
- 3) We believe that the lack of support for social-emotional needs (4.6) has an a adverse impact on our achievement. Over 50% of our students are economically disadvantaged. With the lack of financial resources that many of our families face, creates social, emotional and behavioral needs that are not being addressed adequately. Over the last 10 years our district has eliminated all but 2 social workers and 2 counselors.

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

Some ways we could address these growth areas are:

In a perfect world we would have full time counseling support for those students that have daily and long-term needs. We would also have a full time technology and media person available to support teachers and students with needs.

Knowing that we do not currently have the resources to address all these needs, our first priority would be to put in place a part or full time counselor or behavioral specialist.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We use data to identify what all students need regardless of having an IEP. No students are excluded from intervention support if they qualify.

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

- Camp Blodgett after school program
- Cedar Springs Parks and Recreation offers summer academic classes.

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

Teachers use academic and behavioral data to identify students that would benefit from extended learning opportunities. The school would then inform parents of identified students about these opportunities.

Newsletters and emails are used to inform the general school parent population of these opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have common curriculum for all content areas. There is a common assessment calendar and all unit assessment data is imported into the IGOR data vault provided by the county ISD.

All curriculum documents are available on the district website.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Our strengths in reading are in our instruction, assessment and curriculum and reading interventions.

-Curriculum: We have a guaranteed and viable curriculum of units taught by all teachers. This includes a common scope and sequence. This allows us to ensure that all students are being exposed to the same reading standards across the grade level. Because teachers are following the same scope and sequence, they are able to work collaboratively throughout each units to share results and strategies.

-Assessment: We use a common reading assessment system which includes a common assessment calendar. Students are assessed formally 3 times per year and that data is stored electronically in a common data vault at the local ISD. This allows teachers to use the data for collaborative conversations in team meetings and grade level professional learning communities.

-Instruction: All Cedar Springs teachers are trained in the Gradual Release model of instruction. They use this model within the workshop to teach reading. This common instructional model allows teachers to better differentiate for students through the use of conferring and guided reading groups.

-Reading interventions: We have a "GATORS" reading intervention program designed to to give intense daily support for students identified as being significantly below grade level. In the past 2 years over 87% of students who received this intervention, were able to be successfully graduated from the program because they were either at or near grade level. 100% of students in the intervention have shown growth from this intervention.

19b. Reading- Challenges

Our greatest challenge is that 52% of our students are economically challenged. We see a pattern in these students of lower communication from parents, less parent involvement in school activities in general. Research shows that students that come from poverty often have not been read to and have not had any formal schooling prior to kindergarten. This causes a lack of basic vocabulary which negatively impacts SY 2016-2017

their ability to read in the school setting and at home. This can impact their general feeling about coming to school.

19c. Reading- Trends

We have seen slight growth in our district reading achievement data. The 2nd grade end of year data in 2013-14 showed 80% of our students were proficient or exceeding. The end of year data for 2014-15 showed that 86% of our 2nd grade students were either proficient or exceeding in reading.

The 3rd grade data for 2013-14 showed that 75% of students were proficient or exceeding. This only increased to 75% for the 2014-15 school year.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Word Work Intervention: In order to continue to positively impact reading achievement, we added a second intervention for the second half of the 2014-15 school year. Students that qualified received daily support in work work skills. The specific skills were taught by interventionists and were identified through a phonics/word work screener.

GATORS: We also have a 30 minutes pull out intervention for identified students. This is based on the research on reading recovery. Students are either pulled for one-on-one support or in small groups. over the last 2 years, over 85% of students that were in the intervention were able to successfully graduate from the program for being at or near their grade level. All students showed growth in the intervention even if they did not eventually graduate.

20a. Writing- Strengths

Our strengths in writing are in our instruction, assessment and curriculum.

-Curriculum: We have a guaranteed and viable curriculum of units taught by all teachers. We use the Lucy Calkins Units. There is a set scope and sequence for these units. This allows us to ensure that all students are being exposed to the same writing standards across the

School Improvement Plan

Beach Elementary School

grade level. Because teachers are following the same scope and sequence, they are able to work collaboratively throughout each unit to share results and strategies.

-Assessment: We use a common writing assessment system which includes a common assessment calendar. Students are assessed formally at the beginning and end of each unit. That data is stored electronically in a common data vault at the local ISD. This allows teachers to use the data for collaborative conversations in team meetings and grade level professional learning communities.

-Instruction: All Cedar Springs teachers are trained in the Gradual Release model of instruction. They use this model within the workshop to teach writing. This common instructional model allows teachers to better differentiate for students through the use of conferring and/or guided groups.

20b. Writing- Challenges

There are a couple challenges we are facing in writing. Our first challenge is that our students struggle discriminating between the different genres. Students may not recognize language in a standardized question that clarifies that they are to write narrative or opinion.

Our other challenge is in bringing consistency in how teachers rate papers. Though we use a common rubric, we see variations in how papers are scored from teacher to teacher.

20c. Writing- Trends

We have seen only slight growth in our district writing scores. This year our students were assessed by the state in their writing for the first time. Though we don't yet have data for this, we will use this data to begin to analyze where we are in our writing instruction and where we need to go next.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This year teachers are planning to schedule times to meet at the half-way point of each writing unit to reflect on data with the intent of impacting how they teach the final half of the unit. Teachers will also be spending time in their PLC's to collaboratively score papers.

21a. Math- Strengths

Our strengths in math are in our instruction, assessment and curriculum.

-Curriculum: We have a guaranteed and viable curriculum of units taught by all teachers. We use the Every Day Math Units. There is a set scope and sequence for these units. This allows us to ensure that all students are being exposed to the same math standards across the grade level. Because teachers are following the same scope and sequence, they are able to work collaboratively throughout each units to share results and strategies.

-Assessment: We use the EDM common assessments. We have a common assessment calendar. Students are assessed formally at the beginning and end of each unit. That data is stored electronically in a common data vault at the local ISD. This allows teachers to use the data for collaborative conversations in team meetings and grade level professional learning communities.

-Instruction: All Cedar Springs teachers are trained in the Gradual Release model of instruction. They use this model within the workshop to teach math. This common instructional model allows teachers to better differentiate for students through the use of conferring and/or guided groups.

21b. Math- Challenges

Challenges that we have seen in math instruction is that many students are lacking basic number sense skills. This gets in their way of the larger problem solving skills needed in the EDM curriculum.

21c. Math- Trends

Historically our 2nd graders show high achievement levels on the EDM assessments, while scoring significantly lower on the state assessment as third graders. Our third grade student achievement scores on district assessments are more in line with those on the state assessment.

This was our first year of the M-STEP assessment which was given in the spring. We do not yet have any data, but we will use this to support our work in math.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are continuing to look at how we use the math workshop to impact student learning. We have also added a daily number sense intervention to impact those bottom 30% students identified as struggling with math.

22a. Science- Strengths

Our strengths in science are in our instruction, assessment and curriculum.

-Curriculum: We have a guaranteed and viable curriculum of units taught by all teachers. We use the Battle Creek Science Units of study. There is a set scope and sequence for these units. This allows us to ensure that all students are being exposed to the same science standards across the grade level. Because teachers are following the same scope and sequence, they are able to work collaboratively throughout each units to share results and strategies.

-Assessment: We use the Battle Creek common assessments. We have a common assessment calendar. Students are assessed formally at the end of each unit. That data is stored electronically in a common data vault at the local ISD. This allows teachers to use the data for collaborative conversations in team meetings and grade level professional learning communities.

-Instruction: All Cedar Springs teachers are trained in the Gradual Release model of instruction. They use this model within the workshop to teach science. This common instructional model allows teachers to better differentiate for students through the use of conferring and/or guided groups.

22b. Science- Challenges

Though our students are not currently assessed by the state in science, we do have challenges in our curriculum that need to be addressed. We have common Battle Creek Science units that we use across grade levels. Recently Battle Creek Science has adjusted their units to more closely align with the common core. This requires us to look at the new units and the new assessments. Based on those reflections, we will make needed adjustments in instruction and the assessment schedule.

22c. Science- Trends

Our students are not assessed by the state in science at this time. We will make the needed adjustments to the units based on the changes made by Battle Creek Science. We can then begin collecting district assessment data to look for patterns and themes.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Currently our students are not tested in science at the state level. Our challenges regarding science are in our need to more clearly define specific standards to be taught in each unit. We have common units taught across grade level. Battle Creek Science has recently made changes in the units to bring them more in alignment with the common core. For this reason, the assessments have changed along with the unit journals.

We are going to be looking at the new units and make needed adjustments to our scope and sequence as needed.

23a. Social Studies- Strengths

Our strengths in social studies are in our instruction, and curriculum.

-Curriculum: We have a guaranteed and viable curriculum of units taught by all teachers. We use the Oakland County Social Studies Units of study. There is a set scope and sequence for these units. This allows us to ensure that all students are being exposed to the same standards across the grade level. Because teachers are following the same scope and sequence, they are able to work collaboratively throughout each units to share results and strategies.

-Instruction: All Cedar Springs teachers are trained in the Gradual Release model of instruction. They use this model within the workshop to teach social studies. This common instructional model allows teachers to better differentiate for students through the use of conferring and/or guided groups.

23b. Social Studies- Challenges

The greatest challenges we have for social studies is that it is a new curriculum for us. We adopted the Oakland County units of study a year ago. We are in the process of identifying priority standards in each unit so that we can stream line the curriculum for viability (enough time in the school year to teach the curriculum to mastery).

At this time there are no clear summative unit assessments developed. We must begin conversations around those highest priority social studies standards in each unit and how we might best assess them. This will be a collaborative process that will take time.

23c. Social Studies- Trends

Our students are not assessed by the state at this time. We will make the needed adjustments to the new Oakland County units now that we have taught them for one year. When we have the curriculum at a viable level and a set of assessments developed we can begin collecting district assessment data to look for patterns and themes.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Currently our students are not tested in social studies at the state level. Our challenges regarding social studies are in our need to more clearly define specific standards to be taught in each unit. We have common units taught across grade level, but we need to more clearly define priority standards, develop a scope and sequence, and develop assessments. When this is all in place we will begin to see results in the state assessment data that is done at this time only in higher grades.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Due to the age of our students within the building, it is not applicable.

