



School Improvement Plan

Beadle Lake Elementary School

Harper Creek Community Schools

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Introduction

The SIP 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?

School Size:

Beadle Lake Elementary serves 346 students ranging from preschool to fourth grade.

Community:

Beadle Lake Elementary is part of the Harper Creek Community. Harper Creek is identified as a Battle Creek suburban community, spanning approximately 75 square miles, located within Calhoun County, Michigan. The total population of the Harper Creek Community is approximately 15,200. As of 2006-2010, the per capita income of residents of Harper Creek Community Schools is \$25,058. The most prevalent race in Harper Creek Community Schools is white, which represent 74.14% of the total population. Beadle Lake's average of economically disadvantaged students is 62.6%. This is significantly higher than the district average (37%). There are five schools in the Harper Creek district: three elementary schools, one middle school and one high school. There are two libraries within the Greater Battle Creek Community. There are a variety of community companies and non-profits that invest time, interest and/or resources with Harper Creek, including Summit Pointe (CMH), the Envision Center, Starr Commonwealth, the Binda Dyslexia Center, the Battle Creek Bombers, the Battle Creek Optimist Club, the Battle Creek Foundation, and Kellogg Foundation, United Way, and Emmett Township Public Safety. Family learning and entertainment venues within the Greater Battle Creek Community include the Binder Park Zoo, Leila Arboretum, and the Kingman Museum.

Changes Experienced

One major change that Beadle Lake has experienced within the past three years is a significant increase in enrollment of socio-economically disadvantaged students. In 2011, 49% of Beadle Lake students were economically disadvantaged. For the 2013-14 school year, 57.5% of students at Beadle Lake were economically disadvantaged, an overall (3 year span) increase of 9%. Beadle Lake's increase in percentage of students receiving free or reduced price lunch is much more significant than the district trend. In 2011, the district percentage of students receiving free or reduced price lunch was 36%. In 2013-14, the district percentage of students receiving free or reduced price lunch was 37%. Whereas Beadle Lake's percentage of economically disadvantage increased by 9% over three years.

Unique Challenges:

Because 63% of Beadle Lake's population is economically disadvantaged, most of the unique challenges experienced at Beadle Lake stem from challenges associated with poverty. For example, many students experience health problems, including poor nutrition, chronic head lice, and frequent illness. These health concerns often cause children to be absent from school or to be distracted while attending school. Beadle Lake experiences a high volume of children with abuse and neglect concerns, as reflected in the number of cases reported to Child Protective Services (CPS) and Department of Human Services (DHS)/wrap-around services. Reports range from physical abuse, sexual abuse, and multiple forms of neglect including lack of heat, lack of food, lack of food refrigeration devices, lack of access to physical hygiene (such as baths and clean clothes), and lack of access to medical treatment. Families with economic hardships often lack access to transportation and technology, which both inhibit full participation in the school community. Additionally, research suggests that families of poverty experience significantly less exposure to vocabulary, print, preschool and other forms of academic precursors prior to attending kindergarten, which initiate learning gaps at an early age. Research also suggests that children of poverty are also at a greater risk for "summer slide", or the loss of academic knowledge and skill sets gained within the school year.

Another unique challenge is that 23% of Beadle Lake students are school of choice students. These students do not receive bus transportation and are dependent on family transportation to and from school. This sub-population, in addition to some other families that choose to self-transport, experiences an increased number of absences, tardiness, and pick-up prior to dismissal time due to transportation-related issues.

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.

Mission:

The Beadle Lake learning community helps all children become lifelong learners in a changing world.

Vision:

Beadle Lake Elementary is a proactive learning environment where:

We are responsible, respectful, and safe citizens.

Families, community members, and school staff collaborate.

Technology increases and enhances learning opportunities.

Diverse needs of learners are met to foster a high level of student achievement.

Beliefs:

All students can and want to learn.

Technology increases and enhances learning opportunities.

Teachers and students are life-long learners.

Collaboration is key to learning.

Families are an essential part of the learning community.

Learning extends beyond the classroom.

Beadle Lake's purpose is reflected in the mission, vision and beliefs. Essentially, its purpose is to grow life-long learners. The mission, vision and beliefs were developed this year through a rigorous collaboration process that expanded over several meetings and work sessions. Staff and families were involved in the development. Full consensus was received by all participants to ensure strong buy in and full dedication. Examples of programming designed to embody the mission, vision and beliefs include the implementation of Empower Hour (a 50 minute block of time each day designated to intervention and/or enrichment in core academic areas), the implementation of the Daily 5/CAFÉ literacy block (designed to differentiate literacy instruction for all learners), and the implementation of Ed-Venture Camp (intensive summer school for students in second, third and fourth grade identified as needing academic support). Other efforts include those of involving families as partners in learning (via family literacy night, family math night, countdown to kindergarten, etc). Families are also invited to join the school improvement team or parent advisory council to be active decision makers in school programming. There are a number of collaboration projects with the community, including tutoring and parent learning with Binda Dyslexia Center and coordination of multiple services and resources through Summit Pointe, Envision Center and Starr Commonwealth. Like students, teachers are also growing/life-long learners who attend multiple forms of professional development throughout the school year. The belief that technology increases and enhances learning is embodied through the investment in student iPads and chromebooks.

Our expectation for high academic achievement for all students is reflected in student growth goals set by all teachers and the principal, in which everyone identifies 100% of students when setting target goals. All teacher and principal goals are rigorous, establishing a base-line of at least one year's growth for all students.

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.

Third grade reading, math and fourth grade writing MEAP scores have been steadily increasing at Beadle Lake for the past three years. According to 2012 and 2013 MEAP data, Beadle Lake showed growth in 3rd grade reading and math, fourth grade reading and writing, and fifth grade math and science. Percentages of students proficient in third grade math, fourth grade writing, and 5th grade science increased by over 10%. Beadle Lake was at or above State proficiency targets for all areas except for math. A new differentiated guided math block has been implemented at Beadle Lake, and school/district data shows a significant increase in math proficiency, which will hopefully be reflected in standardized testing next year. Although there was no standardized test results for the 2014-15 school year (yet), district data shows significant growth in math in all grade levels. Math has been a target concern area, so this data is very promising. MStep data from 2015 (the first year of M-Step) also reflects our continued growing trend, especially in mathematics.

Over the next three years, Beadle Lake is striving to achieve steady increases in percent of students proficient in all core academic areas. We strive to close achievement gaps within out top to bottom 30% as well as achievement gaps within economically disadvantaged and non-disadvantaged students. In order to reach these goals, we have implemented a new differentiated math block, intervention block, and extended school year for bottom 15% at all grade levels. Due to a reduction in Title I funding, it is not like that BLE will be able to sustain summer school, but hopefully a stronger foundation has been established. Additionally, Beadle Lake has a chronic absenteeism rate of 30%. A primary goal over the next three years is to improve attendance and parent involvement.

Additional Information

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

Beadle Lake has made significant attempts to support students struggling to meet standards. One program that was implemented to achieve this goal was the Empower Hour intervention and enrichment block, in which the most struggling students learn in a ratio of one adult to no more than three students for fifty minutes each day during the regular school day.

EdVenture Camp serves as an extended day/year programs in which transportation, meals, and highly differentiated research-based programs are implemented to help the most struggling students meet grade level standards. During EdVenture Learning Camp, qualifying students receive support in a ratio of one adult to six children for three hours per day, three days per week for 7 weeks during the summer.

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.

All teachers participated in the development of the school improvement plan by analyzing a variety of student achievement data, school process data, demographic data, and teacher, student, and parent perception data. The staff worked together to identify patterns in student data and identify gaps, areas of concern, and strengths. These school improvement team meetings were held outside teacher work days without students present.

A school improvement team was developed, which included six teachers, the principal, one parent, and a community member. The team discussed the best times to meet. The team decided that after school was best for everyone to attend. School improvement meetings with this team were scheduled monthly.

Parents were solicited to participate in a parent advisory committee (PAC). This committee was intended for broader parent representation in the school improvement process. Parents were recruited during the family Title I meeting, open house and PTA meetings. The PAC was going to meet after school and child care would be provided by the school, but very few parents decided to commit.

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

All teachers participated in the development of the school improvement plan by analyzing a variety of student achievement data, school process data, demographic data, and teacher, student, and parent perception data. The staff worked together to identify patterns in student data and identify gaps, areas of concern, and strengths. These school improvement team meetings were held during work days when students were not present.

A school improvement team was developed, which included six teachers, the principal and one parent, and one community member. School improvement meetings with this team were scheduled monthly after school. This This team was responsible for mining for data and deep analysis of data. The team identified strengths, needs, gaps and patterns through the analysis of data. The conclusions drawn by the analysis of data were used to formulate a school improvement plan. Every member of the school improvement team was responsible in the design of the plan, as well as coordination of resources to support the plan. The team was responsible for inputting information into the ASSIST format. Finally, the team was responsible for communicating the school improvement plan to all stakeholders via presentations and printed material.

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 school improvement plan was communicated to staff members and PTA at the May meetings. A written summary of the plan was provided to all parents with the June newsletter. The plan will be presented to families again at the Fall open-house. Progress will be communicated to stakeholders via the Title I parent meeting, school board meetings, PTA meetings and staff meetings/professional development sessions. The plan will also be posted to the website.

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?

Beadle Lake's primary challenge according to student enrollment data is the increase of students at economic disadvantage. The percentage of students receiving free or reduced lunch had been steadily increasing over the past five years. The numbers have been consistent for the past two years. Currently, 63% of Beadle Lake students receive free or reduced price lunch with 33% FDC (families receiving governmental food assistance outside of school). It has the highest level of students receiving free or reduced lunches in the district (2014-15 percentage of district free and reduced price lunch is 40%). Additionally, the 33% FDC/ number of students receiving governmental assistance, has also increased dramatically, reflecting an increase in families suffering from extreme poverty.

As a result of extreme poverty, Beadle Lake has been faced with additional challenges in enrollment. For example, 8% of children attending Beadle Lake Elementary School are homeless. There is also a high transiency level associated with poverty. Beadle Lake experienced over 10% turn-over of students after October 1st, 2016. These trends have been steady over the past three years as well, with homelessness reaching a peek of 12% in the Winter of 2014.

School of Choice/Students living out of district is an enrollment challenge for Beadle Lake. Approximately 30% of Beadle Lake students live out of district. This can be a challenge when issues impeding student attendance arise. This issues typically revolve around transportation or child care.

Student Demographic Data

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

Upon first glance at daily attendance, it appears as though attendance is improving. Beadle Lake's daily attendance has increased from 92.83% in 2012-13 to 95.2% in 2014-15 with a slight reduction to 94.5% in 2015-16; however, when examining chronic absenteeism, a clear challenge can be observed. During the 2013-14 school year, 26% of Beadle Lake students were classified as having chronic absenteeism. The percentage increased again in the 2014-15 school year, as 33% were classified as having chronic absenteeism. Another 5% were identified as chronically tardy. Numbers were similar in 2015-16 with 30% chronically absent.

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?

Data for the 2012-13 school year shows 20 in-school suspensions and 20 out-of-school suspensions. In 2013-14 suspensions dropped to 17 in-school suspensions and 4 out-of-school suspensions. The number increased, however, in 2014-15 with 15 in-school suspensions and 17 out-of-school suspensions. This is a challenge when students miss school due to behavior. It is also a challenge when other students miss quality instruction due to overwhelming behavior in the classroom. Three year trend data has not been collected for overall (including lesser) SY 2016-2017

referrals; however, in May 2015, there were 306 total referrals. In 2015-16 referrals resulted in a total of 67 days of OSS and 51 days of ISS. Students have access to instruction in ISS, but OSS removes the child from the instructional setting, resulting in missed education.

Student Demographic Data

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

Beadle Lake Elementary can work on improving the rate of chronic absenteeism by working with Calhoun ISD, DHS, Wrap-Around, and other community groups to support families in understanding the value of education and forming an early bond with school. Staff can participate in professional development, book studies, and problem solving committees to continue to find ways to ensure regular student attendance.

Beadle Lake/ Harper Creek can work with homeless or displaced families to provide transportation to and from school. Beadle Lake/HC can also help these families connect with other local agencies to support their needs.

Beadle Lake can continue to improve the positive behavior plan by establishing an action committee and ensuring that all new staff are trained in PBIS, CHAMPS, or Kagan strategies for positive behavior.

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 administrator has nearly ten years of teaching experience, including three years of coaching experience, and four years of administrative experience. The building instructional coach has over 20 years of teaching experience and five years of coaching experience. The combined experience in the classroom as well as experience in instructional coaching is likely to have a positive impact on student achievement.

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?

Beadle Lake hosts a range of education and experience levels within its teaching staff. This would likely have a positive impact on student achievement. Because teachers have 350 min/week of common planning time in addition to staff meetings, PD sessions and district PLC (CAT) meetings, they are able to work with one another and support each other. Veteran teachers are able to share their experiences with newer teachers. New teachers can offer what they've learned as the newest and most cutting edge best practices for teaching and learning. Additionally, teachers can observe one another's classroom, so that individual strengths can be shared with others. Only one teacher is in her first three years of teaching, and she is heavily supported by her fellow staff members to ensure a successful experience for her students.

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 school leader had 5 or less days absent for illness or personal business, but attended PD or administrative meetings on average two days per month, totaling about 20 days (or partial days) out of the building. Because substitute administrators may not handle behavior issues as effectively and are not able to provide teacher assistance (instructional support), these missed days could potentially have a negative impact on student achievement. On the other hand, important information provided at district and county meetings as well as new learning from professional development sessions may have a positive impact on 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?

Research shows that teacher effectiveness is the highest predictor of student achievement (Marzano, 2003). As such, any time missed with the classroom teacher is likely to have a negative impact on student achievement. This year in particular, there was an extreme shortage in substitute teachers, causing students to lose time in specials classes or have double the amount of students in these classes. This created the potential for a second negative impact to student achievement due to teacher absence. On the other hand, new teacher learning from professional development sessions may have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Teachers and leaders should be made aware of the number of absences they have taken. A procedure should be implemented so that personal days are granted based on the average of available substitute teachers so that children are not left with huge gaps in their learning due to teacher shortages. If possible, professional development and PLC (CAT) meeting times should be scheduled so that student learning is not disrupted.

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?

The strongest area was Strand III, Professional Learning Culture with a rating of 4.0 out of four. Within this strand, all the standards are in place. Staff indicated that they feel processes for collaboration are systemic and results are noticeable and beneficial in student learning. Strands II and IV (Leadership and School and Community Relations) were also respectively high with scores of 3.75 out of 4.

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?

Strand I, Teaching for Learning, is the area with the greatest need with Standard 1: Curriculum, and Standard 2: Instruction, each having two indicators that have been implemented. Standard 3: Assessment, has attained sustained implementation.

12. How might these challenges impact student achievement?

The challenges were not significant with the lowest score for any strand at 3.0 on a four point scale. The area of Standard I: Curriculum has two indicators, Indicator A: Alignment and Indicator B: Coherence, that are only partially implemented. Research has show that these area can directly impact student performance positively or negatively. Standard 2: Instruction, Indicator C: Instructional Design, and Indicator D: Effective Instructional Practices are also only partially implemented and will have a positive impact on student achievement when fully implemented and sustained.

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.

Eight professional development sessions will be dedicated to effective instructional practices in the 2016-17 school year. Professional learning communities, now called curriculum action teams at Beadle Lake Elementary, will have at least 350 minutes of common planning time in addition to monthly grade level meetings to address curriculum alignment and coherence as the school continues to move forward to align curriculum and instructions with the Common Core. A math room is being built. Writing curriculum is being enhanced with informational CCSS companions, and new science standards and kits should all improve this area.

