



School Improvement Plan

Beech Elementary

Redford Union Schools, District No. 1

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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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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?

Through the priority process, we have been able to complete the comprehensive needs assessment. A small team met and analyzed achievement, demographic, perception, behavior and process data which led to the development of the priority plan for Beech Elementary. The results of the needs assessment was shared with the entire staff at a staff meeting in the spring.

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?

Results indicated that students are falling well below grade level expectations in all content areas. It was concluded that we need to improve the quality of instruction for all students.

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 priority team selected goals based on the comprehensive analysis of multiple sources 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 majority of our students are economically disadvantaged (just over 80%). Goals were chosen to improve outcomes for all students. Our main goal is to improve the quality of Tier 1 instruction, which will improve outcomes for all students. We have added a second Best Practice coach during the 2018 - 2019 school year to help improve Tier 1 instruction for all content areas.

Component 2: Schoolwide Reform Strategies

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

Since many of our students are not achieving state standards, all of our strategies focus on helping all students reach the state standards. For students achieving greatly below the standards, a Tiered intervention model is in place.

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).

Teams of teachers have created pacing guides and common assessments for all core content subjects. Dr. Shivers the superintendent will be creating a Teacher Network that will ensure horizontal and vertical alignment of curriculum that is aligned with the common core.

During the 2014-2015 school year, Making Meaning and Being a Writer programs were implemented as a means of ensuring researched based instruction in reading and writing. Being the 2015-2016 school year professional development in guided reading was done and guided reading was implemented within all classrooms. The work will continue to improve the tier 1 instruction for all content areas. A new math series was purchased k-12 district wide. This is to help to build on consistent math vocabulary for all students. On going professional development will need to happen for all staff to become more familiar with the new series.

Additionally, Math Expressions was implemented and professional development continued during the 2018-2019 school year and during 2019-2020 PD will include Math Workshop and other Tier I strategies. This is a research based math program developed by Dr. Karen C. Fuson. It is based on the research of the Children's Math Worlds research project. It has a focus on conceptual understanding and provides differentiated instruction based on students' needs.

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

A review of M-Step, NWEA, DRA, and demographic data indicated a need for significant improvement in all core academic areas for all students. An in-depth review of M-Step data indicated a gap of 10-40% exists across all subject areas and grade levels in comparison to the state. Additionally there is a 30% in reading and an 8% gap in math for our special education students. The above listed strategies will help these sub groups of students to close the achievement gap.

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.

Beginning with 2018 school year, we moved to a push in model for intervention. This will continue in 2019-2020. During this time, intervention staff will be pushing in to work along side the classroom teacher, with small groups of students at centers to support students needs. Whether it is remediation, reinforcement or enrichment by using the intervention activities from the Math Expressions program.

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Reading intervention support will be provided to the lowest performing students through our trained title 1 staff. Additionally, all students will receive literacy instruction specific to their reading level through guided reading. This will help to increase the reading levels of all students.

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

Teachers meet regularly within their Professional Learning Communities to review student data including NWEA, DRA, MEAP/M-Step, and common assessments. Additionally, the Instructional Learning Cycle process was implemented across all grade levels in the 2017-2018 school year and has continued each school year to be a guide for meeting the needs of students. Teachers will be coached and expected to use formative assessing to guide instruction and intervention in 2019-2020.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate this school year is average.

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

Some of our teachers have less than ten years experience. We have a small percentage with over 20 years.

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

We have a very collaborative atmosphere where teachers support one another. Grade level teams have a common planning time for them to meet once a week for 50 minutes, in addition the teachers meet with the Best Practice coaches to plan and review student data to make informed decisions on curriculum and lesson planning. High quality teachers are retained because they feel invested and valued.

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

We have a very collaborative atmosphere where teachers support one another. Grade level teams have a 50 minute common planning time to meet as a team during the school day. This allows teacher to review student data to help with planning curriculum and long-term goals. This allows teachers to feel invested and engaged in school programs and processes. High quality teachers are retained because they feel invested and valued.

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?

We are working to improve the processes in the school with initiatives such as Leader in Me. We are working to improve behavior and attendance of our students. We are supporting our teachers with new furniture, books, classroom supplies, and coaching.

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.

Staff will participate in 5 days of district provided professional development for the 2019-2020 school year. Topics will include tier one teaching in math, continuation of the Leader in Me program to help with the improvement of climate and culture. The Best Practice coach will also provide job-embedded professional learning. Professional learning communities will also occur weekly.