24b. Student Perception Data

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

Due to the age of our students within the building, it is not applicable.

24c. Student Perception Data

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

Due to the age of our students within the building, it is not applicable.

25a. Parent/Guardian Perception Data

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

Based on survey data, parents were most satisfied with the "feeling of being welcome in the building."

25b. Parent/Guardian Perception Data

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

Based on survey results the area that parents felt least satisfied was "receiving information about programs, curriculum, assessments and proficiency levels that all students are expected to meet."

25c. Parent/Guardian Perception Data

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

We will have a data wall in place in the hallway within the building. We will send more information home regarding how parents can access curriculum documents. We will also communicate to parents information regarding state and district assessments including results.

26a. Teacher/Staff Perception Data

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

Based on staff survey data, the area that staff feel the most satisfied is around feeling supported with personal needs and feeling supported with challenging students /or parents.

26b. Teacher/Staff Perception Data

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

Based on staff survey data, the area that has the lowest overall satisfaction is feeling supported with their professional growth.

26c. Teacher/Staff Perception Data

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

As a building Principal who has recently been transitioned from the secondary level to the elementary level, I have been continually attending professional development opportunities related to early elementary needs. For example: A year long cohort for Elementary Principals, Running Records Reading assessment training, Guided Reading training, etc.

27a. Stakeholder/Community Perception Data

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

The areas with the highest overall level of satisfaction among stakeholders and community are getting the students what they need to learn and communication about student's progress.

27b. Stakeholder/Community Perception Data

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

The areas that indicate the overall lowest level of satisfaction is the communication of program assistance, additional curriculum supports, and proficiency levels that all students are expected to meet.

27c. Stakeholder/Community Perception Data

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

The team decided to create a school improvement brochure that is accessible in our building office and web site.

Summary

28a. Summary

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

If we continue to provide a welcoming and inviting building atmosphere, then parents will be open to attending additional curriculum support nights hosted by the teachers to help increase all students' understanding.

28b. Summary

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

Challenges that our building faces as we move forward would be monitoring parent attendance at these planned events and whether our parents can access additional implementations via the internet.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

After our first successful curriculum night this past school year, we are planning on implementing an additional curriculum night earlier in the school year.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	<p>-Reading: students are assessed 4 times per year (Beg. of year, Tri, 1, 2 and 3). Students in grade 2 are assessed using the Fountas and Pinnell benchmark assessments. Grade 3 uses Fountas and Pinnell and also SRI (Scholastic Reading Inventory). At risk students are progress monitored every six weeks.</p> <p>-Math: Students are pre and post tested within the Everyday Math units. There is also a beginning, middle and end of year assessments.</p> <p>-Writing: Students are pre and post tested in 3 areas of writing: Informational, narrative and persuasive. We use the Lucy Calkins units of study.</p>	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	These documents are located at Cedar Springs Middle School (please contact Sue Spahr).	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	N/A	

School Improvement Plan

Beach Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	see website: http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Carrie Duddles Human Resources (616)696-1204 Ext. 1006 205 E. Muskegon St http://www.csredhawks.org	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	http://www.csredhawks.org Parents are involved in both the school improvement process and are informed of curriculum and instructional pacing via the district curriculum website.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	see attached	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	We are working systemically as a district toward improving teaching and learning. Please see district plan and how it correlates to building plan. They are directly aligned. Also attached is the Title 11 Professional Development Plan.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was developed over the course of the 2013-2014 school year by our Beach Elementary school improvement team. We met for 6 hours per day on November 13, January 24, February 21, March 26, April 22 and May 20. The primary school improvement team consisted of the building administrator, instructional coach, two teachers and a parent representative. The periodic meetings of the team during the year allowed us to gather data and information for the needs assessment. The group also solicited thinking from the larger teaching staff during staff meetings and staff surveys. Parent feedback was solicited through parent school improvement meetings held during conferences, as well as parent surveys, and anecdotal data from teachers, parents and students.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

1. Give a brief description of the school

Beach Elementary is a 2nd and 3rd grade building in Cedar Springs Public Schools. We service about 260 students per grade level. We are a rural/suburban public school located north of Grand Rapids. We are the largest employer in the community. We are fortunate to have 5 of our 6 buildings located on one campus, which allows for a friendly, small town community feeling. Our district covers 110 square miles. Our school board, administrators, and staff work closely and collaboratively to provide the best education possible to our students.

2. Demographic (Student Body at a minimum)

NOTE: This includes mobility, discipline, and attendance data.

We currently have 530 students

- Free/Reduced lunch is 45.7%
- ELL is 1.13%
- Students with Disabilities 8.6% (excluding students who are only speech and language)
- Gender 262 Boys/ 268 Girls
- White 93%
- Attendance Average 95%
- Mobility 8% of our current students were not enrolled in our district last year
- Homeless < 1%
- Enrollment Trends stay consistent or show growth.

3. Process Data

Strength Area:

Instruction, Assessment, and Curriculum- We have identified strengths in these areas. One component is having a guaranteed and viable curriculum delivered in both 2nd and 3rd grade. This includes common assessments and pacing guides. We have also adopted the Gradual Release of Responsibility as our common instructional model. All staff have been trained and are implementing this model within daily lessons. In addition, to training in the Gradual Release, teachers are also offered professional development in district initiatives such as cognitive coaching (Center for Cognitive Coaching-Denver Colorado), Adaptive Schools (Bruce Wellman and Robert Garnstrom). Both of

School Improvement Plan

Beach Elementary School

these professional growth opportunities impact the strength and productivity of our Professional Learning Communities. Our PLC groups work have over 30 hours per year of meeting time where they collaborate to grow their instruction, discuss common assessment data and align curriculum. Teachers get multiple opportunities to learn from colleagues through the use of Lab Classrooms and peer visits. These include mandatory reflecting/coaching conversations with our core content interventionist and/or the building administrator.

Identified areas of growth:

We identified specific areas of growth within this component. Obstacles include larger class sizes, developing better two-way parent communication regarding how they can support their students at home.

3. Student Achievement

Beach Elementary Data Summary 2013-2016

Results of State's Top to bottom list for 2012 through 2014 for Beach Elementary:

- 2011-2012 - 74th percentile
- 2012-2013 - 73rd percentile
- 2013-2014 - 42nd percentile
- 2014-2015 - No data available (M-STEP Baseline year)
- Actual 3rd Grade M-STEP ELA Proficiency: ELA-54.3% Proficient (State Avg. 50.1%)
- Actual 3rd Grade M-STEP Mathematics Proficiency: Math-62.4% Proficient (State Avg. 48.8%)

2nd Grade District Reading Benchmark Score end of school year 2013-2014

- Total % Proficient 79.69%
- Total % Boys Proficient 37.55%
- Total % Girls Proficient 42.15%
- Total % E. D. Proficient 41.00%
- Total % Sp. Ed. Proficient 13.79%
- Total % Non ED Proficient 59.00%
- Total % Non Sped Proficient 86.21%

2nd Grade District Reading Benchmark Score end of school year 2014-2015

- Total % Proficient 85.70%
- Total % Boys Proficient 79.80%
- Total % Girls Proficient 91.60%
- Total % E. D. Proficient 80.50%
- Total % Sp. Ed. Proficient 40.70%
- Total % Non ED Proficient 90.10%
- Total % Non Sped Proficient 90.90%

2nd Grade District Reading November Benchmark Score end of school year 2015-2016

- Total % Proficient 76.90%
- Total % Boys Proficient 74.30%
- Total % Girls Proficient 79.90%
- Total % E. D. Proficient 71.10%

School Improvement Plan

Beach Elementary School

- Total % Sp. Ed. Proficient 27.80%
- Total % Non ED Proficient 82.30%
- Total % Non Sped Proficient 84.80%

3rd. Grade District Reading Benchmarks 2013-2014

- Total % Proficient 74.79%
- Total % Boys Proficient 53.42%
- Total % Girls Proficient 46.58%
- Total % E. D. Proficient 34.19%
- Total % Sp. Ed. Proficient 10.26%
- Total % Non ED Proficient 65.81%
- Total % Non Sped Proficient 89.74%

3rd. Grade District Reading Benchmarks 2014-2015

- Total % Proficient 74.10%
- Total % Boys Proficient 66.70%
- Total % Girls Proficient 82.20%
- Total % E. D. Proficient 67.00%
- Total % Sp. Ed. Proficient 24.40%
- Total % Non ED Proficient 47.90%
- Total % Non Sped Proficient 84.80%

3rd. Grade District Reading Benchmarks (October) 2015-2016

- Total % Proficient 74.40%
- Total % Boys Proficient 70.00%
- Total % Girls Proficient 78.40%
- Total % E. D. Proficient 63.30%
- Total % Sp. Ed. Proficient 36.70%
- Total % Non ED Proficient 83.60%
- Total % Non Sped Proficient 79.20%

Everyday Math Benchmark Score end of school year unit proficiency

2nd. Grade 2013/2014

- Total % Proficient 90.77%
- Total % Boys Proficient 46.15%
- Total % Girls Proficient 44.62%
- Total % E. D. Proficient 41.15%
- Total % Sp. Ed. Proficient 13.85%
- Total % Non ED Proficient 58.85%
- Total % Non Sped Proficient 86.15%

Everyday Math Benchmark Score end of school year unit proficiency

2nd. Grade Math 2014-2015

- Total % Proficient 87.00%

School Improvement Plan

Beach Elementary School

- Total % Boys Proficient 86.00%
- Total % Girls Proficient 88.00%
- Total % E. D. Proficient 82.00%
- Total % Sp. Ed. Proficient 70.00%
- Total % Non ED Proficient 92.00%
- Total % Non Sped Proficient 89.00%

Everyday Math Benchmark Score end of school year unit proficiency

3rd. Grade Math 2014-2015

- Total % Proficient 80.00%
- Total % Boys Proficient 79.00%
- Total % Girls Proficient 80.00%
- Total % E. D. Proficient 74.00%
- Total % Sp. Ed. Proficient 77.00%
- Total % Non ED Proficient 86.00%
- Total % Non Sped Proficient 82.00%