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?

Our EmPower Hour teachers use LLI (Leveled Literacy Intervention) kits for reading intervention. Our Resource Room teacher has also been trained and uses these same kits/lessons with our LD identified students in reading. We current are using Math Recovery strategies
SY 2016-2017

and activities with our students needing math support. Our Resource Room teacher has been trained in Math Recovery and is also using the same strategies and activities in math. Materials are shared across the intervention team and professional development is delivered to all intervention staff.

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

The extended learning opportunity for students that are below benchmark in multiple content areas is summer school. Students that qualify are invited to attend. Our summer school program includes kindergarten to fourth grade. Summer school is three days a week (1/2 days) and is seven weeks in duration. Our program is structured much like our "EmPower" hour, so students are very comfortable with the format and are grouped based on academic need.

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

At our end of the school year data meeting, teachers rank their students based on benchmark testing and daily performance. Students that show a need in more than one content area are then nominated for our summer school program. Parents are then notified via letter and phone call that their child can receive summer school interventions. At that point, parents can either accept or decline the invitation. This process continues until all of the spaces are filled.

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?

Student work, lesson plans and observations K-4 are used to indicate the teaching of state content standards.

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.

We did not complete the MIPHY.

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

Overall reading scores are improving schoolwide. Strategies for teaching reading have been implemented schoolwide and teachers are monitoring student reading abilities and needs. Targeted and differentiated instruction is provided at all grade levels.

19b. Reading- Challenges

Reading challenges are similar to the those in nearly all other subject areas; closing the gap between students who are economically disadvantaged and those who are not. As all students improve in reading it is important and yet difficult to help economically disadvantaged student progress more quickly than those who are not economically disadvantaged. MStep 2015 data shows a gap with economically disadvantaged student subgroup in 3rd grade (42.9%) but only a minimal gap (2.2%) in 4th grade.

19c. Reading- Trends

The five year trend has been largely flat or positive with the exception of one year in third grade (2010-11 to 11-12) and fourth grade (2011-12 to 12-13). An additional leveling off based on 2015 MStep data (although just one year) indicates that growth may have stalled in this area. Although there is not gap in fourth grade with SED students on the State assessment, there is a concerning gap in third grade.

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.

Teachers will continue to monitor formative as well as summative student achievement data in reading and differentiate instruction to meet their needs. Students are provided supplemental help beyond the classroom through daily "Empower Hour" interventions that address their greatest academic needs. Informational reading will be implemented throughout all content areas to improve higher order thinking comprehension and application strategies, as State assessments now tend to measure these strategies over basic reading skills.

20a. Writing- Strengths

All students are assessed in writing three times a year and a data collection system has been put in place schoolwide to evaluate and monitor student academic achievement and needs in writing. MEAP data for 2013-14 shows that Beadle Lake fourth grade students had more students proficient in writing (56.3%) than ISD (41%) and state (50.5%) cohorts. 2015 M Step data does not breakdown writing scores, but building data shows gap closure in both concerning subgroups (socioeconomically disadvantaged and top/bottom 30%).

20b. Writing- Challenges

Switching from the MEAP to the M-STEP has presented a challenge for writing instruction. There is a degree of uncertainty regarding what the state wants to see in student writing instruction and evaluation. Additionally, informational writing and writing across content areas with rigor are newer initiatives that will need development.

20c. Writing- Trends

There is a positive trend in student achievement in writing for the past four years with the most positive slope the past two years. This trend is true for all students including those who are economically disadvantaged.

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.

Students will participate in writer's workshops and perform self-assessment of writing using "child friendly" rubrics that are grade level appropriate. Additional opportunities for writing will be provided across the curriculum. All staff members will participate in professional development to better understand the cultural and learning needs of students facing economic disadvantage and tailor writing to best meet these students interests.

21a. Math- Strengths

In 2013-14, 42.6% of Beadle Lake third grade students were proficient in math compared to 40.8% of students in the Harper Creek School District, 34.3% of students in the Calhoun Co. ISD, and 40.1% of students in the State of Michigan. Third grade students made a significant jump from 2012-13 to 2013-14 when they outperformed cohorts in the district, ISD, and state. 2015 MStep data showed Beadle Lake 3rd graders at 47.7% proficiency, outperforming the ISD (41.4%) and achieving very close to the State (48.8%). MStep data showed Beadle Lake 4th graders at 43.5% proficiency, outperforming both the ISD (37.7%) and the State (41.4%).

21b. Math- Challenges

There was a drop in the percentage of fourth grade students who were proficient in math from 2012-12 (30%) to 2013-14 (28%) while the district, ISD, and state proficiency percentages increased during this time period. The gap between economically disadvantaged students and those who are not economically disadvantaged was greatest in 2013-14 for fourth grade math (36.7%) and this gap is found across all grade levels although to a lesser degree. 2015 MStep data showed significant gaps in students with socioeconomic disadvantage in both 3rd (52.7% gap) and 4th (17% gap) grades.

21c. Math- Trends

Third grade math has had an overall positive trend in math for the past four years with the greatest gain between 2012-13 and 2013-14. Fourth grade math saw a positive trend from 2009-10 to 2010-11 but then remained relatively flat with a decline between 2012-13 and 2013-14. With 2015 M Step data taken into consideration, one positive trend is an overall increase in math proficiency. One negative trend is an

increasing gap within socioeconomic status subgroup.

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.

Improving student academic achievement in math has been a priority for Beadle Lake in 2015-16 and will continue to be targeted in 2016-17. Teachers implemented differentiated math centers in 2014-15 to meet all students' needs to meet math standards, and these centers will continue to be implemented in 2016-17. Targeted math interventions are and will be offered beyond the classroom daily during "Empower Hour." Summer school is offered to help students with the greatest learning needs get additional instruction and support. A math night will be offered to increase parental involvement and help parents promote math learning beyond the school walls.

22a. Science- Strengths

There is no summative data available statewide for student academic achievement in science. Data was collected from unit tests of the Battle Creek Science Curriculum used throughout the Harper Creek School District. This data showed that Beadle Lake students are steadily progressing in science achievement across grade levels. District science data shows HC fourth graders performing at about 54% proficiency with Beadle Lake data comparable with other building data at the district level.

22b. Science- Challenges

Science instruction from kindergarten through second grade is linked to reading informational text. For this reason it is difficult to collect data and monitor student achievement in science. While school and district level evaluations indicate that an average of 67.9% of students are at or above benchmark in science, MEAP science scores for fifth grade students coming from Beadle Lake are only 20% (still above district, ISD, and state averages). MStep 2015 data shows that less than 10% of Beadle Lake fourth graders are proficient in science.

22c. Science- Trends

Trend data is not available for science at this time.

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.

More standardized summative assessments in science are planned for various grade levels in upcoming years as the state transitions to a more comprehensive testing schedule. The current practice of linking science to informational reading will continue and additional experiential science learning opportunities (at least one per science unit) will be offered outside the regular classroom and draw upon learning opportunities in the community and with parents or other community members. Teachers will receive professional development to recognize the learning needs of students facing economic disadvantage and develop new strategies to make science relevant for them.

23a. Social Studies- Strengths

At this time there are no summative tests offered by the state or district to measure standardized student achievement in social studies.

All fourth grade students at Beadle Lake Elementary are participating in an interactive social studies program (webquest) where they learn multimedia research skills as well as gain content knowledge in social studies. Classroom data shows that 100% of students have increased in both content knowledge as well as research skills.

23b. Social Studies- Challenges

A challenge is the lack of a standardized social studies curriculum at Beadle Lake. The Calhoun County ISD does have a program available but it has not been widely adapted. Teachers use informational reading to teach the grade level content expectations for social studies. The lack of a targeted social studies curriculum that addresses the needs and interests of all students, including those facing economic disadvantage, is a challenge.

23c. Social Studies- Trends

There is no trend data for social studies at this time. Anecdotally, there is a positive trend as students have begun using technology to make social studies learning come alive through multimedia explorations that draw upon student's interests.

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.

Social studies instruction in the classroom will increasingly incorporate the use of digital media to teach and learn content as well as research skills. Social studies will incorporate at least one experiential learning component quarterly that will be conducted outside of the school day and with a family or a community member. Classroom follow-up will include teacher generated formative assessments to determine individual student comprehension and to create small groups for practice and reinforcement. Teachers will receive additional professional development

training to understand the challenges, needs, and interests of students facing economic disadvantage.

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?

The student perception survey, which was administered in the Spring of 2016, indicates the highest levels of satisfaction among second through fourth grade students are in the areas of teachers caring about their students (99%), feeling safe in class and at specials (97%/ 98%), overall feeling successful in school (98%), feeling successful in reading and math (98%/ 97%). Students also felt a high degree of satisfaction with EmPower Hour (intervention/enrichment) with 93% of the students feeling successful. Out of reading, writing, math, social studies, science and EmPower hour; Reading and Math were their favorite learning times of the day (16% / 38% respectively). Reading, writing and Social Studies show a positive trend toward increasing student satisfaction. Reading went from 93% to 98%, writing went from 90% to 94%. Social Studies went from 88% in 2014 to 92% in 2016. The area with the greatest positive trend was success in reading and writing.

24b. Student Perception Data

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

The area of lowest satisfaction among second through fourth grade students is students feeling safe at recess. This is the first year we have separated "feeling safe in specials and feeling safe during lunch/recess". We are going to continue to watch these areas to see if they hold true next school year.

24c. Student Perception Data

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

Individual interviews were conducted with students who indicated not "feeling safe" during lunch/recess. All of the students indicated it was during "recess" time and the issues were centered around specific students, not playground supervisors, activities, and/or equipment. We will continue to watch this area to see if this holds true next year.

25a. Parent/Guardian Perception Data

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

Parents and guardians showed the highest level of satisfaction with feeling comfortable when talking to staff (94%), how much our teachers
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care about their students (96% agree), their child's safety at school (98% agree), and overall happiness with Beadle Lake (94%). The areas that show the greatest trend toward increasing parent/guardian satisfaction is parents/families feeling good and knowledgeable about how to help their student at home and communication about student performance.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction among parents is concerning appropriate levels of homework (69% agree), 31% of families feel we need more or have too much. An additional area includes parents/families feeling like they are not encouraged to join decision making groups such as; PTA, School Improvement and District School Improvement teams (77% agree). The area that shows a trend toward decreasing parent/guardian satisfaction is parents/families feeling like they are not encouraged to join decision making groups such as; PTA, School Improvement and District School Improvement teams (a decrease in 19%).

25c. Parent/Guardian Perception Data

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

Currently, parents are invited to join these groups at our "Meet the Teacher" night during the Family/Title I Meeting. Families are also met at the door by members of our PTA encouraging enrollment. We are planning to have designated areas in the building that parents can go with questions. Parents will be personally asked if they want to join. We plan on making constant and persistent notifications about membership. We will do this through our newsletters, social media and mass announcement system throughout the school year.

26a. Teacher/Staff Perception Data

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

The areas of highest level of satisfaction among teachers include, current assessments, use of data, support for our struggling learners (EmPower Hour), building leadership, staff collaboration (all 100% satisfied). The areas that show a trend toward increasing teacher/staff satisfaction are; curriculum (42% satisfied to 86% satisfied), assessments (57% satisfied to 100% satisfied), professional development (41% to 96% satisfied), and support for our struggling learners (59% to 100% satisfied).

26b. Teacher/Staff Perception Data

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

The areas that indicate the lowest overall level of satisfaction among teachers are support for students with special needs (OT, Speech, etc.), technology and family involvement. There are no areas that currently show a trend toward decreasing teacher/staff satisfaction.

26c. Teacher/Staff Perception Data

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

This is our first year separating the data for our struggling students. We now have a question regarding special needs students, and struggling students. We will continue to monitor this data to see if there truly is a dissatisfaction with this area.

27a. Stakeholder/Community Perception Data

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

The overall highest level of satisfaction among stockholders and the community is personal and learning atmosphere of the building. Through interviews with community agencies, community helpers, and volunteers we have learned the our community appreciates the level of positivity within our building. Guests are welcomed in a secure manner and greeted throughout the building.

27b. Stakeholder/Community Perception Data

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

Many of our stakeholders/community members have low satisfaction about the parking lots and lack thereof. Many of the lots and driveways aren't clearly marked or are incorrectly marked. There is also insufficient parking for visitors throughout the school day especially when there are meetings and/or events.

27c. Stakeholder/Community Perception Data

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

The facilities director has been notified of the incorrect signage and requests have been made to correct this. As far as the insufficient parking areas; staff has been requested park in designated lots to help with congestion in the front parking area.

Summary

28a. Summary

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

Strengths include continual improvements in overall academic growth and achievement. Within the past 3 years, Beadle Lake went from the bottom 10% of school in the State to the ranking within the 40th percentile range. District data shows improvement in all core content areas. Perception data shows that parents and students feel that Beadle Lake is a safe and caring environment for children. Perception data indicates that leadership is strong and processes are in place to help students be successful. Data is being used to drive instruction and intervention.

Challenges include an achievement gap between the top and bottom 30% of students. Students at socio-economic disadvantage are over-represented in the bottom 30%. Beadle Lake has a high rate of chronic absenteeism. Perception data does not lend to large challenges, mostly minor issues, such as needing improvements in parking. Process data indicates that growth needs to continue in the area of curricula, given the changes due to common core implementation.

28b. Summary

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

Demographic data shows that approximately 30% of students have chronic absenteeism. With an achievement gap between the top and bottom 30% of students, it's difficult for chronically absent children to benefit from instruction and intervention. They often refuse to participate in summer school, as it is not required, but offered and encouraged. Additionally, children at economic disadvantage are still over-represented in the bottom 30% of student achievement, but this gap is showing progress toward closing.

Process data indicates that efforts need to continue in the area of curriculum development with the adoption of common core standards. This impacts student achievement because a strong curricula, aligned to common core standards, will need to be implemented in order for students to be successful.

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?

In order to address these challenges, a number of strategies and activities have been outlined in the school improvement plan and the district improvement plan. At Beadle Lake, teachers will have 300 minutes of common planning time to continue developments in curricula. In addition, professional development sessions and CAT (collaborative action team) time will be provided to staff with curricula objectives in
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mind. Beadle Lake teachers will also participate in two book studies and building professional development that will focus on quality, highly effective instructional processes and learning environment.

In order to address absenteeism, a number of family involvement and education activities are embedded throughout the school improvement plan. A monthly family breakfast will target families of students with poor achievement and chronic absenteeism. The goal of the sessions to help families develop lasting connections and bonds with the school and to develop trusting relationships with the staff. Another goal is to identify ways that the school or community can help these families be successful in ensuring regular attendance for their children. In addition, family curricula night, family literacy night, and family STEM night will provide families with insights into curricula. They will learn strategies and receive materials to support learning at home with their children.

Finally, intervention strategies and activities can be found in multiple places within the school improvement plan (every core content area). Students not meeting grade level objectives will receive up to 50 minutes/ day of support in their area of struggle via Empower Hour interventions. Students not meeting standards will also be invited to participate in extended school year interventions through the EdVenture Camp summer school program.

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	Literacy assessments include Fountas and Pinnell, Concepts About Print, MLPP, MStep (grades 3-4), and other classroom assessments. Math assessments include, Math Recovery screener and diagnostic assessments, strand assessments (grade level created), and MStep (grades 3-4).	

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	Link to AER below: http://harpercreekble.ss7.sharpschool.com/UserFiles/Servers/Server_443857/File/Building/2014-15_AER_BLE.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Beadle Lake is a pre-k through 4th grade building.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Beadle Lake is a pre-k through 4th grade building.	