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

Professional development will occur throughout the year. Topics will be developed and revisited multiple times. The Best Practice Coach will provide ongoing job-embedded professional learning to staff. Surveys and other data will be collected and analyzed.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, the school's professional learning plan is complete.	Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

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

Monthly meetings are held with our Parent Club at Beech and school-wide updates are given to the parents.

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

We have a parent resource room for parents to meet and obtain information. Parents are updated monthly at parent club meetings and board meetings.

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

Parents will be kept informed through weekly communications and will be asked to participate in surveys.

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		Title 1 Parent Compact Beech

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

Provide assistance to parents in understanding the state's academic and achievement standards, state and local academic assessments and how to monitor their child's progress and work with educators to improve the achievement of their child through the activities listed below:

Parent orientation for second grade prior to the start of school

Two parent teacher conferences: DRA and NWEA testing will be explained to parents. The Parent/Teacher/Student compact is reviewed. Parents and staff discuss the best ways to communicate with each other for monitoring of student achievement.

Websites, daily planners, weekly communicators, emails and parent meetings and or phone calls are offered.

-Curriculum night

-Report Cards: Student Progress is reported quarterly

-Individualized Educational Planning Team (IEPT) and progress reports: student progress is reviewed and ways to monitor child's progress and improve achievement are shared.

-Parent club meetings to inform and engage parents

-Literacy Night: Parents learn ways to assist their child in literacy development

-Math game Night: Parents learn games to help their children develop numeracy skills

-Other parent education programs as developed after the interest survey is sent out at the beginning of the year.

Materials and training are provided to help parents work with their children to improve their achievement at school. The following activities and communications are provided for this purpose:

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- School Website
 - Weekly home communications
 - Behavior logs
 - Check In Check out Sheets
 - STEM Night
 - Classroom Newsletters.
 - Parent meeting focusing on developing specific skills
 - Teacher Web pages
 - Educate all staff about the importance of parent involvement: how to reach out, communicate and work with parents as partners:
 - _Parent involvement programs are coordinated with other programs.
 - Our Behavior Intervention Coordinator has compiled a list of community resources for our parents for help with economic, social and emotional needs for their families.
 - Jump Rope for Heart is an annual event at Beech Elementary promoting and supporting healthy hearts.
- All information relating to school-wide and parent programs is conveyed in a format and language that can easily be understood by parents and in a variety of forms (notes, email, web site, phone calls, etc...) Use of educational jargon is avoided. For parents with limited English proficiency, an interpreter is provided or written material is provided in their native language. all Activities are accessible to all parents.

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

Surveys and parent attendance data will be used to evaluate the plan.

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

Results will be reviewed and changes will be made as suggested for the 2019-20 school year.

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

We met with parent and teacher groups to develop the plan. It is reviewed yearly and changes are made accordingly.

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

The compact is reviewed with parents at parent-teacher conferences in the fall. It is brought out as necessary throughout the year.

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

N/A

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent and Family Engagement

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

Assessment results are provided to the parents in the form of report cards and progress reports. Meetings/conferences with teachers and the principal are held, along with phone calls to assist parents in understanding academic assessment results.

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?

N/A - We service grades 2-5 at Beech Elementary School.

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?

N/A - We service grades 2-5 at Beech Elementary School.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers give input and make decisions at weekly PLC meetings, staff meetings and school leadership team meetings.

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

Teachers analyze data during PLC meetings. The ILC process will continue in all grades for this school year with the assistance of the Best Practice Coach.

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.

DRA, MSTEP and NWEA data is reviewed on a regular basis. Students achieving significantly below grade level expectations are identified for targeted interventions. Interventions may be provided by the general education teacher, special education teacher, Title 1 teacher or assistant.

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?

DRA, MSTEP and NWEA data is reviewed throughout the year. The process is fluid and intervention groups change depending on student needs.

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

Through their literacy block, teachers do small group literacy lessons based on their DRA levels. Differentiation occurs in the content areas in a variety of ways such as peer partnering, teachers reading aloud tests, and adjusted assignments. ATAs support Tier 1 in grades 2 and 3. Small group instruction at stations with students grouped by ability also occurs.

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.