Everyday Math Benchmark Score end of school year unit proficiency

3rd. Grade Math 2013-2014

- Total % Proficient 36.48%
- Total % Boys Proficient 21.72%
- Total % Girls Proficient 14.75%
- Total % E. D. Proficient 32.79%
- Total % Sp. Ed. Proficient 9.84%
- Total % Non ED Proficient 63.11%
- Total % Non Sped Proficient 86.00%

Everyday Math Benchmark Score end of school year unit proficiency Units 1-6

2nd. Grade Math 2015-2016

- Total % Proficient 89.00%
- Total % Boys Proficient 92.00%
- Total % Girls Proficient 86.00%
- Total % E. D. Proficient 86.00%
- Total % Sp. Ed. Proficient 66.00%
- Total % Non ED Proficient 92.00%
- Total % Non Sped Proficient 92.00%

Everyday Math Benchmark Score end of school year unit proficiency Units 1-6

3rd. Grade Math 2015-2016

- Total % Proficient 88.00%
- Total % Boys Proficient 86.00%
- Total % Girls Proficient 90.00%
- Total % E. D. Proficient 84.00%

School Improvement Plan

Beach Elementary School

- Total % Sp. Ed. Proficient 79.00%
- Total % Non ED Proficient 92.00%
- Total % Non Sped Proficient 89.00%

2nd Grade Average Percentage Proficient/Exceeding for 4 Lucy Calkins Writing Units combined

- 2013-2014-All students 54%
- 2014-2015-All students 60%

3rd Grade Average Percentage Proficient/Exceeding for 4 Lucy Calkins Writing Units combined

- 2013-2014- 65.0%
- 2014-2015- 63.0%

RESULTS (What are the GAPS that were uncovered by looking at the 4 types of data? :

Student Achievement

What data was reviewed:

- Three year trend data for math, reading and writing district assessments.

What was concluded:

READING DISTRICT ASSESSMENT DATA

- Our 2nd grade overall Reading proficiency level increased from 80% to 86% for the 2013-14 and 2014-15 years.
- Our 3rd grade overall Reading proficiency level increased from 75% in 2013-14 to 77% (not significant)

MATH DISTRICT ASSESSMENT DATA

- Our 2nd grade overall average proficiency level remained the same at 87% for the 2013-14 and 2014-15 years.
- Our 3rd grade overall average proficiency level increased from 72% in 2013-14 to 80% in 2014-15.

WRITING DISTRICT ASSESSMENT DATA

- Our 2nd grade overall average proficiency level increased from 54% in 2013-14 to 60% in 2014-15
- Our 3rd grade overall average proficiency level decreased from 65% in 2013-14 to 63% in 2014-15

Progress in meeting the NEW Proficiency Targets (All Content Areas)

Beach Math M-STEP Proficiency:

- Based on the first M-STEP Assessment (Spring of 2015): 62.4% of all students were proficient (State Avg. 48.8%)

Beach Reading Targets

- Beach ELA (combination of reading and writing) M-STEP Proficiency:
- Based on the first M-STEP Assessment (Spring of 2015): 54.3% of all students were proficient (State Avg. 50.1%)

Beach Writing Targets

- No state data available (M-STEP Baseline Year)

Program/Process (the School Process Rubrics 40/90 or NCA's Self-Assessment or ASSIST-SA at a minimum)

School Improvement Plan

Beach Elementary School

What data was reviewed:

- District Common Assessments

What was concluded:

- Our 2nd grade Math proficiency has been static.
- Our 3rd grade Math proficiency increased by nearly 10%
- Historically our district math and reading assessment data has shown higher proficiency rates than our state data. This trend was consistent with the first year M-STEP test given in the spring of 2015.

Remember to include any other forms of program assessment---whether self-assessed or by others reviewing your programs/processes (On Site Review, audits, for example)

Perceptions (Parents and Staff at a minimum)

What data was reviewed:

- We reviewed survey data from both parents, staff and students.

What was concluded:

- Parent survey data (11% responded to the survey), showed that parents have concerns around the three big topics of:

Specific Academic Parent input:

Based on the survey results of parents, we received the highest rating of "strongly agree" in the following areas:

All of my child's teachers give work that challenges my child.

All of my child's teachers help me to understand my child's progress.

All of my child's teachers keep me informed regularly of how my child is being graded.

All of my child's teachers meet his/her learning needs by individualizing instruction.

All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

All of my child's teachers report on my child's progress in easy to understand language.

All of my child's teachers use a variety of teaching strategies and learning activities.

All of my child's teachers work as a team to help my child learn.

My child has access to support services based on his/her identified needs.

Our school communicates effectively about the school's goals and activities.

Our school's purpose statement is clearly focused on student success.

Based on the survey results of Staff Members, we received the highest rating of "strongly agree" in the following areas:

All teachers in our school monitor and adjust curriculum, instruction and assessment based on data.

Teacher in our school participate in collaborative learning communities that meet both formally and informally across grade levels.

All teachers in our school provide students with specific and timely feedback about their learning.

All staff members participate in continuous learning based on identified needs of school.

Staff members provide peer coaching to teachers.

Our school has a systemic process for collecting, analyzing and using data.

Based on the survey results of Elementary students, we received the highest rating of "agree" in the following areas:

In my school my principal and teachers want every student to learn.

School Improvement Plan

Beach Elementary School

In my school I am learning new things that will help me.

In my school I am treated fairly.

In my school students treat adults with respect.

In my school my teachers want me to do my best work.

My teachers help me learn things I will need in the future.

My teachers use different activities to help me learn.

My teachers listen to me.

My teachers tell me how I should behave and do my work.

My teachers ask my family to come to school activities.

My teachers always help me when I need them.

My teachers tell my family how I am doing in school.

My teachers care about students.

My school is safe and clean.

My school has many places where I can learn, such as the library.

My school has computers to help me learn.

My school wants children in our school to help each other even if we are not friends.

My principal and teachers ask me what I think about school.

My principal and teachers tell children when they do a good job.

My principal and teachers help me to be ready for the next grade.

Based on the survey results of Early Elementary students, we received the highest rating of "Yes" in the following areas:

I am safe at school

I know what to do every day in school

I learn new things in school

I use a computer to learn at school

My family knows how I do in school

My family likes to come to my school

My school has books for me to read

My teacher is fair to me

My teacher makes me think

My teacher tells me when I do good work

My teacher wants me to do my best

My teacher wants me to help all boys and girls

My teacher wants me to learn

Other teachers know me

The following areas are showing the lowest levels of satisfaction or approval:

Parent Surveys:

-Our school ensures that the facilities support student learning (age and quality of facilities)

Staff Survey:

-High quality support systems to support student learning (Intervention supports)

Student Survey:

-Other teachers know me (Relationships with Adults in the building)

Demographic (Student Body at a minimum) NOTE: This includes mobility, discipline, and attendance data.

What data was reviewed: We obtained our demographic data from Powerschool student information system, which is fed from MSDA.

What was concluded: Our building mobility rate is 8% however our attendance rate is 95%. Students who have truancy issues are generally scoring below proficiency levels on district and state assessments. Students who have a high incidents of disciplinary issues are generally scoring below proficiency levels on district and state assessments. Students who move in and out of the district are generally scoring below proficiency levels on district and state assessments.

CONCLUSIONS-What are the CAUSES for the GAPS?

What are your areas of priority?

1. Content Areas: Math, Reading, Writing, Science and Social Studies
2. Subgroup Concerns: Economically Disadvantaged and Students with Disabilities
3. Perception Issues:

Perception #1

-Our greatest district focus for many years was on literacy and our achievement scores in reading were historically better than our Math MEAP data. Over the past 2 years we have committed to developing a guaranteed and viable curriculum in all content areas, which has resulted in a balance in the allocation of time and emphasis on all content areas. Based on these efforts we have seen a significant improvement in proficiency in both our district "Everyday Math" assessments and our first M-STEP results.

Perception #2

-With the continual reduction in resources over the last 10 years, our district has been forced to make reductions in areas such as counseling, social work, and Core Content intervention coaches. Knowing that over 50% of our students are at risk we believe that these reductions in supports that directly impact at-risk students are a contributing factor in the achievement of our students.

-Over the last two school years we have added intervention support for math and we have increased the amount of reading intervention hours available for students. On the First M-STEP given last spring, 2015, we had a proficiency level of 62.4% which was higher than the state and county average. We believe this is a result of these increases in at-risk supports.

-We added an At-Risk counselor in March of the 2015-2016 school year. We will be looking at future assessment data to see if there is any further correlation to these added supports and student achievement.

4. Professional Development Needs

-We are currently implementing Responsive Classroom Strategies with the goal of strengthening our building learning environment.

-We will continue to offer lab classrooms to every teacher two times per year. This is organized and facilitated by our Core Content Interventionist Coach and is our most impactful professional development opportunity.

- Based on the need for differentiation in the workshop, we are developing a PD plan for a year-long exploration of guided reading.

- We are identifying the need to clarify what our word work should look like in both 2nd and 3rd grade (phonemic awareness).

School Improvement Plan

Beach Elementary School

5. Program Changes

- We added back a math interventionist in January. We had 4 interventionists last school year for both math and reading.
- We added a part time special education teacher and para professional to our staff this year to support the increased number of students with special needs.
- We have added an At-Risk Counselor in March of the 2015-2016 school year. The plan is for this to be a permanent addition to our support systems.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Alignment to GOALS

Explain which Priority areas have been identified for establishing GOALS:

- Math, Reading, Writing, Science, Social Studies

What are your goals? State them.

ELA GOAL-All students will be proficient in English/Language Arts

---Objective: 61% of All Students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by the M-STEP.

---Objective: 83% of All Students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in Reading by 06/30/2017 as measured by the Fountas & Pinnell Benchmark Assessment.

---Objective: 67% of All Students will demonstrate a proficiency,at a level equal to or higher than the district expectation, in Writing by 06/30/2017 as measured by Lucy Calkins End of Unit Assessments.

---Objective: 61% of Bottom 30% students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by M-STEP.

MATHEMATICS GOAL- All students will be proficient in Mathematics

---Objective: 68% of All Students will demonstrate a proficiency in addition and subtraction fluency and fractions in Mathematics by 06/30/2017 as measured by the M-STEP.