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	HR- Tammy Chapman Superintendent- Robert Ridgewat	

School Improvement Plan

Beadle Lake Elementary School

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	Mrs. Tammy Chapman Human Resources 7454 B Dr. North, Battle Creek, MI, 49014 (269) 441-6567	

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	see attached	BLE School-Parent Plan 2016

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	BLE School-Parent Compact 2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Beadle Lake has collected evidence in the form of data/research graphs, charts and summaries, agendas, and sign-ins from meetings and family involvement events, surveys, rubrics, etc. Any of these documents is available upon request. The 2016-17 professional development plan is attached.	BLE PD Plan 2016

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 conducted by identifying and analyzing multiple sources of data in the areas of student achievement, process, perception, and demographic.

Academic achievement data was analyzed by subject area. Achievement data was used to compare Beadle Lake student achievement with the district, the ISD, and the State of Michigan performance data. Gaps were identified between Beadle Lake as a school and these larger entities. A second level of analysis was performed to identify subgroups within Beadle Lake Elementary and to compare performance of the subgroups with each other and with overall school performance. State data from MSTEP was for 2015 was used.

Student achievement data was analyzed to look for trends over the past five years, at grade level, by subject, and by subgroup. Analysis was also conducted to compare the top 30% and the bottom 30% of student scores by subject and grade level. A summary of student achievement data with comparisons to the district, ISD, and State, and with identified subgroup achievement was presented to the whole staff at the end of the May staff meeting.

The School Systems Review for the 2015-16 school year was completed in a participatory way involving all staff members in January, 2016. The results of that activity served as process data for the comprehensive needs assessment. A summary of the results was presented at the February SIT meeting.

Demographic data was presented initially to the full staff at the March meeting and augmented with further detail at the April meeting. It was also presented and discussed at the April SIT meeting.

Perception data was discussed at the March meeting with the entire staff and again at the April SIT meeting meeting. Perception data was based on surveys completed by parents at Spring conferences, a survey completed by staff members, and a survey completed by 2nd through 4th grade 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?

DEMOGRAPHIC DATA: Beadle Lake Elementary serves 316 students ranging from preschool to fourth grade. It is part of the Harper Creek Community, a Battle Creek suburban community spanning approximately 75 square miles and located within Calhoun County, Michigan. The total population of the Harper Creek Community is approximately 15,200. As of 2006-2010, the per capita income of residents of Harper Creek Community Schools is \$25,058. The most prevalent race in the Harper Creek Community Schools is white, which represents 83% of the total population. In 2015-16 Beadle Lake Elementary had no racial or ethnic subgroups larger than 20 students schoolwide (two American Indian, two Asian Americans, 11 black students, 50 unidentified, and 5 students who identified ethnically as Latino). Beadle Lake's free and reduced price lunch population in 2013-14 was 65%. By the end of the 2014-15 school year, Beadle Lake had 63% free and reduced price lunch with 33% FDC (families receiving governmental food assistance outside of school). It has the highest level of students receiving free or SY 2016-2017

reduced lunches in the district (2014-15 percentage of district free and reduced price lunch is 40%). Numbers were similar in 2015-16, with 63% of students receiving free or reduced lunch.

Student attendance in 2009-10 was 89.98% and decreased slightly in 2010-11 to 89.87 (attendance rate % of scheduled). Attendance increased in 2012-13 to 92.83%. Although the official State report has not yet been released for 2013-14, the school-based reporting system shows that attendance is currently at 95.2% (May, 2014). Although this is an improvement, 85 students missed 10 or more days of school. For the 2014-15 school year, daily attendance was at 95.2%; however, chronic absenteeism reached 33%, chronic tardiness reached 5%, and 90 students had missed over 10 days of school. In 2015-16, the daily attendance rate was 94.5% with 30% chronic absenteeism or chronic tardiness.

Both in school and out of school suspensions were up in 2011-12 (20 in school, 26 out of school suspensions) compared with the previous two years (2009-10, 16 in school, 5 out of school, and 2010-11, 7 in school and 18 out of school suspensions). Data for the 2012-13 school year, first semester, shows 6 in school and 21 out of school suspensions. In 2013-14, school suspensions dropped again with a total of 17 in-school suspensions and 4 out-of-school suspensions. In 2014-15, suspensions increased with 15 ISS and 17 OSS. In 2015-16, there were 67 total days of OSS and 51 days of ISS. ISS sessions allow students to have full access to instruction.

Beadle Lake Elementary has a highly transient student population. Over 12% of the student population moved in or out of Beadle Lake after October 2013. Another unique challenge is that 23% of Beadle Lake students are School of Choice students. These students do not receive bus transportation and are dependent on family transportation to and from school. This sub-population, in addition to some other families that choose to self-transport, experiences an increased number of absences, tardiness, and pick-up prior to dismissal time due to transportation-related issues.

Community resources include two libraries within the Greater Battle Creek Area. There are a variety of community companies and non-profits that invest time, interest and/or resources with the Harper Creek District and Beadle Lake Elementary, including Summit Pointe (CMH), the Envision Center, Starr Commonwealth, the Binda Dyslexia Center, the Battle Creek Bombers, the Battle Creek Optimist Club, the Battle Creek Foundation, and Kellogg Foundation, United Way, and Emmett Township Public Safety. Family learning and entertainment venues within the Greater Battle Creek Community include the Binder Park Zoo, Leila Arboretum, and the Kingman Museum.

STUDENT ACHIEVEMENT: In most cases student achievement lags slightly behind the district and ISD but appears equivalent when compared to all other schools in the state. Achievement gaps between other schools in the district, ISD, and State have been closing consistently from 2011-2016, and State gaps have been completely eliminated in some areas. In 2011, Beadle Lake is in the 10th percentile for overall student achievement statewide. In 2012, Beadle Lake increased to the 20th percentile. In 2013-14 this increased to the 31st percentile. In this section, and throughout student achievement data analysis, new cut scores that were applied in 2011 have been applied to all previous year's MEAP results in order to look for trends and to make valid comparisons. Additionally, M-Step data was available for one year only (2015) with no Top/Bottom 30% subgroup reporting. Although State rank was not published, Beadle Lake seemed to compare in the 40-50th percentile ranking based on content comparison.

In sub group analysis, economic disadvantage (ED) or non-disadvantage (NED) emerged as the primary subgroup comparison having a major impact on student performance. This gap cuts across grade levels and subject matter. A gender comparison was conducted with regard to student achievement, and no consistent or persistent gaps were identified. Gender trends over the past five years show that males and females perform similarly or "crisscross" in performance from one year to the next. There are not enough non-white students to comprise a subgroup nor are there enough students with disabilities.

The CNA revealed that students of families with economic disadvantage often experience a substantial achievement gap when compared to

non-economically disadvantaged students. When analyzed as a trend, this gap opens and closes in different subjects, but remains a persistent problem. Results include the following specifics, all referring to the gap between two subgroups, economically disadvantaged and non-disadvantaged: Fourth grade reading 2007-2008 37.8% achievement gap, closing to 6.4% in 2010-11, opening to 35% in 2012-13 and decreasing slightly to 31.4% in 2013-14. Fourth grade math 2009 39.8% achievement gap, closing to 3.2% in 2010, and opening to 31% in 2011. The gap was about the same in 2012 at 30.8% and increased again in 2013 to 36.7%. Fourth grade writing showed continual improvement in closing the gap from 25.8% in 2010-11 shrinking to 18% in 2012-13. The gap re-opened in 2013-14 to 25%.

M-STEP was new in 2015. Although no trend can be established with this one year data point, socioeconomic gaps have been noted. In fourth grade, the ELA gap was 2.2%, in math 17%, and in science 10.7%. In third grade, the ELA gap was 42.9% and the math gap was 52.7%.

The academic achievement differences between students who are economically disadvantaged and those students who are not economically disadvantaged are not as great in third grade but are still strongly significant considering these findings: Third grade reading 2008-09 30% gap, falling to 3.4% in 2009-10, opening to 38% by 2011-12 and reducing again to 16.5% in 2013-14. Third grade math 2008-2009 15.9%, increasing to 19.6% in 2009-2010, increasing to 33% in 2012-13, and reducing to 19.4% in 2013-14. The analysis of district-wide MEAP showed this gap also existed between economically disadvantaged students and non-economically disadvantaged students in social studies at 6th grade as did analysis of students who took the fifth grade MEAP science test in other schools (Beadle Lake is a K-4 school).

KINDERGARTEN: No standardized state test has been available to collect and compare student achievement data at the kindergarten level in the past. Therefore, comparisons with the district, ISD, and state are not possible currently. Data collected at the level of the school is presented below.

Reading: Fountas and Pinnell benchmark assessments given in the fall of 2015 and spring of 2016. 85% of kindergartners ended the year at or above proficiency level, a net proficiency increase of 25%.

Math: An assessment tool was developed by the Calhoun County ISD for schools using the Math Recovery Program. This assessment was administered in the fall of 2015 and in the spring of 2016. 85% of kindergartners ended the year at or above proficiency level, a net proficiency increase of 37%.

Writing: Fountas and Pinnell benchmark assessments given in the fall of 2015 and spring of 2016. 62% of kindergartners ended the year at or above proficiency level, a net proficiency increase of 62%.

Social Studies and Science: In kindergarten, social studies and science are taught by and linked to reading informational text. At this time science and social studies achievement is measured by assessment of informational reading passages relating to these subjects and is captured, at least tangentially, in the reading scores. Targeted social studies and science assessments will be integrated by the school, district, and state over the next few years.

FIRST GRADE: No standardized state test has been available to collect and compare student achievement data at the first grade level in the past. Therefore, comparisons with the district, ISD, and state are not possible currently. Data collected at the level of the school is presented below.

Reading: Fountas and Pinnell benchmark assessments given in the fall of 2015 and spring of 2016. 80% of first graders ended the year at or above proficiency level, a net proficiency increase of 16%.

Math: An assessment tool was developed by the Calhoun County ISD for schools using the Math Recovery Program. Assessments given in the fall of 2015 and spring of 2016. 95% of first graders ended the year at or above proficiency level, a net proficiency increase of 50%.

Writing: All first grade students are given a writing assessment three times a year. This assessment is developed by the district and is based on the MStep rubric. 91% of first graders ended the year at or above proficiency level, a net proficiency increase of 84%.

Social Studies and Science: In first grade, social studies and science are taught by and linked to reading informational text. At this time science and social studies achievement is measured by assessment of informational reading passages relating to these subjects and is captured, at least tangentially, in the reading scores. Targeted social studies and science assessments will be integrated by the school, district, and state over the next few years.

SECOND GRADE: No standardized state test has been available to collect and compare student achievement data at the first grade level in the past. Therefore, comparisons with the district, ISD, and state are not possible currently. Data collected at the level of the school indicates:

Reading: Fountas and Pinnell benchmark assessments given in the fall of 2015 and spring of 2016. 78% of second graders ended the year at or above proficiency level, a net proficiency increase of 27%.

Math: Math Recovery benchmark assessments were given in the fall of 2015 and spring of 2016. 74% of second graders ended the year at or above proficiency level, a net proficiency increase of 25%.

Writing: District writing benchmark assessments were given in the fall of 2015 and spring of 2016. 74% of second ended the year at or above proficiency level, a net proficiency increase of 64%.

Social Studies and Science: In second grade, social studies and science are taught by and linked to reading informational text. At this time science and social studies achievement is measured by assessment of informational reading passages relating to these subjects and is captured, at least tangentially, in the reading scores. Targeted social studies and science assessments will be integrated by the school, district, and state over the next few years.

Third Grade:

ELA: The M-Step assessment was administered in Spring 2015. 47.7% of third graders were proficient on this assessment. As mentioned in the summary above, there was a gap between students with socioeconomic disadvantage and their non-disadvantaged counterparts. In 2013-14, 68.3% of Beadle Lake third grade students were proficient on the MEAP in reading compared to 73.3% of students in the Harper Creek School District, 55.3% of students in the Calhoun Co. ISD, and 61.3% of students in the State of Michigan. In reading for 2012-13, 64% of Beadle Lake third grade students were proficient compared to 66% of students in the district, 58% of students in the ISD, and 67% statewide. Trend data shows that student achievement in reading has been relatively stable with a slight positive slope. Most significantly, the gap between non economically disadvantage (NED) and economically disadvantaged (ED) has closed from a high of 38% in 2011-12 to 16.5% in 2013-14.

Math: Based in the 2015 MSTEP, 47.7% of third graders were proficient in math. As previously mentioned in the summary above, there was a gap between students with socioeconomic disadvantage and their non-disadvantaged counterparts. In 2013-14, 42.6% of Beadle Lake third grade students were proficient in math compared to 40.8% of students in the Harper Creek School District, 34.3% of students in the Calhoun Co. ISD, and 40.1% of students in the State of Michigan. In 2012-2013, 30% of Beadle Lake third grade students were proficient

in math compared to 32% of students in the Harper Creek School District, 31% of students in the Calhoun Co. ISD, and 41% of students in the State of Michigan. Trend data for the past five years shows a positive increase over time and for all subgroups. Most significantly, the gap between economically disadvantaged and non disadvantaged has closed from a 33% gap in 2012-13 to a 19.4% gap in 2013-14.

Social Studies: In third grade, social studies assessments are linked to reading informational text and writing. At this time social studies achievement is measured by assessment of informational reading passages relating to these subjects and is captured, at least tangentially, in the reading scores. Targeted social studies assessments will be integrated by the school, district, and state over the next few years.

FOURTH GRADE:

ELA: The M-Step assessment was administered in Spring 2015. 40.6% of fourth graders were proficient on this assessment. As mentioned in the summary above, there was a very small gap between students with socioeconomic disadvantage and their non-disadvantaged counterparts. In 2013-14 66.7% of fourth grade students at Beadle Lake were proficient in math on the MEAP compared to 74.5% in the district, 63.5% in the ISD, and 70% statewide. In 2012-13, 61% of fourth grade students at Beadle Lake were proficient in reading compared to 70% in the district, 61% in the ISD, and 68% statewide. Trend data shows a consistent positive slope for NED students and fluctuations for other sub groups with the largest gap occurring between NED and ED students in 2012-13 (35%) and closing to 31.4% in 2013-14 despite a 6% increase for NED students.

Math: The M-Step assessment was administered in Spring 2015. 43.5% of fourth graders were proficient on this assessment. As mentioned in the summary above, there was a gap between students with socioeconomic disadvantage and their non-disadvantaged counterparts. In 2013-14, 28% of fourth grade students at Beadle Lake were proficient in math compared to 50.3% in the district, 38.9% in the ISD, and 45.3% statewide. In 2012-13, 30% of fourth grade students at Beadle Lake were proficient in math compared to 38% in the district, 36% in the ISD, and 45% statewide. Trend data (five years) shows a gradual decrease in achievement in math for all subgroups with the exception of non economically disadvantaged. The gap between non economically disadvantaged and economically disadvantaged was 36.7% in 2013-14.

Social Studies: In third grade, social studies assessments are linked to reading informational text and writing. At this time social studies achievement is measured by assessment of informational reading passages relating to these subjects and is captured, at least tangentially, in the reading scores. Targeted social studies assessments will be integrated by the school, district, and state over the next few years.