We begin by looking at the data to see where the gaps are. All programs are then targeted to address the needs identified by the data. There is articulation between staff members and central office administration for continuum of services and resources. Resources include:

Title I
IDEA
Title II
31 A
Act 18
SIG

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. CNA-AS a result of the CNA, Title II funds will be allocated for appropriate professional development. Program designs utilizing Title 1 funds will be based on the results of the CNA.
2. Schoolwide reform strategies-Program design will be based on research-based methods and strategies to increase student achievement and quality of instruction. Title II will provide professional development to compliment the strategies. The interventions for our most at-risk students will be designed utilizing Title 1 funds and monitored for their success.
3. For teachers transferring to new positions, Title II will provide professional development to help improve instruction for identified goals.
4. Strategies to attract highly qualified teacher-teachers will have coaches available to them when transferring or coming into the district as a new teacher. These coaches will help support guided literacy instruction which will be paid out of Title II funds.
5. High-quality and ongoing professional development-based on a needs assessment, the professional development plan will be put in place and funds allocated from Title II to support the plan.
6. Strategies to increase parental involvement- Funds will be allocated out of Title I to pay for the parental engagement activities
7. Preschool transition strategies do not apply to this building.
8. Teacher participation in making assessment decisions- Coaches will be provided to teachers in the areas of literacy and math to help improve instruction. Those coaches will help teachers fine tune instruction based on assessment data. These coaches will be funded through Title I. Our Title 1 teachers will work with students in the classroom and will be selected through using assessment data. These teachers will have dialogue with the general classroom teacher and share progress of their students through collegial planning time. These students will be moved in and out of groups of Title 1 support based on assessments provided by classroom teachers.
9. Timely and additional assistance to students having difficulty mastering the standards-Title 1 teachers will provide students not mastering the standards with additional support outside of the regular lesson in reading and in math.
10. Coordination and integrations of federal, state and local programs and resources- we use funds from both Title II and Title 1 in this building. Title II will be closely aligned for professional development to provide teachers support in improving instruction and meeting the academic needs of our struggling students. Based on needs assessment from the staff and students data, programs are evaluated and established and paid for out of applicable funds.

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.

Community Education Provision - breakfast and lunch meals for all students

Evaluation:

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

A school leadership team has been formed to evaluate the program on a monthly basis.

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.

Grade level teams meet in weekly PLC meetings. The school leadership team meets bi-monthly. Data is analyzed and changes to the program are made accordingly.

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.

Multiple year data from M-Step, DRA and NWEA is used to determine if the lowest achieving students are increasing in achievement. There are also items on the parent perception survey dealing with student achievement.

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 plan is reviewed by administrators, staff, parents and the school leadership team. Changes are made to the plan based on the evaluation by those stakeholders. Data is continually monitored to determine the efficacy of the program.

Beech SIP 2015-2021

Overview

Plan Name

Beech SIP 2015-2021

Plan Description

The goal of Beech Elementary School Improvement Plan is to align with the District Improvement Plan.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve school and classroom culture and climate	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$122125
2	All students at Beech Elementary will increase math proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$300000
3	All students at Beech Elementary will increase Reading proficiency	Objectives: 1 Strategies: 5 Activities: 5	Academic	\$701000
4	All students at Beech Elementary will increase science proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$151000
5	All students at Beech Elementary will increase Social Studies proficiency	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$150000

Goal 1: Improve school and classroom culture and climate

Measurable Objective 1:

demonstrate a behavior The number of students meeting the monthly behavior goals will increase to 80% within three school years. by 05/31/2016 as measured by The number of students meeting the monthly PBIS behavior goals..

Strategy 1:

Social Skills Lessons - Social lessons will be taught weekly to all students in their classroom by the classroom teacher. We will incorporating lessons form, The Leader in Me, By Stephen R. Covey.

Category:

Research Cited: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development: Jan./Feb 2011, Volume 82, Number 1, pg. 405-432. Students who participated in social and emotional skills programs demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Tier: Tier 1

Activity - Social Skills Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating and organizing the school-wide social skills curriculum.	Behavioral Support Program	Tier 2	Implement	06/09/2014	06/30/2019	\$0	No Funding Required	All staff

Activity - Social Skills Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be gathered regarding the number of students meeting the monthly behavior goals. Classroom walkthroughs and surveys will be conducted. Lesson plans will be reviewed. Data will be gathered quarterly.	Behavioral Support Program	Tier 2		11/28/2014	06/30/2019	\$0	No Funding Required	Susan Shelton, PBS Tier 1 Committee

Activity - 7 Habits of Happy Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the book, 7 Habits of Happy Kids, by Sean Covey to teach social lessons to their students weekly.	Professional Learning, Materials	Tier 1	Implement	09/03/2014	06/30/2019	\$20000	School Improvement Grant (SIG)	Principal Other staff

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Activity - Book study on the book, The Leader in Me, by Stephen Covey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study to get ready to teach social lessons in their classroom	Professional Learning	Tier 1	Getting Ready	06/30/2014	08/29/2014	\$225	Title II Part A	Patty Basler and Susan Shelton

Strategy 2:

Behavior intervention - Behavior interventionist will work with staff, students and parents to develop social skills

Category:

Research Cited: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development: Jan./Feb 2011, Volume 82, Number 1, pg. 405-432. Students who participated in social and emotional skills programs demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement

Tier:

Activity - Social Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Interventionist will work with pre-identified students who are at-risk, on social skills and appropriate school behavior.	Behavioral Support Program	Tier 2	Implement	09/03/2014	06/30/2019	\$101000	Section 31a, Other	Principals, Behavior Intervention coordinator

Measurable Objective 2:

collaborate to improve school climate and culture. by 04/30/2015 as measured by Staff, parents and students surveys.