---Objective: 68% of Bottom 30% students will demonstrate a proficiency in addition and subtraction fluency and fractions in Mathematics by 06/30/2017 as measured by the M-STEP.

---Objective: 60% of Students with Disabilities will demonstrate a proficiency in addition and subtraction fluency and fractions in Mathematics by 06/30/2018 as measured by the M-STEP.

---Objective: 84% of All Students will demonstrate a proficiency equal to or greater than the district expectation in Mathematics by 06/30/2017 as measured by the Everydayl Mathematics Assessments.

SCIENCE GOAL-All students will be proficient in Science

---Objective: 31% of All Students will demonstrate a proficiency equal to or greater than the state expectation in Science by 06/30/2017 as measured by the M-STEP.

SOCIAL STUDIES GOAL- All students will be proficient in Social Studies

School Improvement Plan

Beach Elementary School

--Objective: 33% of All Students will demonstrate a proficiency equal to or greater than the state expectation in Social Studies by 06/30/2017 as measured by state assessment..

Which subgroups (if any) will be the focus of objectives and interventions:

--Our bottom 30% will be the greatest focus of our interventions.

Explain WHY any content area is not included in goals, or how all content areas are covered in the goals you have chosen.

-- We have a goal for each content area. NOTE: Our students (2nd and 3rd grades) are not currently assessed by the M-STEP in Science and Social Studies.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

-We are committed as a district to using the workshop model to teach all content areas. Doing this allows us to differentiate through the use of guided individual and group instruction based on formative data. Both students that are farthest from mastering skills and those that are excelling are going to be identified and given opportunities for remediation or extensions.

Examples of What are currently in place:

- (Tier 2 & 3) "Gators" Reading Support Intervention
- (Tier 2 & 3) Math interventionist working with identified students
- (Tier 2 & 3) Intervention Counselor working with identified students
- (Tier 2 & 3) Community volunteers who read with students and work on basic math skills
- (Tier 2 & 3) FFA High School Math Pal Volunteer tutors
- (Tier 1) All teachers are using the Work Shop/Gradual Release Model to teach content (mini-lesson, collaboration, pulling guided groups, independent practice)

Component 2: Schoolwide Reform Strategies

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

- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Lit. Circles are another form of group work that allows for collaborative conversations around a text or for the teacher to work with a group of students around a text.
- The Think Aloud is a strategy used mainly during the mini-lesson where the teacher makes their thinking processes explicit for students
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- RazKids.com is an online reading software utilized by all teachers as a tool for students to practice reading fluency and comprehension.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmstron. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.

WRITING:

- Lucy Calkins Curricular Units are based on research best practices for teaching writing using the Workshop Model (Mini-lesson, guided instruction, independent practice). All teachers are teaching these units to fidelity. There are common pre-and post writing assessments which use common rubrics.
- Common pre and post writing assessments have been put in place to allow for differentiation and data collection to drive next steps.
- Common Rubrics have been designed to ensure a guaranteed-viable curriculum.

MATH:

- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction (including Lit.circles) is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.

School Improvement Plan

Beach Elementary School

- Common pre and post Every Day Math assessments have been put in place to allow for differentiation and data collection to drive next steps.

SCIENCE:

- Battle Creek Science Curriculum Kits taught to fidelity
- Inquiry Based Hands-on strategies,
- Students are taught how to close read science text,
- Calkin's Writing Unit on informational writing is tied to multiple Battle Creek Science Units (students are writing across content areas)
- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Common Battle Creek Science Assessments

SOCIAL STUDIES:

- Oakland County Social Studies Curriculum taught to fidelity in 2nd and 3rd Grade.
- Teachers have Implemented the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Teaching students how to "close read" text (specifically with Weekly Readers)

SUPPORTING ALL CONTENT AREAS:

- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Teachers co plan and in some cases co teach lessons with the building Core Content Instructional Coach to grow their instructional skills.
- Teachers meet bi-weekly in Professional Learning Communities to Look at Assessment Data, Plan instruction and make curriculum adjustments.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Focus on improving instruction:

- Having guaranteed and viable curriculum in all content areas ensures that all students are getting the same content and that teachers are able to teach that content in the given amount of instructional time.
 - Adopting the Gradual Release Workshop Model (Mini-lesson, Guided Practice, independent practice). The workshop/gradual release is effective because teachers are continually using formative assessment to drive their next steps in reteaching/extending for students. They use daily data to pull students either in guided groups or individually.
 - Mini-lessons are short bursts of direct instruction designed around a specific content objective. It is an effective strategy because it will often include the teacher modeling their thinking (think-a loud) and opportunities for students to pair share regarding the new learning.
 - Having pacing guides keeps teachers on a similar time line for the year which allows for collaborative conversations on instruction and results (feedback loops). will ensure common understanding of what their lessons should look like.
 - Having common assessments allows for teachers to have common data to analyze and use to determine most effective teaching strategies and to identify possible gaps in the curriculum.
 - 36 plus hours of Professional Learning Communities work per year. This time allows teachers to collaboratively look at assessment data and determine next instructional steps. It also allows time for teams to adjust curriculum as needed.
 - Pulling Guided Groups allows us to differentiate for both students that are not meeting standards and those that need extension.
 - Using mini-lessons allows for a short burst of highly focused teacher instruction including modeling and thinking out loud. This is done based on specific content outcomes (learning goal).
 - The use of conferring within the classroom is a strategy for collecting formative data for students which allows the teachers to adjust instruction for students based on need.
 - Guided group instruction is effective in targeting small groups of students with specific needs (based on data).
 - Lit Circles- is a guided group instruction strategy that allows teachers to group students based on identified needs (reteaching or extension).
 - Reflection time- This strategy will increase student achievement by building in time within lessons for students to reflect on their learning, identify their strengths and growth edges and make individual goals (example: "How did we do as collaborators in our work sites today?" "Which of the team roles do you plan on improving for tomorrow's workshop?")
 - Raz-Kids.com is an effective support/intervention tool for reading that is differentiated. It is an on-line tool. It is used by all teachers in the building as a supplemental way to differentiate reading practice for all students. Students have time during the week to access their specific site in class for practice. The site is catered to meet their individual reading level based on assessments the student takes within the system. Parents are encouraged to have their students access the site from home as well.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmstron. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.

WRITING:

- Lucy Calkins Curricular Units are based on research best practices for teaching writing using the Workshop Model (Mini-lesson, guided instruction, independent practice). All teachers are teaching these units to fidelity. There are common pre-and post writing assessments which use common rubrics which teachers use to pull students for guided groups or individual support/extension.
- Common writing rubrics allow for teacher consistency in understanding of what a quality paper should look like. It also gives students a clear picture of what is expected.
- Having specific interventions for students based on needs (data)

Examples:

- Gators Reading Recovery Intervention
- Math Intervention (pulling identified students in small groups or independently to meet their needs)
- Pulling guided groups or individuals within the classroom
- Content area Tutors/mentors

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

- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Lit. Circles are another form of group work that allows for collaborative conversations around a text or for the teacher to work with a group of students around a text.
- The Think Aloud is a strategy used mainly during the mini-lesson where the teacher makes their thinking processes explicit for students
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- RazKids.com is an online reading software utilized by all teachers as a tool for students to practice reading fluency and comprehension. Because it is customized for the student, it can be used for remediation or extension.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmstron. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.

Writing:

- Lucy Calkins Curricular Units are based on research best practices for teaching writing using the Workshop Model (Mini-lesson, guided instruction, independent practice). All teachers are teaching these units to fidelity.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Common pre and post writing assessments have been put in place to allow for differentiation and data collection to drive next steps.
- Common Rubrics have been designed to ensure a guaranteed-viable curriculum.

Math:

- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Common pre and post Every Day Math assessments have been put in place to allow for differentiation and data collection to drive next

School Improvement Plan

Beach Elementary School

steps.

Science:

- Battle Creek Science Curriculum Kits taught to fidelity
- Inquiry Based Hands-on strategies,
- Students are taught how to close read science text,
- Calkin's Writing Unit on informational writing is tied to multiple Battle Creek Science Units (students are writing across content areas)
- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a-loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Common Battle Creek Science Assessments

Social Studies:

- 2nd Grade Teachers are teaching Social Studies Alive curriculum
- 3rd Grade Teachers are currently implementing the Oakland County Social Studies Curriculum and will be teaching this to fidelity.
- Calkin's Writing Unit on persuasive writing will be tied to Oakland Social Studies Units (students are writing across content areas)
- Implementing the Workshop Model (Mini-Lesson, Guided Instruction, Independent Practice)
- Conferring with students is one guided instruction strategy that will both assist in collecting data, and allow for differentiated instruction based on student need.
- Mini-lessons are short bursts of direct instruction designed around a specific content objective. The mini-lesson will often include a teacher think-a-loud and opportunities for students to pair share regarding the new learning.
- Guided group instruction is a tier 2 strategy where the teacher pulls specific students for remediation or extension based on formative data.
- Reflection time is designed by the teacher to allow students to think about their learning, how they did as a learner, how the group did using a process, etc.
- Adaptive Schools Strategies are based on the work of Bruce Wellman and Robert Garmston. They are strategies that allow the teacher to skillfully facilitate collaborative group learning in any content area.
- Teaching students how to "close read" text (specifically with Weekly Readers)

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading grades 2nd and 3rd

- GATORS 1 and 2 Reading Support Intervention
- Reading Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need
- More frequent one-on-one conferring by the classroom teacher based on assessed need

School Improvement Plan

Beach Elementary School

- More guided group practice by the classroom teacher based on assessed need
- Use of the RazKids.com online reading support program both at home and at school
- These students are also recommended for the Local Parks and Recreation Reading Summer Program.

Writing grades 2nd and 3rd:

- Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need,
- More frequent one-on-one conferring by the classroom teacher based on assessed need
- More guided group practice by the classroom teacher based on assessed need
- We use the If/Then Curriculum by Lucy Calkins that gives teachers intervention strategies to use with individual or groups of students based on the specific skill that the student(s) shows deficiency.