Science: The M-Step assessment was administered in Spring 2015. Less than 10% of fourth graders were proficient on this assessment. As mentioned in the summary above, there was a gap between students with socioeconomic disadvantage and their non-disadvantaged counterparts. The MEAP test gathers student achievement data in science at the fifth grade level. To measure academic achievement in fourth grade science, fifth grade MEAP test scores (given in fall of 2013) were used. Beadle Lake students were identified and their fifth grade MEAP scores used for this analysis. Twenty percent (20%) of all students coming from Beadle Lake were proficient compared to 19% district, 14.1% ISD, and 16.8% statewide. Trend data shows a gradual decline until reaching a low point in 2012-13 of less than 10% proficient, increasing ten percentage points to 20% in 2013-14. The only significant subgroup gap is between ED and NED students, a 31% gap.

TOP 30%, MIDDLE 40%, BOTTOM 30%, SCHOOLWIDE ACADEMIC ACHIEVEMENT DATA: Top and Bottom 30% were not reported for year one of MSTEP; therefore, all data is based on prior MEAP trends. Local data indicates that the achievement gap between the top and bottom 30% closed in reading in all grades except third, in writing in all grades, and in math in all grades.

This analysis was conducted using the most recent MEAP data available (as of May 2015) yet it does not capture the current situation as this is based on a test administered in October 2013. It compares all students who took the MEAP test in any subject area and recognizes that two grades (3rd and 4th) took tests in math and reading, yet only one grade (4th) took the test in writing. Due to the lack of standardized summative testing across all grade levels it is not possible to extend this analysis at this time.

READING: Of the students who took the test in reading, there were no racial or ethnic sub groups with sufficient numbers to make a meaningful analysis. Of the 155 students tested, the largest ethnic subgroup was Hispanic students (11 students) and they did not have significant gaps compared to the Caucasian majority. (Hispanic students: 36.4% in bottom 30%, 27.3% in the top 30%).

Gaps emerged for students with disabilities (15 students in the sample) with 66.7% in the bottom 30% and 20% in the top 30%. Economically disadvantaged students also experienced a gap with 40% in the bottom 30% and 23.8% in the top 30%.

There were no significant gaps by gender.

MATH: Hispanic students (11 of 155 students tested) were the only ethnic or racial subgroup with enough students to allow for meaningful analysis. There was no significant gap for this subgroup with 36.4% in bottom 30%, 27.3% in the top 30% (the same as in reading).

Gaps emerged for students with disabilities (15 students in the sample) with 60% in the bottom 30% and less than 10% in the top 30%. Economically disadvantaged students also experienced a gap with 41.3% in the bottom 30% and 20% in the top 30%.

There was a slight gender gap in math with more males (36.3%) than females (24%) in the top 30%

WRITING: In writing there were no ethnic or racial subgroups with sufficient representation for analysis.

Gaps emerged for students with economic disadvantage, 38.7% in the bottom 30%, and 19.4% in the top 30%. There were fewer than 10% of students tested in writing who had disabilities.

Since this MEAP data was collected and analyzed, Beadle Lake Elementary has been using classroom data to monitor progress in closing these gaps. Overall academic achievement progress has been profound over the past three years. In 2011, Beadle Lake was in the 10th percentile for overall student achievement statewide. In 2012, Beadle Lake increased to the 20th percentile. In 2013-14 this increased to the 31st percentile. With this rapid increase in overall student achievement, subgroup gaps have closed, and continue to close. However, it has been difficult to close subgroup gaps quickly while overall academic achievement continues to increase rapidly.

PROCESS DATA:

A school systems review was conducted in January 2015 using the diagnostic tool provided by MDE through ASSIST. All teaching staff participated in the review as part of a professional development session. Staff members (including the principal) broke into teams to examine and evaluate school systems by strand. Teams came together to form one large group to present and discuss the findings. At the end of the session consensus was reached on the evaluation before submission to the state.

There were no significantly weak areas with three of four strands reaching a score of 3.0 or higher on a four point scale, and only one strand with 2.5 of four.

The strongest area was Strand II, Leadership for Learning with a rating of 3.5 out of four. Within this strand, Standard 4 - Instructional Leadership, is especially strong with two of three indicators reaching the top rating of sustained. The two other standards in this strand,

Culture for Learning and Organizational Management also have indicators that have been fully implemented and are sustained.

Strand I, Teaching for Learning, is the area with the greatest need with Standard 1: Curriculum, and Standard 2: Instruction, each having two indicators that have been partially implemented. Standard 3: Assessment, has attained full implementation in three indicators and has only one indicator that is partially implemented. There are no sustained indicators at this time in Strand I.

The results of the school process data analysis indicates that there is positive movement toward sustaining best practices in school systems with the area of Teaching for Learning as priority target for full implementation in the upcoming school year.

Perception Data:

Students:

The student perception survey, which was administered in the Spring of 2015, indicates the highest levels of satisfaction among second through fourth grade students are in the areas of teachers caring about their students (98% yes, 2% no) school safety/feeling safe in their learning environment (97% yes and 3% no), feeling successful in reading, math, social studies (93% yes and 7% no). Math (95% yes and 5% no) was the core content area students deemed most satisfying. Students also felt a high degree of satisfaction with EmPower Hour (intervention/enrichment) with 94% of the students feeling successful. Out of reading, writing, math, social studies, science and EmPower hour; EmPower Hour and Math were their favorite learning times of the day (36% and 21% respectively). Reading and Social Studies show a positive trend toward increasing student satisfaction. Reading went from 92% to 93% and Social Studies went from 88% to 92%. Writing (91% to 90%), Science (92% to 90%) and Math (96% to 95%) showed a slight decrease with a 1-2% change. The greatest area with a positive trend was overall satisfaction with school. It went from 90% to 95%.

The area of lowest academic satisfaction among second through fourth grade students is science (89% yes successful and 11% no) Another area of dissatisfaction is students feeling safe during recess (86% feel safe and 14% do not feel safe). The one area that showed a trend of dissatisfaction was feeling safe during recess.

Parents:

Parents and guardians showed overall satisfaction with Beadle Lake (94%). Areas of greatest satisfaction include how much our teachers care about their students (96% agree), their child's safety at school (98% agree), feeling welcome at school (93% agree), comfort level with staff (96% agree), the amount of support students receive (96%) and overall happiness with Beadle Lake (%). The area that shows a trend toward increasing parent/guardian satisfaction is being able to/ knowing how to help children be successful at home.

The lowest level of satisfaction among parents is concerning communication to parents about student behavior (86% satisfied) and homework (69% satisfied). The areas that show a trend toward decreasing parent/guardian satisfaction are communication about what student behavior and the amount of homework students are given.

Staff/Teachers:

The areas of highest level of satisfaction among teachers include use of data (100% satisfied), building leadership (100% satisfied), and staff collaboration (100% satisfied). The areas that show a trend toward increasing teacher/staff satisfaction are curriculum, assessment, support for struggling students, and behavior support.

The areas that indicate the lowest overall level of satisfaction among teachers is structure.

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.

The school goals are based upon the school beliefs, one of which is, "all students can learn." It is the goal of the school and all members of the learning community; teachers, parents, students, administrators, and community members, for all students to be proficient in all subject areas. The difficulty of attaining this goal is obvious; however, a core belief is that all students can learn and that the learning community will strive to help them reach proficiency.

The goals section of this plan, including related objectives, strategies, and activities, targets the priority needs of the CNA by identifying strategies to increase the overall school achievement while also providing strategies to offer additional help for those students with the greatest academic need. The three teaching and learning priorities have been identified as a result of the the CNA: 1) Close achievement gaps between students with economic disadvantage and non-economically disadvantaged students; 2) Close achievement gaps between the top and bottom 30% of students; and 3) Increase overall academic achievement. An integrated analysis of all data used in the comprehensive needs assessment was used to produce four "big picture" ideas for addressing the teaching and learning priorities. These ideas were developed after examining data, identifying gaps, identifying causes of those gaps, and examining research findings of ways to close those gaps. These big ideas are:

1. Beadle Lake Elementary will increasingly differentiate instruction. In practice this means delivering instruction in ways that meet the student's learning style and seeking methods of assessment that accurately reveal what they know. It also means providing instruction that appropriately targets each student's academic level and greatest needs. This idea emerged as a result of analyzing student achievement data and trying to decide how to best boost student achievement quickly. A strong body of literature has shown effective differentiation to be a powerful tool to increase student achievement. This strategy will often involve small group activities and specific components can be seen in the activities section of this plan.
2. Technology will be increasingly used to provide new learning opportunities. An identified contributing factor to the achievement gap between economically disadvantaged students and non-economically disadvantaged students is the "digital divide," a virtual chasm that separates those with access to the Internet and computer technology, and those who do not. With over 75% of Beadle Lake students economically disadvantaged, this ties to the priority need of exposure to technology as a means of learning.
3. Ongoing and new efforts will continually increase parental and community involvement. While the parent perception data indicates overall parent satisfaction with the school, a conclusion from the CNA is that this can be substantially increased. A related proposal in the strategies is "inverting the classroom," and with supporting activities that require students to act as learners (project based learning) outside of school and with a parent or other community member. This is a way of increasing parental and community involvement while simultaneously extending learning hours and learning opportunities.
4. Experiential and project based learning provide students with authentic opportunities to build background knowledge, schema, and vocabulary. Meaningful learning experiences will allow students to develop their ability to identify learning resources in their world, apply skills and strategies, and empower them to be independent learners.

These "big ideas" link the identified needs of the school with strategies to overcome them so that all students can become proficient.

The goals section of this plan, along with the associated objectives, strategies, and activities, reflects a clear and detailed analysis of multiple types of data in the following ways:

Perception data played an important part in development of the school's mission, vision, and belief statements. These statements guide all other parts of the plan and serve to focus strategies and activities.

Student achievement data was analyzed in multiple ways and the results are presented earlier in this section. After gaps were identified, the SIT determined the primary reasons for those gaps and produced research based strategies shown to close those gaps. The strategies and activities associated with all goals reflect this analysis.

Demographic data that indicated an increasing number of economically disadvantaged students and greater transience was used in consideration of strategies to overcome these trends. The strategies and activities that target increasing differentiated instruction link to this analysis.

Process data was used to look at overall school practices and was one data source used to help produce four "big ideas" that serve as general schoolwide practices.

The relationship of the mission, vision, and beliefs statement to the overarching big ideas" and to the stated goals, objectives, strategies, and activities shows a unified approach to analysis of multiple types of data.

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?

The goals are not different for any students in the school: the goal in all cases is for students to be proficient. A differentiation is made at the level of goal strategies and for every goal, one strategy targets all students and a second strategy targets those students who have the greatest need for additional assistance. This is done for each of the four academic areas and details can be found in the goals section of this plan.

Component 2: Schoolwide Reform Strategies

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

The strategies that focus on helping all students reach the State's standards include implementation of the Daily 5/CAFE in literacy, implementation of differentiated math, extending experiential learning opportunities in both science and social studies, integration of informational reading and writing in both science and social studies, expanding opportunities for writing, and student self-assessment of writing. All strategies include regular and consistent progress monitoring assessment to ensure that students are making growth toward reaching state standards.

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).

All strategies and research-based methods in the school improvement plan increase the quality of instruction. The strategies and research-based methods that increase both the quality AND the quantity of instruction include summer school for literacy and math, extending experiential learning opportunities in science and social studies, integrating informational reading and writing in science and social studies, and expanding writing opportunities across the curriculum. Student benchmark and progress monitoring assessments are consistently analyzed to ensure high quality instruction. Adjustments are made for improvement as needed based on student data. Strategies in the Schoolwide plan follow state (PA25) and federal (NCA/AdvanceEd) requirements.

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

The two primary findings of the needs assessment were that quality of instruction needs to improve for all students and that both quality and quantity of instruction needs to be targeted toward closing the achievement gap between socioeconomically disadvantaged and nondisadvantaged students as well as for students within the bottom 30%. All research-based reform strategies in the schoolwide plan align with these findings, as the plan was designed with these two conclusions as the central focus. These research-based reform strategies include implementation of CAFE/Daily 5 in literacy, implementation of differentiated instruction in math, EmPower Hour and summer school in math, literacy (reading and writing), science (via informational reading and writing), and social studies (via informational reading and writing), extended experiential learning opportunities in both science and social studies, integrating informational reading and writing in both science and social studies, expanding opportunities for writing, and student writing self-assessment. All strategies include regular and consistent progress monitoring assessments to ensure that the needs identified in the CNA are being met. Adjustments are made as needed based on student data.

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.

Strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support include EmPower
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Hour and summer school. During Empower hour, students receive intervention in literacy (reading and writing), mathematics, science (through informational reading and writing), and social studies (through informational reading and writing). Research based interventions, such as Fountas and Pinnell's Leveled Literacy Intervention, Collins Writing, and Math Recovery are used. Students are grouped by specific needs and strategies. They work in an adult to student ratio of 1:3. Students progress monitoring data is reviewed at least monthly to ensure that students are making accelerated growth and to adjust programming and intervention groups as needed. During summer school, interventions are heavily rooted in literacy (reading and writing) and math. Science and social studies are also incorporated through informational reading and writing, as well as research projects and experiential learning/field trips. Classrooms consist of 8 children. Instruction is highly differentiated as teachers deliver instruction in small groups. A one-to-one technology ratio helps to further engage students and differentiate instruction by providing a specific apps and tutorials based on student need. Technology is also used for research and writing/creating presentations. Additionally, instruction delivered by teachers include research based interventions such as LLI, Math Recovery and Collin's Writing. Students are progress monitored weekly in summer school to ensure that accelerated progress is being made. Instructional groups and programming are adjusted as needed to support accelerated growth.

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

The school determines if needs of students are being met by collecting and reviewing data regularly. Benchmark data is collected for all students three times per year (Fall, Winter, and Spring). Progress monitoring data is collected at least monthly for students receiving intervention. The data is collected for any subject, skill/strategy in which the child is receiving instruction. This data is entered into a building-wide google spreadsheet. Data meetings are conducted monthly and include grade level teachers, interventionists, the Title I teacher, the resource room teacher, and the principal. At these meetings, data is reviewed by the entire group and intervention programming is adjusted for each child as needed.

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	Yes, all instructional paraprofessionals meet the NCLB requirements for highly qualified. Documentation is on file in our Human Resources Department.	

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	Yes, all teachers meet the NCLB requirements for highly qualified. Documentation is on file in our Human Resources Department.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Between the 2014-15 and 2014-16 school years, one teacher moved out of district and were replaced (1/22 teachers).

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

3 teachers have 0-3 years of experience. 7 teachers have 4-8 years of experience. 5 teachers have 9-15 years of experience. 3 teachers have 15-20 years of experience. 2 teachers have 21-25 years of experience. 2 teachers have 26 or more years of experience.

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

The school works closely with the district to attract and retain high quality teachers. Strategies include sending representatives to mock interviews at area universities and colleges, sending representatives to job fairs at highly-ranked state universities, and working with colleges and universities to provide quality teacher training. To retain our high quality teachers, we support them through PD, mentorships, and leadership opportunities.

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

Initiatives include sending representatives to mock interviews at area universities and colleges, sending representatives to job fairs at highly-ranked state universities, and working with colleges and universities to provide quality teacher training.

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?

There is not a high turn-over 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.

Teachers have received extensive training in Daily 5/CAFE, Math Recovery, and methods for integrating informational writing in content areas (through Collins Writing). They have received some training in the implementation of an intensive intervention/enrichment block. Staff has participated in a book study about families and children of poverty with the primary emphasis on how to better include and reach out to Beadle Lake families and increase learning opportunities at home. Some reform strategies are fairly new and will require professional development and training in the year to come. These new reform strategies include differentiated math, extending experiential learning opportunities, integrating informational reading in science and social studies, and student writing self-assessment. Additionally, Beadle Lake staff engages in professionally book studies each year.