Strategy 1:

Improving School culture - The staff at Beech will be provided Cultural Proficiency PD

Category: School Culture

Research Cited: Berkley, California: McCutchan Publishing, 1993. Deal, Terrence E., and Kent D. Peterson. The Principal's Role in Shaping School Culture.

Washington. DC: Office of Educational Research and Improvement, 1990. 122 pages.

Tier: Tier 1

Activity - School Culture PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Beech staff will be provided cultural proficiency PD	Professional Learning	Tier 1	Getting Ready	11/10/2014	06/30/2019	\$900	Title II Part A	Principals Superintendent

Goal 2: All students at Beech Elementary will increase math proficiency

Measurable Objective 1:

70% of All Students will increase student growth in all areas in Mathematics by 06/30/2019 as measured by classroom assessments, NWEA, MSTEP.

Strategy 1:

Professional Learning - Math Expressions and Math Solutions personnel will provide PD to our staff.

Category: Mathematics

Tier: Tier 1

Activity - MATH PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Solutions staff will provide pd	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$100000	Title II Part A	Academic Coordinator

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best Practices Coaches will model	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$200000	Title I Part A	Academic Coordinator Best Practices Coaches Principals

Goal 3: All students at Beech Elementary will increase Reading proficiency

Measurable Objective 1:

70% of All Students will increase student growth in fluency, accuracy, and comprehension in English Language Arts by 06/30/2021 as measured by achieving grade level proficiency on the DRA, NWEA, MSTEP.

Strategy 1:

Academic Teaching Assistants - ATAs will push into classrooms to assist the teachers during the Literacy Block. They will also pull out high risk students for LLI.

Category: English/Language Arts

Tier: Tier 1

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Activity - Using ATAs in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ATAs push in during Literacy Block	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2019	\$150000	Title I Part A	Academic Coordinator Principals Lead Interventionist

Strategy 2:

Lead Interventionist - Lead Interventionist will support ATAs, will provide interventions to students

Category: English/Language Arts

Tier: Tier 2

Activity - Lead Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead Interventionist will support ATAs in pushing into classrooms, will provide interventions to students when needed	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2019	\$130000	Title I Part A	Academic Coordinator Principals

Strategy 3:

PLCs - PLCs will take place

Category: Learning Support Systems

Tier: Tier 1

Activity - Weekly PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLCs to increase professional capacity.	Teacher Collaboration, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$21000	Title I Part A	Academic Coordinator Principals

Strategy 4:

Coaching - Modeling

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Category: English/Language Arts

Tier: Tier 1

Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best Practices Coaches will model	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$200000	Title I Part A	Academic Coordinator Coaches Principals

Strategy 5:

Supplementary Supplies - Teachers will be provided with supplies and books to assist at risk students.

Category: English/Language Arts

Tier: Tier 1

Activity - Purchasing Supplementary Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of books and materials for classroom supplemental use	Supplemental Materials, Academic Support Program, Materials	Tier 1	Implement	09/01/2017	06/30/2019	\$200000	General Fund, Other, Section 31a, Title I Part A	Academic Coordinator Principals Best Practices Coaches

Goal 4: All students at Beech Elementary will increase science proficiency

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in knowledge of concepts in Science by 06/30/2019 as measured by achievement on classroom science assessments, NWEA, MSTEP.

Strategy 1:

Mystery Science - Teachers can use the supplemental technology and kits of Mystery Science

Category: Science

Tier: Tier 1

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Activity - Science Tech and Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mystery Science activities	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2019	\$1000	School Improvement Grant (SIG)	Academic Coordinator Principals SIG Coordinator

Strategy 2:

Multi Content Books - Books about Science will be used during literacy block

Category: Science

Tier: Tier 1

Activity - Using Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Books will be purchased to be used during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$150000	Section 31a, Title I Part A, General Fund	Academic Coordinator Principals

Goal 5: All students at Beech Elementary will increase Social Studies proficiency

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in understanding concepts in Social Studies by 06/30/2019 as measured by social studies assessments in class, MSTEP.