Math grades 2nd and 3rd:

- Math number sense intervention
- Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need,
- More frequent one-on-one conferring by the classroom teacher based on assessed need
- More guided group practice by the classroom teacher based on assessed need
- FFA Partners in Learning-High School students are assigned to identified students to tutor them in math skills that have been identified as a deficiency.
- These students are also recommended for the Local Parks and Recreation Math Summer Program.

Science grades 2nd and 3rd:

- Informational reading and writing strategies practiced within other literacy interventions,
- Use of leveled trade books by topic
- One-on-one conferring as needed to make text accessible to struggling readers.
- Small group reading/guided practice for students as needed (based on formal/informal assessment)

Social Studies grades 2nd and 3rd:

- Informational reading and writing strategies practiced within other literacy interventions,
- Use of leveled trade books by topic
- One-on-one conferring as needed to make text accessible to struggling readers.
- Small group reading/guided practice for students as needed (based on formal/informal assessment)

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

Reading - Fountas and Pinnell Benchmark Assessment Kits are administered one-on-one four times a year to all students. Struggling readers are progress-monitored every six weeks with a diagnostic running record using leveled books. Second grade students, who are struggling readers, are assessed on their sight words three times a year. All third graders also take the Scholastic Reading Inventory four times a year to determine a lexile level. Students who are in the GATOR Reading Intervention are assessed through running records daily.

School Improvement Plan

Beach Elementary School

Writing - Students are assessed in writing at the beginning and end of each unit with a pre-and post-writing prompt. The student writing samples are assessed using a common rubric for narrative, informational, and persuasive writing. Teachers also keep anecdotal conferring notes to track student progress on the writing continuum and monitor student progress by informally assessing daily writing samples.

Math - Students take the Everyday Math Unit Assessments as a pre- and post-test before and after each unit. Formative assessments, such as math journals, math boxes, exit slips, and anecdotal notes from small group guided practice, are used throughout the units to monitor student progress. Fact fluency is also tracked with timed tests 3 to 5 times a week.

Science - Battle Creek Science Assessments are given at the end of each science unit. Teachers monitor student progress by informally assessing science journals and artifact books.

Social Studies - Social Studies common grade level assessments are being developed to match the Oakland Units of learning that are being taught in both 2nd and 3rd grade.

What process is followed to review student progress--and WHO is involved? (PLC, grade level, special intervention teams, etc.).

EMT - The Educational Management Team consists of the building principal, cognitive coach, special education teacher, general education teachers, speech pathologist, and school psychologist. EMT meets once a month to discuss concerns, look at student data, and plan interventions for students with academic or behavioral concerns based on classroom teacher request. The classroom teacher documents the interventions used with each student and reports the effectiveness of interventions.

Data Conversations - At the end of each trimester teams of teachers meet with the cognitive coach and principal to review summative assessment data to ensure that students' needs are being met.

PLC -Student data is the basis of PLC work. We collaboratively analyze student progress across the content areas and brainstorm possible interventions and extensions. Some of our Grade Level Meetings are also used to review student progress.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The building's teacher turnover rate last year was 0%. No teachers left the staff. We did add one section of 3rd grade which required an addition of one certified teacher.

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

We have 32 teaching staff:

0-4 years experience = 5 Teachers

5-10 years = 6 Teachers

11-15 years = 6 Teachers

16+ years = 15 Teachers

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

Beach Elementary supports a professional growth model in order to attract and retain high quality teachers. There are many structures for collaboration, such as 36 hours of Professional Learning Communities a year, common team planning time weekly, weekly mentoring sessions for non-tenured staff, as well as the opportunity to work with the building-based instructional support coach.

Staff members are provided with many opportunities for differentiated Professional Development based on need, interest, and data.

Teachers also have continued support through coaches and consultants through the implementation process.

Monthly staff meetings are intentionally designed to be another professional development opportunity.

The Education Management Team supports teachers with interventions for struggling students.

The Building Management Team meets once a month to provide staff input to decision making.

The building principal makes unannounced visits to the classroom to collect previously agreed upon data based on the teachers Individualized Development Plan.

Competitive pay: The Cedar Springs Board of Education looks at county wide data regarding salaries to ensure that our employees at minimum would fall into the average range when compared to other districts.

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

o Collaborative bargaining between union and school board

o Most of all, the teachers, administrators, school board, and community members make all decisions based on what is best for students.

School Improvement Plan

Beach Elementary School

- o A common instructional model across the district.
- o A guaranteed, viable curriculum in place.
- o The human resources department posts employment opportunities with local colleges and universities to attract the best candidates.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

No data to show there is a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The Professional Development plan is based on our goals of improving student achievement in Reading, Writing, Math, Science and Social Studies. It is also based on research that supports the Gradual Release Model in a Workshop Structure to differentiate based on student needs.

- All teachers have have at least 2 opportunities to take part in Lab Classrooms. These transformational activities give teachers the opportunity to go into other classrooms to look at the teaching of their colleagues and to reflect on how their observations can support their instruction. This is done with other teachers and is facilitated by the Core Content Intervention Coach.
- Cognitive Coaching Foundations Seminar (8 day training in how to use coaching with colleagues and students). Supporting student conferring and collaborative relations between teachers.
- Adaptive Schools Strategies for the Classroom (a 4 day training in highly practical and effective teaching strategies for the classroom). Teachers will get a variety of teaching strategies that they can use in the classroom to facilitate learning.
- Professional Learning Communities are another way for teachers to support one another. This is the twelfth year we have had PLC's in the district. Teachers meet in their PLC group every other Friday for two hours. They work collaboratively to look at data and to plan, implement, and evaluate the district curriculum and assessments. They also take time to share instructional practices that show effectiveness.

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

There are specific professional development offerings that are considered to be "on going" and sustained. It is what we do in Cedar Springs, so the following trainings are offered to all staff every year.

All staff have have at least 2 opportunities to take part in Lab Classrooms. These transformational activities give teachers the opportunity to go into other classrooms to look at the teaching of their colleagues and to reflect on how their observations can support their instruction. This is done with other teachers and is facilitated by the Core Content Intervention Coach.

- Cognitive Coaching Foundations Seminar (8 day training in how to use coaching with colleagues and students). Supporting student conferring and collaborative relations between teachers.

- Adaptive Schools Strategies for the Classroom (a 4 day training in highly practical and effective teaching strategies for the classroom). Teachers will get a variety of teaching strategies that they can use in the classroom to facilitate learning.

- Professional Learning Communities are another way for teachers to support one another. This is the twelfth year we have had PLC's in the district. Teachers meet in their PLC group every other Friday for two hours. They work collaboratively to look at data and to plan, implement, and evaluate the district curriculum and assessments. They also take time to share instructional practices that show effectiveness.

School Improvement Plan

Beach Elementary School

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

The comprehensive needs assessment was designed by the building school improvement team. This group was made up of grade level representatives, the building cognitive coach, a parent and the building principal. This work was done in multiple work sessions.

Parent input was collected through on-line surveys. The results were used to design the focus of the meetings

Parents were invited to school improvement meetings and curriculum nights, where they gave feedback on what they would like to see improved in those focus areas.

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

1. Comprehensive Needs Assessment: Parents will be a part of the School Improvement Teams and take part in looking at the Needs Assessment and developing it.

2. Schoolwide Reform Strategies: Parent information nights (co-planned with PTO)

3. Highly Qualified Staff: End of year, confidential, parent survey regarding their child's teacher, their experience, and information on what they would appreciate in future hires.

4. Attract and Retain Highly Qualified Staff: End of year, confidential, parent survey regarding their child's teacher, their experience, and information on what they would appreciate in future hires.

5. Professional Development: End of year, confidential, parent survey regarding their child's teacher, their experience, and information on what they would appreciate in future hires.

6. Parental Involvement: Parents will be a part of the School Improvement Teams and take part in looking at the Needs Assessment and developing it.

7. Preschool Transition: Students visit the building in the spring prior to the transition. In the prior spring, parents are asked to fill out an input sheet to help with student placement. We do an open house just prior to the start of the school year where parents and students can meet teachers, tour the building and get information on curriculum.

8. Timely & Additional Assistance: Our Reading intervention (Gators) has a night meeting for parents to come and see what their children are working on. Parents of students that are in the "Gators" intervention are asked to help students with their skill homework. Some parents volunteer in our building to tutor/support students in all content areas during the school day.

9. Coordination & Integration of Federal, State & Local Resources:

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

We have taken parent input in the development of our school wide plan by having them take part in our school improvement planning meetings. They will continue to work with us as we review the plan annually to make adjustments. We will also continue to use the on-line parent surveys to collect parent input. We will continue to have the annual parent input meetings to get feedback from parents as well.

School Improvement Plan

Beach Elementary School

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Policy

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Beach Elementary School will provide the following:

- Parent Teacher Conferences (fall, spring, additional conferences available upon request)
- Parent copy of Grade Level Content Expectations provided at fall Open House and at our Family Game Night.
- ELPA results for ELL students sent to parents
- Local assessment information (Scantron, AIMS Web, M-STEP, MME, PLAN, EXPLORE) shared with parents at conferences
- Students not meeting academic standards will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate
- The information shared will be presented in a language the parents can understand, including verbal and visual presentations, free of educational jargon. Translators and translation are available, as needed.

Provide materials and training to parents: 1118 (e) (2)

Beach Elementary School offers training and materials to parents through the following events and activities:

- Family Night
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- Summer Reading List
- Weekly/Monthly school newsletters
- Cedar Springs Schools Website

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

Beach Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Beach Elementary School will work to coordinate programs to ensure success for all:

- Open House
- Family Fun Night
- Camp Blodgett after school program
- Kids-Hope mentoring program
- Parent -Teacher Conferences
- Student-led conferences

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Beach Elementary School will provide:

School Improvement Plan

Beach Elementary School

- School Newsletter written in a language parents can understand
- Bilingual translators (written and spoken)

Provide support for parental involvement at their request: 1118 (e) (14)

Beach Elementary School will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement by having an open door policy at the building for parent needs.