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

Professional development is sustained and on-going for school improvement strategies. For example, all new staff will receive training in Daily 5/CAFE and Math Recovery. In addition, refresher training is conducted annually. Math Recovery refresher or next step training was offered to all teachers. Training on instructional technology and project based learning is offered as is training for new science standards. The instructional coach is also available to model in classrooms and meet with teachers during planning time. Grade level PLCs (called CAT teams in Harper Creek) meet quarterly to review data and strategies. Teachers may also participate in training outside of the school district. In addition, book studies are revisited with "theory into practice" activities throughout the year, where teachers try methods and bring samples and anecdotes back to the whole group at building PD.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The draft of the professional learning plan is attached. Dates may change slightly after district calendar and CAT times (district training dates) are formally approved.	BLE 2016-17 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents were invited to attend school improvement team meetings to design the school improvement plan. Parents were solicited at the building's open house, PTA meetings, parent Title I meeting, through written invitation of those who expressed interest, and teacher phone calls to parents of children in their classrooms. One to two parents were present at all school improvement sessions. Parents input was also solicited via survey.

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

Parents are invited to volunteer in the building and have helped teachers implement portions of the plan by working with children (one-on-one or in small groups) and by preparing learning materials. For students who participated in EmPower Hour interventions, parents were informed in writing that their child needed additional support. They were asked to sign permission for their child to participate in intervention. They were also invited to the Parent Title I meetings, where they received training on how to extend learning at home. This summer, parents of potential summer school students will have to sign permission slips and meet with the teachers and principal about their children's summer learning plans. Families will be further involved in implementation opportunities such as extending learning into the home and community via the school improvement plan.

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

Parents are involved in the evaluation of the schoolwide plan as part of the school improvement team, and will be involved in the implementation and evaluation of this plan as part of an ongoing process that includes SIT participation, perception surveys (at least annually), the Annual Title I Parent Meeting, and parent nights throughout the school year.

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	Copy attached.	BLE Family Involvement Plan 2016-17

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

E) BUILDING CAPACITY FOR INVOLVEMENT

(1) Parents receive information about State, district and school standards, as well as curriculum, assessments and policies pertaining to their children via written communications and newsletters from the school and district. Information regarding standards, curriculum and

assessment can also be found on the web. Additionally, Beadle Lake hosts a minimum of three parent education nights throughout the year and one "bring your parent to school day", in which parents are exposed to curriculum in action and are able to ask questions to staff.

(2) Parents are provided with materials and training to help parents to work with their children to improve their children's achievement and to foster parental involvement at the Title I Family Night, Bring Your Parent to School Day, Literacy Night, Math Night, and at bi-annual parent-teacher conferences. A monthly home literacy newsletter is also distributed to all families.

(3) Staff is trained to work with families via workshops and book studies. Examples include Ruby Payne and Joyce Epstein books and training.

(4) Beadle Lake helps connect families with early childhood resources by partnerships with GSRP, Headstart, and ISD programs. Countdown to Kindergarten nights are hosted monthly beginning in January of each year to help families transition into kindergarten programming.

(5) All communication related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and in a language the parents can understand. Translation and face-to-face interpretation is provided at the expense of the school whenever needed in order to ensure communication is properly provided to ALL families.

(14) Beadle Lake provides other support for parental involvement activities as parents may request, such as transportation and links to a variety of social services.

F) ACCESSIBILITY-

Harper Creek and Beadle Lake provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parent information and school reports are provided in a format and in a language such parents understand. Translators and interpreters are utilized whenever necessary to ensure quality communication with all families. The building and facilities are handicap accessible. Transportation is provided to family events to those who have need. Other accommodations are made at parent request.

Full details for provisions outlined in ESEA Section 1118 are outlined in the Parent Involvement Policy, which has been uploaded as an attached document to this report.

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

The parent involvement component of the schoolwide plan will be evaluated by the school improvement team (which includes parents), at Title I parent night/Parent Curriculum Night, and through parent surveys.

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

The results of parent evaluation of the schoolwide program will be used in the following ways:

To revise/refine the Student-Parent-Teacher Compact as indicated by evaluation results.

To revise/refine the Parent Involvement Plan as indicated by evaluation results.

To guide future parent program planning, eliminating or modifying programs that aren't working, and to create new programs to meet current needs.

To target academic needs that parents identify as priority needs.

To refine and expand the role of parents in decision making and to ensure a true collaboration between parents and the school.

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

A school-parent compact was developed jointly with staff and parents. The school improvement team looked at some examples of quality school-parent compacts from other districts. A format was chosen that enabled all parties (students, parents and teachers) to check off each individual commitment that they would be able to make. This design enabled a more honest and flexible approach toward working together for a partnership in learning. Families reviewed drafts of the compact at the Title I Parent Night and PTA meetings. Final revisions from the school improvement team, PTA, and Title I families were added to the plan to make the final product.

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

At fall conferences, parents, students, and classroom teachers review the parent compact together. All individuals check the boxes of the commitments they will be able to keep to partner in learning. Everyone signs the document, which is then copied so that families and teachers receive a copy.

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

Beadle Lake does not have middle school or high school students.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Attached	BLE School-Parent Compact 2016-17

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

Parents receive academic assessment results in a number of ways. Classroom assessments are scored and sent home so parents can physically see how the standards were assessed. For larger projects, assessment rubrics may also be sent home to help clarify assessment expectations and content. State and district benchmark assessments are communicated with families during report card and conference times. The assessment results are communicated in writing as part of the report cards or as a separate document. Parent-teacher conferences allow for parents to ask questions and receive clarification from teachers. Mid-term reports are provided to the families of students who are performing below grade level. Parents are able to contact teachers or request conferences any time they like for further clarification and communication regarding assessments. Interpreters are available to communicate with families as needed. Particular attention is given to the reading level and language of written materials sent to parents when reporting student academic assessment information.

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?

Countdown to Kindergarten is a transition learning program, in which families learn how to prepare their preschool aged child for kindergarten the following year. Countdown to Kindergarten meets once a month March through May and once more in August before the start of the school year. During these evening events, the children and families have an opportunity to meet teachers and learn about the building, curriculum and transportation. Parents are provided with information on health and nutrition and ways to socially, emotionally and academically prepare their children for kindergarten. This takes place through presentation, modeling and providing necessary tools and materials. These sessions conclude with story time.

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?

Countdown to Kindergarten is a transition learning program, in which families learn how to prepare their preschool aged child for kindergarten the following year. Countdown to Kindergarten meets once a month March through May and once more in August before the start of the school year. During these evening events, the children and families have an opportunity to meet teachers and learn about the building, curriculum and transportation. Parents are provided with information on health and nutrition and ways to socially, emotionally and academically prepare their children for kindergarten. This takes place through presentation, modeling and providing necessary tools and materials. Presentations are made by the principal, school nurse, and a representative from the Binda Dyslexia Center. Invitations to Countdown to Kindergarten are sent to all local preschools. Additionally, GSRP and ECSE preschool programs are housed in the district. This allows for access communication through staff meetings and informal discussions about student skills and needs.

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?

At the building level, teachers have common grade level planning time to discuss assessments as well as other areas of curriculum and instruction. Once a month, grade level teams meet with the principal and interventions team to discuss student assessments and how they can be used to inform instruction. School assessments are also sometimes discussed during staff and school improvement team meetings. At the district level, teachers meet in grade level professional learning communities, called CAT Teams (Collaborative Action Teams), four times per year. Input discussed at these meetings are brought to the district curriculum council by CAT team leaders for further discussion and review. All of these opportunities provide time for teachers to review, revise, and design school assessments.

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

Benchmark assessments are given to students three times per year in the areas of reading, math, and writing. Common grade level assessments are also recorded for each unit of study in the areas of math and science. Progress monitoring in reading takes place at least monthly for every child in the form of leveled running records. Students requiring additional support in core academic areas are progress monitored frequently. This data is analyzed regularly by teachers to inform classroom instruction. Deeper analysis occurs monthly at grade level data meetings, where data is used to group students based on what is needed to accelerate growth and progress. Teachers who participate on the school improvement team conduct a deep analysis of achievement data and set goals to improvement achievement of all students school-wide. This analysis is shared with the entire staff at staff meetings and professional development sessions.

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.

In addition to the State's standardized assessment, students take common benchmark assessments to serve as indicators for proficiency level in mastering standards. In literacy, these benchmark assessments include concepts about print and letter ID/ letter sounds for kindergarten, hearing and recording sounds in words and Rigby for first grade, sight words and Rigby for second grade, and the QRI and Rigby for third and fourth grades. In math, all grade levels use math recovery screeners to identify students who are having difficulty mastering standards. In science and social studies, all grades use unit assessments and student work samples. In writing, all grades use the district writing assessment. In addition, all grade levels use classroom assessments and progress monitoring tools in all academic areas to identify students who are experiencing difficulty mastering State standards.

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?

Students identified as needing additional assistance to meet State standards receive intervention daily through Empower Hour, which is an intervention/enrichment block within the school day. This block is 50 minutes long. The Title I teacher along with the intervention paraprofessionals push-in to grade levels during the intervention block of time, so that students who are experiencing difficulty mastering standards receive support with ratios of no more than one adult to three children. Students are strategically grouped by specific need so that highly differentiated strategic intervention may significantly accelerate growth. Although paraprofessionals may deliver lessons and help with student progress monitoring for students already identified as needing support, teachers are responsible for analyzing progress data and designing lessons for specific needs identified in assessment. Monthly student data meetings are conducted to set student goals, group and regroup students based on strategic need, and determine specific interventions that will be conducted to accelerate students in reaching growth and proficiency goals. Common interventions that take place during Empower Hour include LLI, Strategic Literacy Groups, Phonics Groups, Math Recovery, Strategic Writing, and nonfiction reading (reading for meaning) in content areas.

Summer school will also be offered to students who are experiencing difficulty mastering standards. Summer school will be seven weeks long. Children will attend three hours per day, four days per week. Adult to child ratios will be no greater than one adult to eight children. Students will receive highly differentiated strategic instruction through LLI and Math Recovery. Students will be progress monitored weekly to ensure instruction remains highly targeted. In addition, students will conduct hands-on experiential research through field trips, as well as through technology and books, and will produce reports and projects which integrate science, social studies, reading, writing and math standards. This initiative is only funded for Summer 2016.

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

In all grade levels, the Daily 5/CAFE model is used for literacy instruction. This model allows for the vast majority of instructional delivery to take place in small groups. This provides teachers with the opportunity to design differentiated guided reading lessons with specific strategic focus for student need.

In math, three teachers are piloting a differentiated math block, in which Investigations is still a curriculum tool for mini-lessons, but students are also grouped based on specific need for targeted guided math instruction. Common Core math activities and Math Recovery activities are also used as curriculum tools. Inquiry and problem solving takes place in heterogeneous groups, which allows for collaborative learning to take place as a differentiation and engagement strategy.

Most teachers have had professional development in Kagan cooperative learning and have adopted cooperative learning strategies as a common tool for differentiation across all curriculum areas.

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.

Programs are designed with the schoolwide goals and objectives in mind, then resources are integrated to allow the program or plan to come to fruition. For example, research shows that preschool provides an additional year of instruction and prepares students for a rigorous beginning to K-12 education. Although Beadle Lake and Harper Creek have no district preschool programs, in order to provide this service to as many of our students as possible, Beadle Lake houses preschool programming for GSRP preschool. The GSRP preschool program is housed in Beadle Lake and the teacher and paraprofessional are Beadle Lake/Harper Creek employees even though it is funded through another source. Headstart provides another preschool classroom, and the Calhoun Intermediate School District provides an ECSE program for children in the Beadle Lake area, although the classrooms are housed in different buildings. Many of the children that participate in these three preschool programs will remain at Beadle Lake for the duration for their elementary education; whereas others may attend other local schools. The combining of resources allows all the participating schools and families to benefit from a healthier beginning to school, as all three programs are free to families and offer preschool education specifically to at-risk populations.

General funds, Title I funds, and 31A funds are used throughout the schoolwide plan to allow for the goals, objectives, strategies and activities to be possible. For example, the Empower Hour intervention and enrichment block will combine all three resources as a Title I teacher will be funded through Title I funds, intervention paraprofessionals will be funded through 31A, and intervention materials will be funded through 31A. Materials for enrichment or general instruction will be purchased with general funds.

Federal funding is used to provide nutrition to students. For the 2015-16 school year, 63% of Beadle Lake students qualified for free or reduced price lunch. All students participate in the free universal breakfast program. General school funds are used to bus children to school early and to provide supervision during breakfast and lunch programs. In order to further support student health, Harper Creek has partnered with CDC to support a school nurse, which is shared by all three elementary buildings.

Resources are also combined for summer school. Title I funds are used to pay for teachers, instructional materials and transportation. Other federal funds are used to provide free breakfast and lunch for all participating students.

Finally, resources are combined for strategies to increase parental involvement. For example, local grants were used to educate families on cooking and eating healthy. This included a cooking demonstration by professional chefs along with a free healthy meal for the whole family.

Title I funds were used for Family Literacy and Math Nights. 31A funds and grant money will be used to provide home/family extension learning materials during the summer school program. Additionally, summer school was funded collaboratively via 31A funds and a United Way grant.

The list of resources provided directly by the district include general funds, Title I, Section 31a At Risk, and Nutrition Programs (Free & Reduced lunch, breakfast, snack, summer feeding). Other resources provided through affiliations and partnerships with other community organizations include IDEA/Special Education, United Way, Head Start, Great Start Readiness Program (GSRP), school nurse, hearing and vision screening, and basic dental services. In addition, partnerships with other organizations such as Harper Creek Optimists Club, Summit Pointe, Starr Commonwealth, Envision Center, Binda Dyslexia Center, Bronson, and Sudexo Magic Chefs bring further benefits and supports to the school, students and families.

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.

1. Comprehensive Needs Assessment will be conducted in order to analyze a variety of data to determine goals, objectives, strategies and activities and how to align resources that support the plan for improvement.
2. Schoolwide Reform Strategies will incorporate multiple resources to ensure student achievement. General funds, Title I funds, and 31A funds are used throughout the schoolwide plan to allow for the goals, objectives, strategies and activities to be possible. For example, the Empower Hour intervention and enrichment block will combine all three resources as a Title I teacher will be funded through Title I funds, intervention paraprofessionals will be funded through 31A, and intervention materials will be funded through 31A. Materials for enrichment or general instruction will be purchased with general funds.
3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)- General funds, IDEA/SpEd, 31A, and Title I funds are all used to fund highly qualified professional staff, such as classroom teachers, special education teachers, intervention teachers, instructional coaches, special education coaches, special education teacher consultants, and instructional paraprofessionals.
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools- general funds are used to enable administrators to attend recruiting events at colleges and universities throughout the state. Partnerships with local colleges and universities allow for internships programs to build the skills necessary for working with high need students.
5. High-Quality and Ongoing Professional Development- General funds and Title II funds are used to provide high-quality and ongoing professional development.
6. Strategies to Increase Parental Involvement-Partnerships with organizations such as Summit Pointe (community mental health) provide resources, such a positive parenting presentation to parents while school volunteers provided child care. Local grants were used to educate families on cooking and eating healthy. This included a cooking demonstration by professional chefs along with a bag of groceries to take home. Title I funds were used for Family Literacy and Math Nights. 31A funds will be used to provide home/family extension learning materials during the summer school program.
7. Preschool Transition Strategies- General funds are used to provide four to five "Countdown to Kindergarten" family events, in which parents and students come to school, meet the staff and learn about elementary school life and Beadle Lake programs. Children always receive a book and sometimes other learning materials to take home. Local organizations, such as the Binda Dyslexia Center, provide parents with presentations and resources to support learning in the home. The Headstart, ECSE and GSRP preschools are housed at Beadle Lake, so the transition information provided to families is very complete and staff members communicate with kindergarten teachers often.
8. Teacher Participation in Making Assessment Decisions- General funds provide teachers with assessment materials. Teachers make assessment recommendations through CAT teams and District Curriculum Council.
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards- The Empower Hour intervention and enrichment block will combine all three resources as a Title I teacher will be funded through Title I funds, intervention paraprofessionals will be funded through 31A, and intervention materials will be funded through 31A. Materials for enrichment or general instruction will be purchased with general funds. Additionally, Title II funds an instructional coach part-time position. Resources are also combined for summer school. Title I funds are used to pay for teachers, instructional materials and transportation. Other federal funds are used to provide free breakfast and lunch for all participating students.
10. Coordination and Integration of Federal, State and Local Programs and Resources- Coordination and integration of resources to support student achievement include general funds, Title I, Title II, Section 31a At Risk, and Nutrition Programs (Free & Reduced lunch, breakfast, snack, summer feeding). Other resources provided through affiliations and partnerships with other community organizations include IDEA/Special Education, United Way Head Start, Great Start Readiness Program (GSRP), school nurse, hearing and vision screening, and basic dental services. In addition, partnerships with other organizations such as Harper Creek Optimists Club, Summit Pointe, Starr

Commonwealth, Envision Center, Binda Dyslexia Center, Bronson, and Sudexo Magic Chefs bring further benefits and supports to the school, students and families.