Strategy 1:

Supplementary Supplies - Books will be used during literacy block

Category: Social Studies

Tier: Tier 1

Activity - Supplementary Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beech Elementary

Teachers will use and give students the opportunity to use social studies theme books during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$150000	Section 31a, Title I Part A, General Fund	Academic Coordinator Principals
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Culture PD	The Beech staff will be provided cultural proficiency PD	Professional Learning	Tier 1	Getting Ready	11/10/2014	06/30/2019	\$900	Principals Superintendent
MATH PD	Math Solutions staff will provide pd	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$100000	Academic Coordinator
Book study on the book, The Leader in Me, by Stephen Covey	Teachers will participate in a book study to get ready to teach social lessons in their classroom	Professional Learning	Tier 1	Getting Ready	06/30/2014	08/29/2014	\$225	Patty Basler and Susan Shelton

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplementary Supplies	Teachers will use and give students the opportunity to use social studies theme books during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals
Using Books	Books will be purchased to be used during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals
Purchasing Supplementary Supplies	Purchase of books and materials for classroom supplemental use	Supplemental Materials, Academic Support Program, Materials	Tier 1	Implement	09/01/2017	06/30/2019	\$50000	Academic Coordinator Principals Best Practices Coaches

School Improvement Plan

Beech Elementary

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchasing Supplementary Supplies	Purchase of books and materials for classroom supplemental use	Supplemental Materials, Academic Support Program, Materials	Tier 1	Implement	09/01/2017	06/30/2019	\$50000	Academic Coordinator Principals Best Practices Coaches
Using Books	Books will be purchased to be used during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals
Social Intervention	Behavior Interventionist will work with pre-identified students who are at-risk, on social skills and appropriate school behavior.	Behavioral Support Program	Tier 2	Implement	09/03/2014	06/30/2019	\$100000	Principals, Behavior Intervention coordinator
Supplementary Supplies	Teachers will use and give students the opportunity to use social studies theme books during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Best Practices Coaches will model	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$200000	Academic Coordinator Best Practices Coaches Principals

School Improvement Plan

Beech Elementary

Weekly PLCs	Teachers will meet in PLCs to increase professional capacity.	Teacher Collaboration, Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$21000	Academic Coordinator Principals
Using Books	Books will be purchased to be used during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals
Lead Interventionist	Lead Interventionist will support ATAs in pushing into classrooms, will provide interventions to students when needed	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2019	\$130000	Academic Coordinator Principals
Purchasing Supplementary Supplies	Purchase of books and materials for classroom supplemental use	Supplemental Materials, Academic Support Program, Materials	Tier 1	Implement	09/01/2017	06/30/2019	\$50000	Academic Coordinator Principals Best Practices Coaches
Using ATAs in the Classroom	ATAs push in during Literacy Block	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2019	\$150000	Academic Coordinator Principals Lead Interventionist
Supplementary Supplies	Teachers will use and give students the opportunity to use social studies theme books during literacy block	Supplemental Materials, Academic Support Program, Materials	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$50000	Academic Coordinator Principals
Coaching	Best Practices Coaches will model	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2019	\$200000	Academic Coordinator Coaches Principals

School Improvement Grant (SIG)

School Improvement Plan

Beech Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
7 Habits of Happy Kids	Teacher will use the book, 7 Habits of Happy Kids, by Sean Covey to teach social lessons to their students weekly.	Professional Learning, Materials	Tier 1	Implement	09/03/2014	06/30/2019	\$20000	Principal Other staff
Science Tech and Experiments	Teachers will use Mystery Science activities	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2019	\$1000	Academic Coordinator Principals SIG Coordinator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Skills Monitoring	Data will be gathered regarding the number of students meeting the monthly behavior goals. Classroom walkthroughs and surveys will be conducted. Lesson plans will be reviewed. Data will be gathered quarterly.	Behavioral Support Program	Tier 2		11/28/2014	06/30/2019	\$0	Susan Shelton, PBS Tier 1 Committee
Social Skills Curriculum	Creating and organizing the school-wide social skills curriculum.	Behavioral Support Program	Tier 2	Implement	06/09/2014	06/30/2019	\$0	All staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchasing Supplementary Supplies	Purchase of books and materials for classroom supplemental use	Supplemental Materials, Academic Support Program, Materials	Tier 1	Implement	09/01/2017	06/30/2019	\$50000	Academic Coordinator Principals Best Practices Coaches
Social Intervention	Behavior Interventionist will work with pre-identified students who are at-risk, on social skills and appropriate school behavior.	Behavioral Support Program	Tier 2	Implement	09/03/2014	06/30/2019	\$1000	Principals, Behavior Intervention coordinator