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities, parents of migrant students, and parents who use English as their 2nd language: 1118 (f)

Beach Elementary School will provide:

- Flexible meeting times (to accommodate work schedules)
- Home Visits (if parents do not have transportation)
- Phone Conferences (Bilingual translators)
- School Newsletter written in a language parents can understand
- Collaboration with community agencies; i.e., Community Mental Health
- Information about the structure of the educational process and of the school for parents of migrant students
- A building that is ADA compliant for parents with disabilities

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

The school Improvement team, which will include parents, will look at data for all parent involvement activities such as survey results, and attendance to analyze effectiveness,

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

Results of our analysis will be used to make adjustments to our plan for parent involvement. Example: Meeting times, agendas, content of surveys, number of parents on team, etc.

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

The school-parent compact will be developed collaboratively with parent, teacher, and administrative input. The compact will be reviewed on an annual basis.

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

School Improvement Plan

Beach Elementary School

At fall parent teacher conferences, teachers present and discuss student achievement and assessment data in the four content areas as well as student behavior goals (Habits of Mind). Teachers and parents work together to address homework expectations/goals.

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

Not applicable.

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

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

Beach Elementary presents individual student academic assessment data in a concise format free of acronyms or "teacher jargon." Additionally, data will include cover sheets, rubrics, and/or anecdotal notes from individual teachers to support further understanding of the what/how/why of assessments. Conferencing opportunities are available through email, phone calls, and home visits when necessary.

Limited English:

All communication on individual academic student results can and will be translated to meet the needs of all families.

Literacy Considerations:

Beach Elementary supports the needs of all academic abilities within a family structure. Considerations for verbal communication through phone conversations and/or face to face meetings will be supported based on family need.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

This building only services students in grades two and three. However we provide an opportunity for 1st graders to tour our building with the goal of preparing them for the transition to 2nd grade. Our third graders tour the 4/5 building to prepare for transitioning to 4th grade.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Each first grade teacher fills out a spreadsheet noting each student's academic and behavioral strengths and weaknesses. That information is passed on to the second grade staff. Building administrators use this information to place second graders into classrooms and programs.

The same process occurs with third grade staff passing critical information up to fourth grade staff. In addition, each parent has the opportunity to fill out a student placement form to share their child's academic and social needs with staff.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers administer common grade level Reading, Writing, and Math Assessments and record the scores in IGOR (data warehouse). The common assessments at Beach Elementary are:

- Everyday Math Pre and Post Unit Assessments (2nd and 3rd Grade) at the end of each unit.
- Fountas and Pinnell Reading Benchmark Assessment System (2nd and 3rd Grade) 3 times a year.
- Scholastic Reading Inventory (3rd Grade) 3 times a year
- Pre and Post Writing Prompts for Narrative, Informational, and Persuasive Writing (2nd and 3rd Grade) 4 times a year
- Battle Creek Science Kit Tests (2nd and 3rd Grade) three and five times a year
- Cognitive Aptitude Test (3rd Grade) once a year
- Parents can stay up to date by looking at the Beach Data Board posted in the hallway to see grade level proficiency per assessment. This is also shared with parents on the Beach web page. Teachers also record this data in Power School, which creates the report cards for parents at the end of each trimester. Third grade parents also receive MEAP data at Spring Conferences to see how their student performed on the Reading and Math MEAP tests. Every math assessment is sent home with a progress profile that shows how the student is progressing in math.
- At 2nd and 3rd grade teachers lead Professional Learning Communities. At PLC, teachers collaboratively decide what their student achievement goal is for the year and the data to be analyzed at meetings. The student data in IGOR is analyzed by teachers as a grade level to see how we are progressing toward our grade level student achievement goals. Teachers also bring student samples to assess together for consistency across the grade level, and to share ideas and make instructional decisions about remediation and extensions.
- The building staff members participate in District Wide Data Conversations once each trimester. This year we investigated our Students' Everyday Math Test Scores by classroom and guide level to dialogue around using our formative assessments for guided instruction.
- Building based data conversations are held 2 times per year with teams of 2 to 4 teachers, the instructional support coach, and the building principal. We analyze the reading, writing, and math data looking for students who need interventions or extensions. We brainstorm ways to meet their needs as a team and share effective teaching strategies.
- Educational Management Team (Child Study) is a monthly meeting with teacher representatives, school psychologist, instructional support coach, and the principal. Teachers come to EMT and share student data to dialogue around students who are struggling behaviorally, emotionally, and academically. The team brainstorms interventions to try with students, data tracking ideas to monitor success of the interventions, and monitor the progress of the student over time.

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

Teachers administer common grade level Reading, Writing, and Math Assessments and record the scores in IGOR (data warehouse).

- At 2nd and 3rd grade teachers lead Professional Learning Communities. PLC leaders have Adaptive School and Data Driven Dialogue training to support meaningful discussions based on student data. At PLC, teachers collaboratively decide what their student achievement goal is for the year and the data to be analyzed at meetings. The student data in IGOR is analyzed by teachers as a grade level to see how we are progressing toward our grade level student achievement goals. Teachers also bring student samples to assess together for consistency across the grade level, and to share ideas and make instructional decisions about remediation and extensions.

School Improvement Plan

Beach Elementary School

-The building staff members participate in District Wide Data Conversations once or twice a year. This year we investigated our Students' reading achievement and teachers worked in groups to design strategies and activities they could implement in their classroom to impact reading achievement.

-Building based data conversations are held with teams of 2 to 4 teachers. The core content interventionist coach, organizes and facilitates the conversations. We analyze the reading, writing, and math data looking for students who need interventions or extensions. We brainstorm ways to meet their needs as a team and share effective teaching strategies.

-Educational Management Team (Child Study) is a monthly meeting with teacher representatives, school psychologist, instructional support coach, and the principal. Teachers come to EMT and share student data to dialogue around students who are struggling behaviorally, emotionally, and academically. The team brainstorms interventions to try with students, data tracking ideas to monitor success of the interventions, and monitor the progress of the student over time.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

-The Educational Management Team (Child Study) consists of general education teachers, the school psychologist, our instructional support coach, special education teachers, speech pathologist and the principal. Any teacher in the building that has a student that is struggling academically or behaviorally will come and present to the team. The teacher shares data about that student. The team brainstorms interventions to try with the student, along with data tracking ideas to monitor success of the interventions. The teacher monitors the progress of the student over time and if needed they will come back to the team to present the data and brainstorm more ideas if needed.

English Language Arts

Reading

Grade Span: 2nd-3rd grade

Identification/Criteria for Selection: Beach Elementary uses only the Fontas and Pinnell Bench Mark Assessment system for grades 2-3. In grade 3 teachers use both the Fontas and Pinnel reading assessment system and the Scholastic Reading Inventory (SRI) assessment. Historically we don't get 3rd grade M-STEP data until the following fall, but this is also used to identify students whom experience difficulty and need further intervention.

2nd and 3rd grade students that are assessed below grade level on the SRI and/or Fontas and Pannel assessments and 3rd grade students receiving a "not proficient" on the M-STEP.

Writing

Grade Span: 2nd and 3rd grade

Identification/Criteria for Selection: Beach uses the district common pre and post writing assessments from the Lucy Calkins' writing curriculum. Students receiving a 1 or a 2 on the post writing assessments, according to district expectations, receive reteaching and interventions.

Math

Grade Span: 2nd and 3rd grade

Identification/Criteria for Selection: Beach uses Everyday Math unit assessments. (NOTE: Historically we don't receive MEAP/M-STEP data in a timely manner.) Students receiving a 1 or a 2 on the Everyday Math unit assessments, according to district expectations, receive reteaching and interventions. We only have students in grades 2 and 3. because we historically don't get MEAP/M-STEP test data in a timely manner, we do try to use it to identify students whom experience difficulty mastering the State's academic achievement assessment standards late in the year and can lead to interventions.

Science

Grade Span: 2nd and 3rd grade

Identification/Criteria for Selection: Beach Elementary uses the Battle Creek Area Science curriculum. Students are identified based on unit assessments scores (85% is considered proficient)

Social Studies

Grade Span: 2nd and 3rd grade

Identification/Criteria for Selection: At Beach 2nd and 3rd grade currently uses the Oakland County Social Studies units of study.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Reading grades 2nd and 3rd

-GATORS 1 and 2 Reading Support Intervention

- Reading Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need

-More frequent one-on-one conferring by the classroom teacher based on assessed need

-More guided group practice by the classroom teacher based on assessed need

-Use of the RazKids.com on line reading recovery program both at home and at school

-These students are also recommended for the Local Parks and Recreation Reading Summer Program.

Writing grades 2nd and 3rd:

-Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need,

-More frequent one-on-one conferring by the classroom teacher based on assessed need

-More guided group practice by the classroom teacher based on assessed need

-We use the If/Then Curriculum by Lucy Calkins that gives teachers intervention strategies to use with individual or groups of students based on the specific skill that the student(s) shows deficiency.

Math grades 2nd and 3rd:

Math Number Sense Intervention: Students identified as having gaps in number sense skills receive daily guided instruction from an interventionist.

Mentors-Local volunteers are assigned to identified students to work on specific skills based on assessed need,

-More frequent one-on-one conferring by the classroom teacher based on assessed need

-More guided group practice by the classroom teacher based on assessed need

-FFA Partners in Learning-High School students are assigned to identified students to tutor them in math skills that have been identified as a deficiency.

-These students are also recommended for the Local Parks and Recreation Math Summer Program.

-Use of Number Sense Intervention groups (students from different classrooms pulled by one teacher multiple times per week)

Science grades 2nd and 3rd:

-Informational reading and writing strategies practiced within other literacy interventions,

-Use of leveled trade books by topic

-One-on-one conferring as needed to make text accessible to struggling readers.

-Small group reading/guided practice for students as needed (based on formal/informal assessment)

Social Studies grades 2nd and 3rd:

-Informational reading and writing strategies practiced within other literacy interventions,

-Use of leveled trade books by topic

- One-on-one conferring as needed to make text accessible to struggling readers.
- Small group reading/guided practice for students as needed (based on formal/informal assessment)

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

Teachers at Beach Elementary use a variety of ways to provide differentiated instruction to address student academic needs in the classroom. It is a district expectation that teachers follow the Gradual Release Model of Responsibility Model when delivering instruction to students. This means that teachers start out working with the whole group, but will gradually allow students to work in small groups or independently based on where they are in their learning. This also means that teachers are strategically working with individuals and small groups of students based on needs. This is determined both by summative and formative data.