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.

Nutrition and health: Federal funding is used to provide nutrition to students. Approximately 63% of Beadle Lake students qualify for free or reduced lunch, and all students participate in the free breakfast program. General school funds are used to bus children to school early and to provide supervision during breakfast and lunch programs. In order to further support student health, Harper Creek has partnered with county health to support a school nurse, shared by all three elementary buildings. Students also receive access to free hearing and vision screening through the county as well as free basic dental care through Mobile Dentist.

Although Beadle Lake and Harper Creek have no district preschool programs, in order to provide this service to as many of our students as possible, Beadle Lake houses preschool programming for the GSRP preschool program. Two GSRP preschool classrooms are housed in Beadle Lake and the teachers and paraprofessionals are Beadle Lake/Harper Creek employees even though it is funded through another source. Headstart and the Calhoun Intermediate School District provides an ECSE program at other sites for Beadle Lake and Harper Creek children. Many of the children that participate in these three preschool programs will remain at Beadle Lake for the duration for their elementary education; whereas others may attend other local schools. The combining of resources allows all the participating schools and families to benefit from a healthier beginning to school, as all three programs are free to families and offer preschool education specifically to at-risk populations.

Although Beadle Lake does not directly have resources pertaining to violence prevention programs, housing programs, adult education, vocational and technical education, and job training, the school social worker is able to help families connect with community resources for these needs. Harper Creek Community Schools provides vocational and technical education for high school students. Harper Creek also partners with the Calhoun Intermediate School District to provide adult education (through the age of 26) for young adults with special needs.

Evaluation:

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

The annual evaluation of the schoolwide plan takes place in the spring. This annual meeting includes all teachers as well as parent representatives. During the annual evaluation meeting, the group reviews goals, objectives, strategies and activities from the school improvement plan. The stakeholders examine student achievement data from state, district and local assessments. Perception, process and demographic data are also examined. Using the data, the team determines if the school improvement initiatives are working and to what extent.

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.

Assessments including MStep, F&P, Math Recovery screeners, district writing assessments, components of the MLPP, and unit assessments are utilized to determine students' growth in all academic areas. The data is examined for individual student growth and progress as well as for broad trends and patterns in order to evaluate the effectiveness of the schoolwide program.

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.

The school identifies students who are furthest from achieving standards using a variety of assessments throughout the year. Students identified receive frequent progress monitoring to determine if programming is effective. The staff meets in grade levels with the interventions team and principal monthly to analyze data and adjust programming as needed. At the annual data and program review meeting, attention is given to students who are/were furthest from achieving standards. The data is analyzed to determine if they have made growth/progress, and if that progress has been accelerated to the degree necessary to close achievement gaps.

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?

The school improvement team meets monthly to examine data and discuss plan effectiveness. Grade levels also meet monthly with the interventions team and principal to analyze student achievement data and to discuss programming for students who need support meeting standards. The entire staff meets at least once per year to analyze data and evaluate the school improvement plan. All of these provide opportunities to revise the plan as necessary to support the continuous improvement of students. The new plan is presented to and approved by stakeholders in May and is made available to the public after approval. A summary of the plan is actively distributed to all stakeholders by the beginning of the school year.

2016-17 SIP

Overview

Plan Name

2016-17 SIP

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 at Beadle Lake Elementary will be proficient in reading.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$162593
2	All students at Beadle Lake Elementary School will become proficient in math.	Objectives: 1 Strategies: 5 Activities: 10	Academic	\$33000
3	All students at Beadle Lake Elementary will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$12000
4	All students at Beadle Lake Elementary will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
5	All Beadle Lake students will be proficient in writing	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0

Goal 1: All students at Beadle Lake Elementary will be proficient in reading.

Measurable Objective 1:

A 10% increase of Fourth grade students will demonstrate a proficiency on the reading portion in English Language Arts by 05/31/2017 as measured by State assessment equivalent to MStep.

Strategy 1:

EmPower Hour - Teachers and ParaProfessionals provide reading enrichment/intervention services to students during "EmPower Hour" where students are grouped by academic need. Students identified as being at-risk for not reaching standards will work in an adult to child ratio of no greater than 1:3. Research based interventions, such as Fountas and Pinnell Leveled Literacy Intervention, will be used to support students. Progress monitoring occurs weekly and is reviewed monthly to allow for student movement among groups based on need.

Category: English/Language Arts

Research Cited: "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades" Russell Gersten, Feb 2009. This article give five top examples of how to service students who are struggling with reading. Some examples include; progress monitoring at least one time per month, working in small groups and providing systematic reading instruction.

"Tiered Instruction and Intervention in a Response-to-Intervention Model" by Edward S. Shapiro, Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA -2008. This article discusses the importance of quality Tier 1 instruction and how interventions should look in Tier 2 and 3. The use of a "PowerHour" is also discussed as well as a sample schedule.

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	updated June 2014	June 16, 2014	Kristy Newman

Activity - 5 Instructional Parapros	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will provide instructional support and intervention in literacy during Empower Hour under the direction of classroom teachers.	Direct Instruction	Tier 2	Implement	09/02/2013	08/31/2017	\$32500	Section 31a	principal, teachers and intervention paras

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Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Title I Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I interventionist will provide literacy instruction during the Empower Hour block for students identified as needing additional support to reach literacy benchmarks.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2017	\$51297	Title I Part A	Principal, Title I Coach

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who receive intervention will be progress monitored weekly using running records to ensure that accelerated progress is being made. Intervention groups and programming will be adjusted as needed based on progress monitoring data.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/30/2017	\$0	No Funding Required	Teachers, paraprofessionals, Title I teacher, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 2:

Daily 5/Cafe - Classroom teachers provide daily Literacy instruction using the "Daily 5/Cafe" model to all students. During instruction students participate in; Read to Self, Listening to Reading, Read to Partner, Work on Writing, and Word Work while the teacher is working with differentiated small groups for individualized literacy instruction. Progress monitoring (via running record assessment) is reviewed monthly to allow for regrouping of students based on need.

Category: English/Language Arts

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Research Cited: <http://www.readingrockets.org/article/96/>- "The Six Ts of Effective Elementary Literacy Instruction"<http://www.thedailycafe.com/Joanne%20Duncan%20Eburg.pdf>

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will support teachers in the implementation of differentiated reading instruction by modeling in the classroom and working with teachers during planning time or staff professional development sessions.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2017	\$51297	Title I Part A	Instructional coach, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Zoo Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate Kindergarten Zoo Phonics to support phonics instruction in Daily 5 (differentiated literacy instruction block) in each kindergarten classroom. After first quarter, zoo phonics can be added to the intervention block at a differentiated pace to support students who may require extra time.	Direct Instruction	Tier 1	Implement	08/30/2013	08/31/2017	\$0	No Funding Required	Principal, Kindergarten Teachers, Intervention Team

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

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Activity - 21st Century Research and Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology (iPads and chromebooks) will be incorporated into learning stations in order to enhance differentiation and increase student engagement during small group literacy work (word work, listening to fluent reading, independent reading, writing about reading). Chromebooks will be purchased and used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. Students will use chromebooks for research, writing, presentation, and sharing research projects globally. Funding listed in science (cross-curricular goal).	Technology	Tier 1	Implement	09/02/2013	08/31/2017	\$0	No Funding Required	Teachers, Title I Coach, Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Progress Monitoring/Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments and running records to align instruction with specific student needs. Part of progress monitoring will require the purchase of Fountas and Pinell benchmark assessment kits. Teachers will be trained over the course of the year in these assessments.	Other - Assessment, Academic Support Program	Tier 1	Monitor	09/03/2013	08/31/2018	\$0	General Fund	Teachers, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 3:

Summer School - A K-4 Summer school program will be provided to increase instructional time and provide intensive literacy intervention for students who require additional support to reach literacy benchmarks. Students will be progress monitored at least weekly, via running records, to ensure that they are making accelerate progress toward reaching grade level standards.

Category:

Research Cited: Summer School Programs: A Look at the Research, Implications for Practice, and Program Sampler; Northwest Regional Education Laboratory; Sept. 2002- provides research on the implications of summer school programs on student achievement and provides examples of program models

Tier: Tier 3

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Status	Progress Notes	Created On	Created By
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Summer Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be 3 days per week for 3.5 hours each day. There will be 4 teachers and 4 paraprofessionals. Students identified as needing additional intensive support in literacy and math will be invited and encouraged to participate in this extended school year intensive intervention program.	Academic Support Program	Tier 3	Implement	06/09/2014	08/31/2017	\$24025	Section 31a, Other	Teachers, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Monitoring/Assessing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored at least weekly using running records to ensure that accelerated progress is being made. Progress monitoring data will be used to adjust groups and programming as needed.	Academic Support Program	Tier 3	Monitor	06/17/2013	08/31/2017	\$0	No Funding Required	Summer school teachers, summer school teacher leader

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 4:

Parental Involvement - Parents will be provided with strategies and materials for working with their children at home.

Category:

Research Cited: What Works in Schools: Translating Research into Action; Robert J Marzano; Aug 2003- Researchers indicate that nothing creates more of a sense of

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ownership than being involved in day-to-day school activities. Learning increases in the home environment, increasing learning time overall. Increasing parental involvement also helps build trusting and working relationships between families and school staff.

Tier: Tier 3

Status	Progress Notes	Created On	Created By
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide families with strategies and materials to engage in learning at home. Strategies and materials can be provided during parent meetings, Family Learning Nights. Funding covers monthly Title I family breakfast meetings, materials for learning at home, and family learning nights.	Parent Involvement	Tier 2	Implement	09/03/2013	08/31/2017	\$3474	Title I Part A	Teachers, Title I teacher, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 5:

Staff PD - Staff will participate in professional development and book studies to improve literacy instruction. Book Studies will include "Mindset in the Classroom" and "7 Habits of Happy Kids". Learning from previous books, including "Inquiry Circles in Action", will also be utilized. Staff will learn how to integrate curricula to maximize instructional potential and increase time reading and writing informational text. Staff will also learn strategies on teaching and learning in high poverty environments and different ways to improve family involvement.

Category:

Research Cited: Mizell, Hayes. "Why Professional Development Matters". Learning Forward, 2010. "Professional development is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end." Within this proposed framework, teachers will be exposed to content and theory through workshops and books studies. They will then implement new strategies in their classrooms right away and bring new findings to the workshop sessions to share with one another and build upon each others' successes.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book studies on "Mindset in the Classroom" and " 7 Habits of Happy Kids" in order to improve instruction, classroom environment and family engagement. Funding for books listed under science (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	No Funding Required	Principal, Staff

Goal 2: All students at Beadle Lake Elementary School will become proficient in math.

Measurable Objective 1:

A 18% increase of Fourth grade students will demonstrate a proficiency Overall in Mathematics by 05/31/2017 as measured by MEAP or equivalent.

Strategy 1:

Differentiated Math - Teachers will implement differentiated math centers to be used to meet all students' needs to meet math standards. The centers will align with common core standards and incorporate technology. Students will be monitored frequently (through formative assessments and benchmarks assessments) to ensure that they are making adequate progress toward reaching grade level standards.

Category:

Research Cited: Connecting Teachers, Students and Standards, Strategies for Success in Diverse and Inclusive Classrooms, By Deborah Voltz, Michele Jean Sims, Betty Nelson, 2010

Differentiated Instruction-Responding to the Needs of All Learners by Carol Ann Tomlinson, 1999.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Every classroom is doing a math workshop approach, which includes differentiated math centers. There is still some variation in the depth of differentiation.	November 05, 2015	Kristy Newman
N/A	Updated June 2014	June 16, 2014	Kristy Newman

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Activity - Differentiated Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms will implement differentiated centers that align with the common core and incorporate technology. Teachers will use formative assessments to align instruction with student need.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2018	\$0	No Funding Required	Teachers, Title 1 Coach, and Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teachers with the implementation of math centers by modeling in the classroom and providing support during planning time or staff professional development days. No funding needed- cost represented under the same activity in literacy.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2018	\$0	No Funding Required	Title 1 Coach and Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology (iPads and chromebooks) will be incorporated into learning stations in order to enhance differentiation and increase student engagement during small group math work (common core strands, math fluency). No funds needed- cost represented in science (cross-curricular goal)	Technology	Tier 1	Implement	09/02/2013	08/31/2018	\$0	No Funding Required	Teachers, Title I Coach, Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

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Strategy 2:

Empower Hour - Provide an intensive block of instruction in which students who need additional support to meet math benchmarks will receive instruction with an adult to student ratio of 1:3. Math Recovery will be used as an instructional tool for those needing intensive intervention. Teacher-designed math instruction rooted in common core standards will also be used. Students will be progress monitored at least monthly to ensure programming is accelerating growth.

Category:

Research Cited: Connecting Teachers, Students and Standards, Strategies for Success and Diverse and Inclusive Classrooms, by Deborah Voltz, Michele Jean Simms and Betty Nelson, 2010

Differentiated Instruction, Responding to the Needs of All Learners by Carol Ann Tomlinson

Assisting Students Struggling with Mathematics: Response to Elementary and Middle Schoolers. by Gersten, Beckmann, Clarke, Foegen, Marsh, Star and Witzel, April 2009

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Benchmark data is collected 3 times per year. In addition, progress monitoring data is collected at least monthly. Data is reviewed at monthly data meetings. The data is used to group students and guide targeted instruction for accelerated growth, particularly for students who need additional support to meet grade level standards.	November 05, 2015	Kristy Newman
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Math Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Target students who need additional support in math by providing small group instruction using Math Recovery strategies. Students will be progress monitored weekly using Math Recovery task trials.	Academic Support Program	Tier 2	Implement	09/10/2013	08/31/2018	\$0	No Funding Required	K-4 Teachers, Title 1 Teacher, 5 Interventionists, and Principal

Status	Progress Notes	Created On	Created By
In Progress	Whole staff received Math Recovery refresher training. All staff members have received MR1 training. Most 2nd, 3rd, and 4th grade teachers received MR2 training. Those who have not yet received training are scheduled to do so.	November 05, 2015	Kristy Newman
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

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Activity - Intervention Parapros	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention parapros will provide instructional support and intervention in math during Empower Hour under the direction of classroom teachers.	Academic Support Program	Tier 2	Implement	09/02/2013	08/31/2018	\$32500	Section 31a	principal, teachers, intervention paras

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Title I Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Interventionist will work with students identified as needing additional support to reach math benchmarks during the Empower Hour intervention block. No funding needed- expense listed under literacy (cross-curricular activity)	Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2018	\$0	No Funding Required	Title I Interventionist, Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 3:

Summer School - 1.5 hours, 4 days per week of summer school instruction in math for children in grades K-4 identified as needing additional support to meet math benchmarks. Cost includes salary, PD, supplies, transportation and experiential application trips. Students will be assessed at least weekly through Math Recovery progress monitoring assessments to ensure that they are making accelerated progress toward reaching grade level math standards.

Category:

Research Cited: Summer School Programs: A Look at the Research, Implications for Practice, and Program Sampler; Northwest Regional Education Laboratory; Sept. 2002- provides research on the implications of summer school programs on student achievement and provides examples of program models

Tier: Tier 3

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Status	Progress Notes	Created On	Created By
N/A	Math was a primary focus of summer school 2015. 98% of students made growth in math during the summer program. Families received support and materials for helping families at home.	November 05, 2015	Kristy Newman
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Summer Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be provided to increase instructional time and provide intensive math intervention for students who require additional support to reach math benchmarks. No funding needed as cost is represented under the literacy goal (cross-curricular activity)	Academic Support Program	Tier 3	Implement	06/06/2014	08/31/2017	\$0	No Funding Required	Principal, teachers

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Monitoring/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored at least weekly using math recovery trials to ensure that accelerated progress is being made. Progress monitoring data will be used to adjust groups and programming as needed.	Academic Support Program	Tier 3	Monitor	06/17/2013	08/31/2017	\$0	No Funding Required	Summer School Teachers and Teacher Leader

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 4:

Parental Involvement - Parents will be provided with strategies and materials to increase learning in the home environment and improve family connection to school and

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education.

Category:

Research Cited: What Works in Schools: Translating Research into Action; Robert J Marzano; Aug 2003- Researchers indicate that nothing creates more of a sense of ownership than being involved in day-to-day school activities. Learning increases in the home environment, increasing learning time overall. Increasing parental involvement also helps build trusting and working relationships between families and school staff.

Tier: Tier 3

Status	Progress Notes	Created On	Created By
N/A	Parents attended math family involvement in the summer. Families will join us on 11/23/15 for exposure to math in classroom. Youtube math tutorials are on our youtube channel.	November 05, 2015	Kristy Newman
N/A	Updated June 2014	June 16, 2014	Kristy Newman

Activity - Family Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive strategies and materials to work on math with their children at home through parent meetings, Family Math Night and curricula night, and the Title I Monthly Family Breakfast. Funding represented under the literacy goal (cross-curricular activity).	Parent Involvement	Tier 3	Implement	09/03/2013	08/31/2017	\$500	Title I Part A	Teachers, Title I teacher, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 16, 2014	Kristy Newman

Strategy 5:

Staff PD - Staff will participate in professional development and book studies to improve literacy instruction. Book Studies will include "Mindset in the Classroom" and "7 Habits of Happy Kids". Learning from previous books, including "Inquiry Circles in Action", will also be utilized. Staff will learn how to integrate curricula to maximize instructional potential and increase time reading and writing informational text. Staff will also learn strategies on teaching and learning in high poverty environments and different ways to improve family involvement.

Category:

Research Cited: Mizell, Hayes. "Why Professional Development Matters". Learning Forward, 2010. "Professional development is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer

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to participate on their own. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end." Within this proposed framework, teachers will be exposed to content and theory through workshops and books studies. They will then implement new strategies in their classrooms right away and bring new findings to the workshop sessions to share with one another and build upon each others' successes.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	All teachers will have had MR 1 by end of year. All 2,3,4 teachers will also have had MR2. All staff received refresher training.	November 05, 2015	Kristy Newman

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book studies on "Mindset in the Classroom" and " 7 Habits of Happy Kids" in order to improve instruction, classroom environment and family engagement. Funding for books listed under science (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	No Funding Required	Principal and staff

Goal 3: All students at Beadle Lake Elementary will be proficient in science.

Measurable Objective 1:

A 24% increase of Fourth grade students will demonstrate a proficiency of standards in Science by 05/31/2018 as measured by the 4th gradeMStep or equivalent.

Strategy 1:

Integrate Informational reading and writing science content - Teachers in grades kindergarten through four will provide at least one informational reading session per week and at least one writing activity per month to develop informational reading and writing skills while using the subject matter of science. The reading selections will explain and reinforce science vocabulary, and comprehension strategies for reading for information within science content. Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Students will be progress monitored through informational reading and writing assessments as well as science assessments.

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Category:

Research Cited: http://www.readingrockets.org/extras/stem_series/

Classroom Instruction That Works-Robert Marzano, Debra Pickering, Jane Pollock (2001)

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Professional Development in Science Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct professional development session for all teachers K-4 to examine, discuss, and adopt strategies to use in integrating targeted science vocabulary, comprehension and content writing development. This professional development session will revolve around book studies including Comprehension and Collaboration with the Inquiry Circles in Action DVD coaching component, the 7 Habits of Happy Kids, and Mindset in the Classroom. Materials have already been purchased for Inquiry Circles, so cost reflects purchase of Mindset in the Classroom and 7 Habits of Happy Kids. In addition, teachers will begin training in new science standards and kits through the ISD. Costs reflect kits and ISD training. Books already in stock.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2018	\$2000	General Fund	Principal, school science and literacy team leaders.

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Empower Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Research based strategies and programs such as LLI (non-fiction), Collins Writing, and Six Traits Writing will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	08/31/2018	\$0	No Funding Required	Teachers, paraprofessionals, Title I teacher, principal

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Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored through informational reading and writing assessments as well as science assessments. Progress monitoring data will be reviewed and analyzed at least monthly to adjust intervention groups and programming as needed.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$0	No Funding Required	Teachers, Title I teacher, paraprofessionals, Principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Strategy 2:

Extend experiential science learning opportunities - Each science unit will incorporate at least one experiential learning component that will be conducted outside of the school day and with a family or community member. Classroom follow-up will include teacher generated formative assessments to determine individual student comprehension and to create small groups for practice and reinforcement. Those students with the greatest academic need will receive additional opportunities to learn the content in another way. Formative assessments are used to group students and assess progress throughout the unit. Summative assessments are also used to ensure students are progressing toward meeting grade level standards.

Category:

Research Cited: Connecting Teachers, Students and Standards, Strategies for Success in Diverse and Inclusive Classrooms, Deborah Voltz, Michele Jean Sims & Betty Nelson (2010) provides research evidence in support of differentiated instruction, cooperative learning, and multiple intelligences.

What Works in Schools-Translating Research into Action, Robert Marzano (2003) highlights the importance of connecting with families and communities.

Teaching with Poverty in Mind, What Being Poor Does to Kids' Brains and What Schools Can Do About It, Eric Jensen (2009) supports several ideas of this strategy including learning with families as well as finding information about and from students.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	updated june 2014	June 17, 2014	Kristy Newman

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Activity - Develop a series of experiential/inquiry-based science units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in inquiry and research practices via experiential learning (in the community), and reading/writing within the content. Cost represents fees for field trips for multiple grade levels and will be sponsored by our PTA and other fund raising efforts.	Community Engagement, Field Trip	Tier 1	Implement	06/10/2013	08/31/2018	\$10000	Other	Science team, principal, teachers, PTA

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - 21st Century Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks will be used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. 9/8/15-6/30/17	Technology	Tier 1	Implement	09/08/2015	08/31/2018	\$0	No Funding Required	Teachers, principal, tech team

Strategy 3:

Assessment and Monitoring - Staff will work together to design a comprehensive assessment plan to measure growth in science learning objectives. These assessments will be used to measure student progress throughout the year in a range of content, vocabulary, research, and presentation objectives.

Category:

Research Cited: "With a significant body of evidence behind it, and strategies and techniques designed to empower students and teachers in the assessment and learning processes, implementing research-based formative assessment practice can engage students in reaching their full potential and closing their own achievement gaps and improve the quality of instruction in a way that brings teachers and students closer together through assessment." (Connecting Formative Assessment: Research to Practice, Learning Point Associates, 2009)

Tier: Tier 1

Activity - Assessment Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate at grade levels to begin to design assessments that will monitor student growth and progress in content, vocabulary, research, and presentation skills.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	08/31/2018	\$0	No Funding Required	Teachers, principal

Goal 4: All students at Beadle Lake Elementary will be proficient in social studies.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of vocabulary in Social Studies by 08/31/2018 as measured by grade level assessments.

Strategy 1:

Extend experiential social studies learning opportunities - Social studies will incorporate at least one experiential learning component quarterly that will be conducted outside of the school day and with a family or a community member. Classroom follow up will include teacher generated formative assessments to determine individual student comprehension and to create small group for practice and reinforcement. Those students with the greatest academic need will receive additional opportunities to learn the content in another way. Formative assessments are used to group students and assess progress throughout the unit. Summative assessments are also used to ensure students are progressing toward meeting grade level standards.

Category:

Research Cited: Social Studies Teachers, Experiential Learning, Standards-Based Curriculum and Assessment, by Brenda M. Davis and William McClain highlights studies that were done to show the effects of experiential learning in social studies. Transforming Elementary Social Studies: The Emergence of a Curriculum Focused on Diverse, Caring Communities, by Theory & Research in Social Education asks the question "to what degree do current textbooks address multicultural education and global citizenship" versus using experiential learning and higher level thinking to "prepare students to build authentic, democratic communities."

Tier: Tier 1

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Status	Progress Notes	Created On	Created By
N/A	updated june 2014	June 17, 2014	Kristy Newman

Activity - Create Experiential/Inquiry-Based Social Studies Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will work to develop social studies units that will incorporate inquiry, experiential learning (in the community), and reading/writing within the content.	Curriculum Development	Tier 1	Getting Ready	06/17/2013	06/30/2017	\$0	No Funding Required	Members of the Social Studies Team, Principal

Status	Progress Notes	Created On	Created By
In Progress	updated june 2014	June 17, 2014	Kristy Newman

Strategy 2:

Integrate informational reading, writing, and 21st century research skills in social studies content - Teachers in grades kindergarten through four will provide at least one informational reading session per week and one writing session per month to develop reading skills while using the subject matter of social studies. The reading selections will explain and reinforce vocabulary, comprehension and writing strategies within social studies content. Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Students will be progress monitored through informational reading and writing assessments as well as social studies assessments. Technology and informational texts will be used for research in content.

Category:

Research Cited: Research on Vocabulary Instruction in the Content Areas: Implications for Struggling Readers, by Janice M. Harmon. Wanda B. Hedrick, and Karen D. Wood provides an overview of current knowledge and vocabulary teaching and learning-understandings that influence learning across different disciplines.

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Update June 2014	June 17, 2014	Kristy Newman

Activity - Professional Development in Social Studies Literacy and Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Conduct professional development session for all teachers K-4 to examine, discuss, and adopt strategies to use in integrating targeted social studies vocabulary, comprehension and content writing development. PD will revolve around book studies, including Comprehension and Collaboration with the Inquiry Circles in Action DVD coaching component, the 7 Habits of Happy Kids, and Mindset in the classroom. No resource costs, as this can be wrapped into already scheduled PD time and materials already exist.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/30/2017	\$0	No Funding Required	Principal, staff
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Status	Progress Notes	Created On	Created By
In Progress	Update June 2014	June 17, 2014	Kristy Newman

Activity - Empower Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Research based strategies and programs such as LLI (non-fiction), Collins Writing, and Six Traits Writing will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers, paraprofessionals, Title I teacher, principal

Status	Progress Notes	Created On	Created By
In Progress	Update June 2014	June 17, 2014	Kristy Newman

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored through informational reading and writing assessments as well as social studies assessments. Progress monitoring data will be reviewed and analyzed at least monthly to adjust intervention groups and programming as needed.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	No Funding Required	Teachers, Title I teacher, paraprofessionals, principal

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Status	Progress Notes	Created On	Created By
In Progress	Update June 2014	June 17, 2014	Kristy Newman

Activity - 21st Century Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks will be purchased and used along with informational texts for students to utilize 21st Century research and presentation skills within content. Funding listed under science goal (cross-curricular activity).	Technology	Tier 1	Implement	09/08/2015	06/30/2017	\$0	No Funding Required	Principal, staff, technology team

Strategy 3:

Assessment and Monitoring - Staff will work together to design a comprehensive assessment plan to measure growth in social studies learning objectives. These assessments will be used to measure student progress throughout the year in a range of content, vocabulary, research, and presentation objectives.

Category:

Research Cited: "With a significant body of evidence behind it, and strategies and techniques designed to empower students and teachers in the assessment and learning processes, implementing research-based formative assessment practice can engage students in reaching their full potential and closing their own achievement gaps and improve the quality of instruction in a way that brings teachers and students closer together through assessment." (Connecting Formative Assessment: Research to Practice, Learning Point Associates, 2009)

Tier: Tier 1

Activity - Assessment Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate at grade levels to begin to design assessments that will monitor student growth and progress in content, vocabulary, research, and presentation skills.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	08/31/2018	\$0	No Funding Required	Principal, teachers

Goal 5: All Beadle Lake students will be proficient in writing

Measurable Objective 1:

A 10% increase of Third and Fourth grade students will demonstrate a proficiency on the writing portion in English Language Arts by 05/31/2018 as measured by MStep or equivalent..

Strategy 1:

Student Writing Self-Assessment - Improve Lucy Calkins writing curriculum by adding and enhancing components of student goal setting and self-assessment. Students will be given child-friendly rubrics and samples so they can critically evaluate their own writing and set goals for improvement. Teachers will also use rubrics to assess work and they will compare their assessments and goals to develop growth plans.

Category:

Research Cited: STUDENT SELF-EVALUATION: WHAT RESEARCH SAYS AND WHAT PRACTICE SHOWS

By Carol Rolheiser and John A. Ross Jan 1 2003

Tier: Tier 1

Status	Progress Notes	Created On	Created By
N/A	Fourth grade has developed and collected student-friendly rubrics to evaluate writing for the common core. In third grade, students have been using student-friendly rubrics during empower hour. They are beginning with partner assessment before self-assessment. Some kinder and first grade teachers are beginning to implement single goals for children.	January 07, 2016	Kristy Newman
N/A	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Professional Development-	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review and adopt a collection of student samples and rubrics to act as visual comparisons for students to use as they self-assess and set goals.	Professional Learning	Tier 1	Getting Ready	01/31/2014	08/31/2018	\$0	No Funding Required	Instructional coach, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

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Strategy 2:

Expand Opportunities For Writing - Students will be provided with more opportunities to engage in informational writing across content areas. Students identified as needing additional support to meet informational writing standards will receive intervention in small groups. Students will be progress monitored at least monthly (via writing samples).