Teachers offer some choice in assignments based on student developed goals. This provides students the opportunity to decide what level at which they will be learning the same curriculum. Through the reader's workshop, teachers use leveled texts are also to provide the same learning experiences for students with accessible materials in order to meet individual needs. Skill based leveled grouping is a strategy Beach teachers use to provide instruction and intervention at appropriate levels.

In frequent conferring sessions and small group lessons, teachers are able to address the needs of students on an individual level. This provides teachers an opportunity to challenge students' thinking at the level that is appropriate.

Our process of differentiation most often begins with formative and pre-assessment data being collected to drive next instructional steps (example: Exit cards).

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The programs below are integrated throughout Beach Elementary and are scaffolded to support students as they transition within the building. The coordination of funds supports the building focus areas based on state and local proficiency targets. The focus areas support all content areas and are targeted towards our at-risk populations. Data is analyzed to revise and revisit progress toward goals.

Title I: These funds are used to support at-risk populations through the use of an intervention counseling model and an in-class coaching model. An intervention counselor works with identified students to support their social and emotional needs that have been identified as negatively impacting their achievement.

A core content interventionist coach works along-side teachers and students to close achievement gaps. The funds are also used for reading support through LLI (Leveled Literacy Interventionists). Parent involvement funds are granted for after-school programs designed for parents in the areas of math, reading, and writing.

Another

Funds are also used for our math and reading interventionists who work with identified students daily (3 reading and 1 math)

Title II: These funds are used to support teacher training in the areas of math workshop, reading, workshop, and writing workshop. Training is designed based on student achievement data and data gathered from instructional rounds.

31A: Funds are used to support ELL students

General Funds: These funds are used to support all other needs as determined by the building

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Component 1

General Funds:

-Funds are used to support all School-wide components the Comprehensive needs assessment, through the school improvement team.

Component 2

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support

School Improvement Plan

Beach Elementary School

teachers, students, and schools in implementing and monitoring the ten required components.

Component 3

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

Component 4

General Funds:

-Funds are used to support all School-wide components of the Comprehensive needs assessment, through the school improvement team. In addition, general funds are used to staff and retain staff

Component 5

Title II:

-Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

General Funds:

-Funds are used to support all School wide components of the Comprehensive needs assessment, through the school improvement team. In addition, general funds are used to staff and retain staff

Component 6

Title 1:

-Parent involvement with all students

-Funding for Parent involvement engages students, parents, and staff, in academic (reading, writing, math) and social settings after the school day (educational games to support learning and community).

-Data is then analyzed to determine progress; exit criteria is also a part of all Title I programs. Programs that are supported in this grant are: the math interventionist (during the day), Reading support (during the school day and/or after school hours).

Component 7

No Response

Component 8

Title II: Funds are used to support on-going training with Reading Workshops: reading diagnostics, guided reading; Writing Workshop: 1-1 and small group conferring around units of study; Math Workshop: 1-1 and small group math support; through instructional rounds, lab classrooms, Adaptive Schools Strategies for collaborative group work, and in the areas of Cognitive Coaching. Each of the named strategies support teachers, students, and schools in implementing and monitoring the ten required components.

Component 9

Title 1:

-Assisting at-risk students in grade K-5 who are having difficulty mastering standards

School Improvement Plan

Beach Elementary School

-Looking at the bottom 30% of students and the prioritized indicators, the school and district determines who will enter a program.

-Data is then analyzed to determine progress; exit criteria is also a part of all Title I programs. Programs that are supported in this grant are: Core content interventionists (during the day), Reading Recovery (during the school day and/or after school hours), and math interventions.

Component 10

31A:

-Funds are used assisting at-risk Students in grades 4-5 who are having difficulty mastering standards. Services are given to the bottom 30% of students using prioritized indicators, the school and district determines who will enter a program. Data is then analyzed to determine progress; exit criteria is also a part of all 31A programs. Programs that are supported in this grant are: Reading Recovery and math interventions.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Beach Elementary is committed to educating student in grade 2 and 3

In addition, Beach Elementary participates in the nutrition program, providing free or reduced breakfast, lunch and milk to qualified students.

Violence prevention is provided through anti-bullying policies and programs.

The Children's Assessment Center of Kent County facilitates informational workshops with all 3rd grade classrooms regarding "what is a good touch and what is a "bad touch". (Child abuse prevention programming).

Evaluation:

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

-The school improvement team will meet quarterly to reflect and evaluate the school improvement plan.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

-Professional Learning Community teams meet every 2 weeks, for two hours to analyze student data. Teacher teams determine instructional adjustments based on the data.

-Team/Grade level meetings take place once a week and focus on quality instruction, designing of curricular lessons.

-Staff meetings take place monthly and are used to review assessment data, explore teaching strategies and or methods of supporting students.

-On a quarterly basis the the school improvement team analyzes and evaluates school-wide programs

-Instructional rounds take place 2 times per year, for a half day to analyze instructional strategies based on the buildings "problem of practice"

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

-District Pre and post data are used to identify gains and M-STEP data is used to determine needs and gains.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

-Based on the results of the evaluation the school improvement team will revise the plan during the spring of each year.

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in ENGLISH/LANGUAGE ARTS	Objectives: 3 Strategies: 2 Activities: 8	Academic	\$320000
2	All students will be proficient in mathematics	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$300630
3	All students will be proficient in science	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$466630
4	All students will be proficient in social studies	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$276630

Goal 1: All students will be proficient in ENGLISH/LANGUAGE ARTS

Measurable Objective 1:

83% of All Students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in Reading by 06/30/2017 as measured by the Fountas & Pinnell Benchmark Assessment .

(shared) Strategy 1:

Teachers will use the Gradual Release of Responsibility within the workshop model to instruct students - ncrease Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will be know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", "So what/why...", "Now what?"</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$0		Building administration, Professional Learning Communities Leaders, all certified staff

School Improvement Plan

Beach Elementary School

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms teaching staff with Building Coaches -Training focused on reading diagnostics -Training focused on guided reading and literature Circles -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$0		All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	08/01/2016	06/01/2017	\$0		All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Beach Elementary School

Measurable Objective 2:

67% of All Students will demonstrate a proficiency ,at a level equal to or higher than the district expectation, in Writing by 06/30/2017 as measured by Lucy Calkins End of Unit Assessments.

(shared) Strategy 1:

Teachers will use the Gradual Release of Responsibility within the workshop model to instruct students - ncrease Reading Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$0		Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Beach Elementary School

<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms teaching staff with Building Coaches -Training focused on reading diagnostics -Training focused on guided reading and literature Circles -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/01/2016	06/01/2017	\$0		All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
---	-----------------------	--------	-----------	------------	------------	-----	--	---

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	08/01/2016	06/01/2017	\$0		All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Measurable Objective 3:

61% of Bottom 30% students will demonstrate a proficiency ,at a level equal to or higher than the state expectation, in English Language Arts by 06/30/2017 as measured by M-STEP.

School Improvement Plan

Beach Elementary School

Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local assessments, MEAP, MEAP-Access, MI-Access, Work-Keys, and MME. All students will be assessed using both local and state assessments. All students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category:

Research Cited: *Marie Clay (1993). Reading Recovery; a guidebook for teacher training

*Fountas and Pinnell (2011). Leveled literacy Intervention

*Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Classroom Support-TitleIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coach -Reading Recovery Specialits-GATORS	Academic Support Program	Tier 2	Monitor	08/01/2014	06/01/2015	\$260000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Beach Elementary School

All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist	Academic Support Program	Tier 2	Implement	08/01/2014	06/01/2015	\$60000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - GATORS Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principle and Interventionists
Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 interventionists will work with identified 2nd and 3rd grade students that need support meeting math grade level proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/01/2017	\$0	Title I Part A	Principal and Interventionists
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal and Core Content Interventionist

Goal 2: All students will be proficient in mathematics

Measurable Objective 1:

68% of All Students will demonstrate a proficiency in addition and subtraction fluency and fractions in Mathematics by 06/30/2017 as measured by the M-STEP.

Strategy 1:

Teachers will use the Gradual Release of Responsibility within the workshop model to instruct students - Aligned Curriculum, Assessment, & Instruction: Increase Math Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Other - Professional Learning

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>	Professional Learning	Tier 1	Monitor	09/01/2016	06/30/2017	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

School Improvement Plan

Beach Elementary School

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model, Lab Classrooms, and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	\$84560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	09/01/2016	06/30/2017	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Beach Elementary School

Measurable Objective 2:

68% of Bottom 30% students will demonstrate a proficiency in addition and subtraction fluency and fractions in Mathematics by 06/30/2017 as measured by the M-STEP.

(shared) Strategy 1:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local and state assessment data. Students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier:

Activity - Classroom Support-TitleIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>Title IA Interventions: -Core Content Interventionist Coach</p>	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$120000	Title I Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Beach Elementary School

All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2 interventionists will work with identified 2nd and 3rd grade students that need support meeting math grade level proficiency.	Academic Support Program	Tier 3		09/01/2016	06/30/2017	\$0	Title I Part A	Principal and Interventionists
Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal
Activity - At Risk Behavior Support Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Academic Support Program	Tier 3	Implement	02/24/2016	06/30/2016	\$0	Section 31a	Principal

Goal 3: All students will be proficient in science

School Improvement Plan

Beach Elementary School

Measurable Objective 1:

31% of All Students will demonstrate a proficiency equal to or greater than the state expectation in Science by 06/30/2017 as measured by the M-STEP.

Strategy 1:

Teachers will use the Gradual Release of Responsibility within the workshop model to instruct students - Aligned Curriculum, Assessment, & Instruction: Increase Science Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category:

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008).

*Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004).

*Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009).

*Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", "So what/why...", "Now what?"</p>	Professional Learning	Tier 1	Monitor	08/22/2014	06/30/2015	\$6070	General Fund	Building administration, Professional Learning Communities Leaders, all certified staff

Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Beach Elementary School

<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/22/2014	06/30/2015	\$60560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
---	-----------------------	--------	-----------	------------	------------	---------	-------------------------------	---

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Implementation	Tier 1	Monitor	08/22/2014	06/30/2015	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

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

School Improvement Plan

Beach Elementary School

All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. We have a "GATORS" (Reading Recovery/Leveled Literacy Intervention). Title IA Interventions: -Core Content Interventionist Coach	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$310000	Title I Part A, Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
---	--------------------------	--------	----------	------------	------------	----------	-----------------------------	---

Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	Section 31a	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

Strategy 2:

Targeted Interventions - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local and state assessment data. Students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category: Science

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

School Improvement Plan

Beach Elementary School

Tier: Tier 3

Activity - GATORS Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal

Activity - Core Content Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal

Activity - At Risk Behavior Support Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Section 31a	Principal

Goal 4: All students will be proficient in social studies

Measurable Objective 1:

33% of All Students will demonstrate a proficiency equal to or greater than the state expectation in Social Studies by 06/30/2017 as measured by state assessment..

Strategy 1:

Targeted Intervention - Targeted interventions- Increase proficiency- Increase the number of students scoring "proficient/advanced" as determined by local and state assessment data. Students below grade level expectation and/or not meeting set criteria within a grade level will receive intervention.

Category: Social Studies

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N.

School Improvement Plan

Beach Elementary School

(2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That Work. New York: Solution Tree.

Tier: Tier 3

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p> <ul style="list-style-type: none"> -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?" 	Professional Learning	Tier 1	Monitor	08/22/2014	06/30/2015	\$6070	General Fund	Building Administration, Professional Learning Communities Leaders, all certified staff
Activity - Instructional Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through:</p> <ul style="list-style-type: none"> -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs <p>Professional Development will include:</p> <ul style="list-style-type: none"> -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation 	Professional Learning	Tier 1	Implement	08/22/2014	06/30/2015	\$60560	General Fund, Title II Part A	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Beach Elementary School

Activity - Guaranteed and Viable Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	Monitor			08/22/2014	06/30/2015	\$0	General Fund	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Classroom Support-TitleIA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>Title IA Interventions: -Core Content Interventionist Coach</p>	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$120000	Title II Part A	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Activity - Academic Support Program-31A	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Beach Elementary School

All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	Section 31a	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
--	--------------------------	--------	----------	------------	------------	---------	-------------	--

Activity - GATORS Reading Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal

Activity - Core Content Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Title I Part A	Principal

Activity - At Risk Behavior Support Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Section 31a	Principal

Strategy 2:

Teachers will use the Gradual Release of Responsibility within the workshop model to instruct students - Aligned Curriculum, Assessment, & Instruction: Increase Math Proficiency- Increase the number/percentage of students scoring "proficient/advanced" as determined by local assessments, MEAP, and MME. The district will support teachers to ensure curriculums, assessments, and instruction are aligned horizontally and vertically (1) through a focus on Professional Learning Communities, (2) a

School Improvement Plan

Beach Elementary School

focus on instruction and data, (3) curriculum implementation and monitoring, and (4) targeted interventions.

Category: Social Studies

Research Cited: *Schmoker, Michael J. (2011). Focus: Evaluating the Essentials- To Radically Improve Student Learning. Virginia: ASCD Fisher, D. and Frey, N. (2008). *Better Learning through Structured Teaching. Virginia: ASCD Marzano, Pickering & Pollock, D.E. (2004). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. New York: Prentice Hall. Marzano, R.J. (2009). *Formative Assessment and Standards-Based Grading: Classroom Strategies That

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? - PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"	Professional Learning, Curriculum Development	Tier 1	Implement	09/01/2016	06/30/2017	\$0	Title II Part A	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model, Lab Classrooms, and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2017	\$74300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Beach Elementary School

Classroom Support-TitleA	<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>Title IA Interventions: -Core Content Interventionist Coach</p>	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$120000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Professional Learning Communities	<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies. This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>	Professional Learning, Curriculum Development	Tier 1	Implement	09/01/2016	06/30/2017	\$0	Principal

School Improvement Plan

Beach Elementary School

<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$50300</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
----------------------------	---	------------------------------	---------------	------------------	-------------------	-------------------	----------------	--

School Improvement Plan

Beach Elementary School

Instructional Focus	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	Professional Learning	Tier 1	Implement	08/22/2014	06/30/2015	\$50300	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
---------------------	---	-----------------------	--------	-----------	------------	------------	---------	---

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support-TitleIA	<p>All Interventions will focus on student data. Triangulated data will be used to inform decisions surrounding extension and remediation of needs and opportunities. We have a "GATORS" (Reading Recovery/Leveled Literacy Intervention).</p> <p>Title IA Interventions: -Core Content Interventionist Coach</p>	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$120000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

School Improvement Plan

Beach Elementary School

At Risk Behavior Support Counselor	The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal
At Risk Behavior Support Counselor	The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Academic Support Program	Tier 3	Implement	02/24/2016	06/30/2016	\$0	Principal
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
At Risk Behavior Support Counselor	The counselor will work with identified students to support their social and emotional readiness resulting in academic success.	Behavioral Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal

School Improvement Plan

Beach Elementary School

Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist -Home/School Community Schools	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$90000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Academic Support Program-31A	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. 31A Interventions: -Homeless Population Interventionists -ESL (English as Second Language) Interventionist	Academic Support Program	Tier 2	Implement	08/01/2014	06/01/2015	\$60000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration

General Fund

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

School Improvement Plan

Beach Elementary School

<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Guaranteed and Viable Curriculum</p>	<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Beach Elementary School

<p>Guaranteed and Viable Curriculum</p>	<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	<p>Monitor</p>			<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Professional Learning Communities</p>	<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>

School Improvement Plan

Beach Elementary School

<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Guaranteed and Viable Curriculum</p>	<p>Curriculum Focus: Teachers, building administration, and district administration will work together to ensure Common Core standards and district units of instruction are implemented, reflected upon, and monitored.</p> <p>This will be implemented and monitored through: -Professional Learning Communities (PLC's) -District Curriculum Rounds</p>	<p>Implementation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$0</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>

School Improvement Plan

Beach Elementary School

<p>Instructional Focus</p>	<p>Instructional Focus: Teachers, building administration, and district administration will work together with focus on exemplary instruction through the use of the Gradual Release of Responsibility Model, Lab Classrooms, and Workshop Practices.</p> <p>This will be implemented and monitored through: -Classroom Observations, Building Observations, and Feedback Loops -District Instructional Rounds- Building Walk Throughs</p> <p>Professional Development will include: -Adaptive Schools; Training focused on classroom strategies and technique to promote student collaboration and learning -Training focused on Conferring and asking questions: Cognitive Coaching; Training focused on conferring with students -Training focused on a problem of practice: Lab Classrooms-teaching staff with Building Coaches -Training focused on district-wide School Improvement -Training focused on Guided Instruction and the Gradual Release of Responsibility Model -Training focused on 5-Dimensions Teacher Evaluation -Training focused on Math Workshop- Guided instruction through the use of data</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/30/2017</p>	<p>\$10260</p>	<p>All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration</p>
<p>Professional Learning Communities</p>	<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by: -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?"</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/22/2014</p>	<p>06/30/2015</p>	<p>\$6070</p>	<p>Building administration, Professional Learning Communities Leaders, all certified staff</p>

School Improvement Plan

Beach Elementary School

Professional Learning Communities	<p>PLC Focus: PLC's will monitor the analysis of data and implementation of the grade levels curriculum, assessment, and instructional strategies.</p> <p>This will be done by:</p> <ul style="list-style-type: none"> -PLC's participating in 30 hours of grade level PLC and/or content PLC -PLC's focusing on the following questions: What do we want our student to know/do? How will we know they have learned it? What will we do to extend? What will we do to remediate? -PLC's focusing on the analysis of student work (formative and summative assessments) to support explicit teaching and learning. Teams will examine data and use framed questions responses of "Here's what...", So what/why...", Now what?" 	Professional Learning	Tier 1	Monitor	08/22/2014	06/30/2015	\$6070	Building administration, Professional Learning Communities Leaders, all certified staff
-----------------------------------	---	-----------------------	--------	---------	------------	------------	--------	---

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Support-TitleA	<p>All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities.</p> <p>Title IA Interventions:</p> <ul style="list-style-type: none"> -Core Content Interventionist Coach -Reading Recovery Specialits-GATORS 	Academic Support Program	Tier 2	Monitor	08/01/2014	06/01/2015	\$260000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
Math Interventionists	2 interventionists will work with identified 2nd and 3rd grade students that need support meeting math grade level proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/01/2017	\$0	Principal and Interventionists

School Improvement Plan

Beach Elementary School

Core Content Interventionist	The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal and Core Content Interventionist
Classroom Support-TitleA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. We have a "GATORS" (Reading Recovery/Leveled Literacy Intervention). Title IA Interventions: -Core Content Interventionist Coach	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$190000	All PreK-12 Staff, PLC Leaders, Curriculum Teams, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
GATORS Reading Interventionists	3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principle and Interventionists
Core Content Interventionist	The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal
GATORS Reading Interventionists	3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal

School Improvement Plan

Beach Elementary School

Core Content Interventionists	The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal
Classroom Support-TitleIA	All Interventions will focus on student data. Triangulated data will be used to informed decisions surrounding extension and remediation of needs and opportunities. Title IA Interventions: -Core Content Interventionist Coach	Academic Support Program	Tier 2	Evaluate	08/22/2014	06/30/2015	\$120000	All PreK-12 Staff, Teaching Staff, District Curriculum Coach, District Core Content Interventionist Coaches, District Administration
GATORS Reading Interventionists	3 Interventionists will work with identified students to support their reading proficiency.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal
Core Content Interventionist	The Core Content Interventionist provides assistance to children who are failing or at risk of failing in one of the four core content areas of Math, Literacy, Social Studies or Science. It is the primary role of the CCI to ensure that all students are meeting the core academic requirements of the district. Program strategies and techniques should be designed around best research practice and should take place within the regular classroom where appropriate.	Academic Support Program	Tier 3	Implement	09/01/2016	06/30/2017	\$0	Principal
Math Interventionists	2 interventionists will work with identified 2nd and 3rd grade students that need support meeting math grade level proficiency.	Academic Support Program	Tier 3		09/01/2016	06/30/2017	\$0	Principal and Interventionists