Category:

Research Cited: writing across the curriculum-steve peha- 2003

reading and writing in the academic content areas-alliance for excellent education-2006

thinking and writing across the curriculum-elementary/middle- Collins Institute- 2012

Tier: Tier 2

Status	Progress Notes	Created On	Created By
N/A	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Increase Writing Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student writing opportunities by incorporating informational writing across content areas.	Direct Instruction	Tier 1	Implement	09/02/2013	08/31/2017	\$0	General Fund	Classroom teachers, instructional coach, principal

Status	Progress Notes	Created On	Created By
In Progress	Third and fourth grade classrooms are doing common core/informational writing across content areas, including science and social studies. First and second grades are also writing in science and social studies. Kindergarten also writes in science and social studies. Students in all grades are writing more throughout the day in general, and especially in science and social studies.	January 07, 2016	Kristy Newman
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Empower Hour	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified as needing additional support to meet informational writing standards will receive intervention in small groups. Research based strategies and programs, such as Collins Writing, Six Traits and LLI will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	08/31/2018	\$0	No Funding Required	Teachers, paraprofessionals, Title I teacher, principal
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Status	Progress Notes	Created On	Created By
In Progress	Third grade has a full writing segment in empower hour. First grade also has a focus in writing during empower hour. Both grades explore multiple genres. 2nd grade writes in Empower hour in the ELA room in conjunction with reading.	January 07, 2016	Kristy Newman
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - Progress Monitor Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored at least monthly (via writing samples) to ensure that accelerated progress is being made. Groups and programming will be adjusted as needed based on student progress monitoring data.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$0	No Funding Required	Teachers, Title I teacher, paraprofessionals, principal

Status	Progress Notes	Created On	Created By
In Progress	Updated June 2014	June 17, 2014	Kristy Newman

Activity - 21st Century Learning Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks will be purchased and used along with informational texts for students to utilize 21st Century research and presentation skills within content. Students will use chromebooks for research, writing, presentation, and sharing research projects globally. Funding listed in science (cross-curricular goal).	Technology	Tier 1	Implement	09/02/2015	08/31/2017	\$0	No Funding Required	Principal, teachers, building tech team

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Strategy 3:

Professional Development - Staff will participate in professional development to improve writing instruction. Training will be focused on two book studies, "The 7 Habits of Happy Children" and "Mindset in the Classroom". Staff will also reflect upon information learned in previous book studies and will analyze student writing samples to identify anchor papers. Staff will learn how to integrate curricula to maximize instructional potential and increase time reading and writing informational text. Staff will also learn strategies on teaching and learning in high poverty environments and different ways to improve family involvement. The resources for these strategies will include book study materials. Within this proposed framework, teachers will be exposed to content and theory through workshops and books studies. They will then implement new strategies in their classrooms right away and bring new findings to the workshop sessions to share with one another and build upon each others' successes.

Category:

Research Cited: Mizell, Hayes. "Why Professional Development Matters". Learning Forward, 2010. "Professional development is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end." Within this proposed framework, teachers will be exposed to content and theory through workshops and books studies. They will then implement new strategies in their classrooms right away and bring new findings to the workshop sessions to share with one another and build upon each others' successes.

Tier: Tier 1

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will do a book study on two books, "7 Habits of Happy Kids" and "Mindset in the Classroom" in order to develop and improve strategies for working with children and families of poverty and/or trauma. We will also reflect upon "Inquiry Circles in Action" to develop ways to incorporate informational reading and writing across content. No funding required, as total funding is listed under science goal section (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	No Funding Required	staff and principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Interventionist	Title I interventionist will provide literacy instruction during the Empower Hour block for students identified as needing additional support to reach literacy benchmarks.	Direct Instruction, Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2017	\$51297	Principal, Title I Coach
Instructional Coach	Instructional coach will support teachers in the implementation of differentiated reading instruction by modeling in the classroom and working with teachers during planning time or staff professional development sessions.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2017	\$51297	Instructional coach, principal
Family Engagement	Provide families with strategies and materials to engage in learning at home. Strategies and materials can be provided during parent meetings, Family Learning Nights. Funding covers monthly Title I family breakfast meetings, materials for learning at home, and family learning nights.	Parent Involvement	Tier 2	Implement	09/03/2013	08/31/2017	\$3474	Teachers, Title I teacher, principal
Family Math	Parents will receive strategies and materials to work on math with their children at home through parent meetings, Family Math Night and curricula night, and the Title I Monthly Family Breakfast. Funding represented under the literacy goal (cross-curricular activity).	Parent Involvement	Tier 3	Implement	09/03/2013	08/31/2017	\$500	Teachers, Title I teacher, principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop a series of experiential/inquiry-based science units	Students will engage in inquiry and research practices via experiential learning (in the community), and reading/writing within the content. Cost represents fees for field trips for multiple grade levels and will be sponsored by our PTA and other fund raising efforts.	Community Engagement, Field Trip	Tier 1	Implement	06/10/2013	08/31/2018	\$10000	Science team, principal, teachers, PTA

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Summer Literacy	Summer school will be 3 days per week for 3.5 hours each day. There will be 4 teachers and 4 paraprofessionals. Students identified as needing additional intensive support in literacy and math will be invited and encouraged to participate in this extended school year intensive intervention program.	Academic Support Program	Tier 3	Implement	06/09/2014	08/31/2017	\$8025	Teachers, principal
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Paraprofessionals	Intervention paraprofessionals will provide instructional support and intervention in math during Empower Hour under the direction of classroom teachers.	Academic Support Program	Tier 2	Implement	09/02/2013	08/31/2018	\$32500	principal, teachers, intervention paraprofessionals
5 Instructional Paraprofessionals	Interventionists will provide instructional support and intervention in literacy during Empower Hour under the direction of classroom teachers.	Direct Instruction	Tier 2	Implement	09/02/2013	08/31/2017	\$32500	principal, teachers and intervention paraprofessionals
Summer Literacy	Summer school will be 3 days per week for 3.5 hours each day. There will be 4 teachers and 4 paraprofessionals. Students identified as needing additional intensive support in literacy and math will be invited and encouraged to participate in this extended school year intensive intervention program.	Academic Support Program	Tier 3	Implement	06/09/2014	08/31/2017	\$16000	Teachers, principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Empower Hour	Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Research based strategies and programs such as LLI (non-fiction), Collins Writing, and Six Traits Writing will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	06/10/2016	\$0	Teachers, paraprofessionals, Title I teacher, principal
Summer Math	Summer school will be provided to increase instructional time and provide intensive math intervention for students who require additional support to reach math benchmarks. No funding needed as cost is represented under the literacy goal (cross-curricular activity)	Academic Support Program	Tier 3	Implement	06/06/2014	08/31/2017	\$0	Principal, teachers

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Zoo Phonics	Incorporate Kindergarten Zoo Phonics to support phonics instruction in Daily 5 (differentiated literacy instruction block) in each kindergarten classroom. After first quarter, zoo phonics can be added to the intervention block at a differentiated pace to support students who may require extra time.	Direct Instruction	Tier 1	Implement	08/30/2013	08/31/2017	\$0	Principal, Kindergarten Teachers, Intervention Team
21st Century Learning Integration	Chromebooks will be purchased and used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. Students will use chromebooks for research, writing, presentation, and sharing research projects globally. Funding listed in science (cross-curricular goal).	Technology	Tier 1	Implement	09/02/2015	08/31/2017	\$0	Principal, teachers, building tech team
Title I Interventionist	Title I Interventionist will work with students identified as needing additional support to reach math benchmarks during the Empower Hour intervention block. No funding needed- expense listed under literacy (cross-curricular activity)	Academic Support Program	Tier 2	Implement	08/26/2013	08/31/2018	\$0	Title I Interventionist, Principal
Progress Monitoring	Students who receive intervention will be progress monitored weekly using running records to ensure that accelerated progress is being made. Intervention groups and programming will be adjusted as needed based on progress monitoring data.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/30/2017	\$0	Teachers, paraprofessionals, Title I teacher, principal
Progress Monitoring	Students will be progress monitored through informational reading and writing assessments as well as social studies assessments. Progress monitoring data will be reviewed and analyzed at least monthly to adjust intervention groups and programming as needed.	Academic Support Program	Tier 2	Monitor	09/03/2013	06/10/2016	\$0	Teachers, Title I teacher, paraprofessionals, principal
Differentiated Math Centers	Classrooms will implement differentiated centers that align with the common core and incorporate technology. Teachers will use formative assessments to align instruction with student need.	Direct Instruction	Tier 1	Implement	08/26/2013	08/31/2018	\$0	Teachers, Title 1 Coach, and Principal
21st Century Research and Differentiation	Technology (iPads and chromebooks) will be incorporated into learning stations in order to enhance differentiation and increase student engagement during small group literacy work (word work, listening to fluent reading, independent reading, writing about reading). Chromebooks will be purchased and used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. Students will use chromebooks for research, writing, presentation, and sharing research projects globally. Funding listed in science (cross-curricular goal).	Technology	Tier 1	Implement	09/02/2013	08/31/2017	\$0	Teachers, Title I Coach, Principal

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21st Century Research	Chromebooks will be purchased and used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. Funding listed under science goal (cross-curricular activity).	Technology	Tier 1	Implement	09/08/2015	06/30/2017	\$0	Principal, staff, technology team
Monitoring/Assessing	Students will be progress monitored at least weekly using running records to ensure that accelerated progress is being made. Progress monitoring data will be used to adjust groups and programming as needed.	Academic Support Program	Tier 3	Monitor	06/17/2013	08/31/2017	\$0	Summer school teachers, summer school teacher leader
21st Century Research	Chromebooks will be used along with informational texts for students to students to utilize 21st Century research and presentation skills within content. 9/8/15-6/30/17	Technology	Tier 1	Implement	09/08/2015	08/31/2018	\$0	Teachers, principal, tech team
Progress Monitor Writing	Students will be progress monitored at least monthly (via writing samples) to ensure that accelerated progress is being made. Groups and programming will be adjusted as needed based on student progress monitoring data.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$0	Teachers, Title I teacher, paraprofessionals, principal
Monitoring/Assessment	Students will be progress monitored at least weekly using math recovery trials to ensure that accelerated progress is being made. Progress monitoring data will be used to adjust groups and programming as needed.	Academic Support Program	Tier 3	Monitor	06/17/2013	08/31/2017	\$0	Summer School Teachers and Teacher Leader
Book Study	Teachers will participate in book studies on "Mindset in the Classroom" and "7 Habits of Happy Kids" in order to improve instruction, classroom environment and family engagement. Funding for books listed under science (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	Principal and staff
Professional Development-	Staff will review and adopt a collection of student samples and rubrics to act as visual comparisons for students to use as they self-assess and set goals.	Professional Learning	Tier 1	Getting Ready	01/31/2014	08/31/2018	\$0	Instructional coach, principal
Assessment Design	Teachers will collaborate at grade levels to begin to design assessments that will monitor student growth and progress in content, vocabulary, research, and presentation skills.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	08/31/2018	\$0	Teachers, principal
Assessment Design	Teachers will collaborate at grade levels to begin to design assessments that will monitor student growth and progress in content, vocabulary, research, and presentation skills.	Curriculum Development	Tier 1	Getting Ready	08/31/2015	08/31/2018	\$0	Principal, teachers

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Instructional Coach	Instructional Coach will support teachers with the implementation of math centers by modeling in the classroom and providing support during planning time or staff professional development days. No funding needed- cost represented under the same activity in literacy.	Professional Learning	Tier 1	Implement	08/26/2013	08/31/2018	\$0	Title 1 Coach and Principal
Math Recovery	Target students who need additional support in math by providing small group instruction using Math Recovery strategies. Students will be progress monitored weekly using Math Recovery task trials.	Academic Support Program	Tier 2	Implement	09/10/2013	08/31/2018	\$0	K-4 Teachers, Title 1 Teacher, 5 Interventionists, and Principal
Progress Monitoring	Students will be progress monitored through informational reading and writing assessments as well as science assessments. Progress monitoring data will be reviewed and analyzed at least monthly to adjust intervention groups and programming as needed.	Academic Support Program	Tier 2	Monitor	09/03/2013	08/31/2018	\$0	Teachers, Title I teacher, paraprofessionals, Principal
Empower Hour	Students identified as needing additional support to meet informational writing standards will receive intervention in small groups. Research based strategies and programs, such as Collins Writing, Six Traits and LLI will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	08/31/2018	\$0	Teachers, paraprofessionals, Title I teacher, principal
Create Experiential/Inquiry-Based Social Studies Units	The staff will work to develop social studies units that will incorporate inquiry, experiential learning (in the community), and reading/writing within the content.	Curriculum Development	Tier 1	Getting Ready	06/17/2013	06/30/2017	\$0	Members of the Social Studies Team, Principal
Book Study	Teachers will participate in book studies on "Mindset in the Classroom" and "7 Habits of Happy Kids" in order to improve instruction, classroom environment and family engagement. Funding for books listed under science (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	Principal, Staff
Empower Hour	Students identified as needing support to meet informational reading and writing standards will be placed in intervention groups in an adult to child ratio of 1:3. Research based strategies and programs such as LLI (non-fiction), Collins Writing, and Six Traits Writing will be used.	Academic Support Program	Tier 2	Implement	09/03/2013	08/31/2018	\$0	Teachers, paraprofessionals, Title I teacher, principal

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Book Study	Teachers will do a book study on two books, "7 Habits of Happy Kids" and "Mindset in the Classroom" in order to develop and improve strategies for working with children and families of poverty and/or trauma. We will also reflect upon "Inquiry Circles in Action" to develop ways to incorporate informational reading and writing across content. No funding required, as total funding is listed under science goal section (cross-curricular goal)	Professional Learning	Tier 1	Getting Ready	08/25/2014	08/31/2017	\$0	staff and principal
Technology	Technology (iPads and chromebooks) will be incorporated into learning stations in order to enhance differentiation and increase student engagement during small group math work (common core strands, math fluency). No funds needed- cost represented in science (cross-curricular goal)	Technology	Tier 1	Implement	09/02/2013	08/31/2018	\$0	Teachers, Title I Coach, Principal
Professional Development in Social Studies Literacy and Inquiry	Conduct professional development session for all teachers K-4 to examine, discuss, and adopt strategies to use in integrating targeted social studies vocabulary, comprehension and content writing development. PD will revolve around book studies, including Comprehension and Collaboration with the Inquiry Circles in Action DVD coaching component, the 7 Habits of Happy Kids, and Mindset in the classroom. No resource costs, as this can be wrapped into already scheduled PD time and materials already exist.	Professional Learning	Tier 1	Getting Ready	08/26/2013	06/30/2017	\$0	Principal, staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring/Benchmark Assessments	Teachers will use formative assessments and running records to align instruction with specific student needs. Part of progress monitoring will require the purchase of Fountas and Pinell benchmark assessment kits. Teachers will be trained over the course of the year in these assessments.	Other - Assessment, Academic Support Program	Tier 1	Monitor	09/03/2013	08/31/2018	\$0	Teachers, principal
Increase Writing Opportunities	Increase student writing opportunities by incorporating informational writing across content areas.	Direct Instruction	Tier 1	Implement	09/02/2013	08/31/2017	\$0	Classroom teachers, instructional coach, principal

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Professional Development in Science Literacy	Conduct professional development session for all teachers K-4 to examine, discuss, and adopt strategies to use in integrating targeted science vocabulary, comprehension and content writing development. This professional development session will revolve around book studies including Comprehension and Collaboration with the Inquiry Circles in Action DVD coaching component, the 7 Habits of Happy Kids, and Mindset in the Classroom. Materials have already been purchased for Inquiry Circles, so cost reflects purchase of Mindset in the Classroom and 7 Habits of Happy Kids. In addition, teachers will begin training in new science standards and kits through the ISD. Costs reflect kits and ISD training. Books already in stock.	Professional Learning	Tier 1	Getting Ready	08/26/2013	08/31/2018	\$2000	Principal, school science and literacy team leaders.
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