



School Improvement Plan

Beal City Elementary School

Beal City Public Schools

Mr. Jason Wolf, Principal
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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?

We are a small agricultural community in the Mid-Michigan area and we are a kindergarten through sixth grade elementary building with 335 students. Over the past few years we have seen an influx in special education students. Although we are small our students excel at a very high level. We have exceptional parent and community support for all of our programs.

A challenge that we face due to our size is accomadating all of our special education population needs. Therefore, we outsource some of our students to surrounding schools, so; they may have the best opportunity for success.

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.

Our District Mission Statement:

Beal City Schools, in harmony with home and community, will educate our students in a positive learning environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

Our Vision Statement:

Our students are excited, responsible learners who are encouraged by home, school, community, and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals, they work to their fullest potential to make a positive difference in the community. Our children begin their discovery of knowledge in a nurturing family environment. Our school and community work in harmony to provide a safe, supportive and challenging learning experience. Our premier educational team enthusiastically embrace innovative teaching methods and high standards of performance. Our schools are the central point of learning. Using the latest technology, the world is truly our classroom. Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge and resources that thus ensure a fully supportive environment in education for all stakeholders.

Belief Statements:

- *We believe all children can learn
- *We believe in creating independent, life-long learners
- *We believe all children deserve equal opportunity and treatment
- *We believe in promoting a positive self-concept
- *We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- *We believe in ensuring a safe and positive learning environment
- *We believe in encouraging the acceptance of diversity

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.

Over the last three years we have made great strides in the area of literacy instruction and assessment. Our staff has undergone extensive training in CAFE reading strategies, Reading Recovery, RTI small group instruction, and Accelerated Reader (AR). In both in-district and standardized assessments, our students have shown tremendous gains in their reading fluency and comprehension. Even though we are showing these great gains and improvements in literacy, we are continuing to make literacy a top priority for our staff and students.

Another area that we have begun to make improvements upon is writing. Our staff has just adopted a the new MAISA Writing Curriculum, which uses the Common Core ELA standards. This is our first year of implementation of this new writing curriculum, and our staff has already seen huge gains in our students writing ability and stamina.

Our staff is currently in the process of changing our math curriculum to align with the Common Core Math standards. Over the next three years, our goal is to align our curriculum and fully implement a new math textbook series, which will be based on the Singapore Math teaching methodology.

Additional Information

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

We are PROUD to be AGGIES!!

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The ESIT committee is made up of staff and parents. The meetings are open to all staff members and parents are invited to attend. To encourage participation, meetings are held once a month during our lunch (11-11:45am). This schedule has allowed for the greatest participation. Once decisions are made at the ESIT level, we go through a similar process at the district level with DSIT. That is also composed of administration, staff, BOE members, and parent/community members.

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

ESIT = Building Principal, teachers, para-professionals, parents

DSIT = Superintendent, building principals, teachers, BOE members, parents, community members

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

Both the ESIT and DSIT receive the plan, and the plan is also posted on our 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, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Due to the increase in student enrollment within the building over the last 3 year (2010-11 = 311 to 2012-13 = 336), we have had to add two additional staff members to eliminate 2 split grade level classrooms during the 2012-13 school year. With the increase in the number of students who qualify with disabilities over the last 4 years (2009-10 = 26 to 2012-13 = 47) we have had to add an additional half time special education staff member. With the increase in students with disabilities that require one-on-one adult support, we have had to take away general education para-professional support and reallocate that to special education support.

How do student enrollment trends affect staff recruitment?

We have had to hire an additional 2.5 teachers during the 2012-13 school year to accomadate our increased enrollment. We have continued to recruit staff in the same way; by posting on a statewide website, and local recruitment.

How do student enrollment trends affect budget?

Our budget has stayed staginet although the number of students that we service and the number of staff members have increase.

How do student enrollment trends affect resource allocations?

With the increase in student enrollment and our budgets staying the same, we have had to cut back on services and programs to made up the difference.

How do student enrollment trends affect facility planning and maintenance?

With the addition of two more classroom teachers, we have had to move our 6th grade classrooms into the High School wing of our facility. The increase numbers have also forced use to use storage spaces for special education ancillary staff (speech, social work, O.T., etc). Our building is at capacity.

How do student enrollment trends affect parent/guardian involvement?

Although our enrollment has increased, the parent/guardian involvement has stayed the same. We have seen a decline in parent involvement of students that qualify for Title I and special ed. services.

How do student enrollment trends affect professional learning and/or public relations?

With the increase in the number of students that qualify as economically disadvantaged, we have had to adjust our professional learning to reflect this demographic change.

What are the challenges you noticed based on the student enrollment data?

The increase in the number of students that qualify for special education services has dramatically altered the focus and resources available within our building. (2009-10 = 26 to 2012-12 = 47)

What action(s) will be taken to address these challenges?

We have spent more time learning the needs of this changing demographic within our building. We have had to send staff to the appropriate training to assist them in this learning.

What are the challenges you noticed based on student attendance?

Our overall student attendance is very good. We do have a few students that have attendance problems.

What action(s) will be taken to address these challenges?

We send home monthly attendance letters to parents, notifying them when their child reaches 5, 7, and 10 days absent. Once students go above 10 days absent, we refer them to the truancy officer.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The highest level of student achievement on the MEAP test is in the content area of Reading.

Which content area(s) show a positive trend in performance?

The content area of reading has shown consistent positive growth on the MEAP test, over the last 5 years (2008-09 to 2012-13), in all grade levels except 3rd grade (4th-6th graders).

In which content area(s) is student achievement above the state targets of performance?

Our 6th grade is above state average on the MEAP in Reading, Math, and Social Studies.

What trends do you notice among the top 30% percent of students in each content area?

need to respond

What factors or causes contributed to improved student achievement?

The implementation of Daily 5, Reading RTI, Words Their Way, CAFE reading strategies, and Reading Recovery within the classrooms and Title I.

How do you know the factors made a positive impact on student achievement?

Not only have we seen increases in MEAP reading scores, but pre and post assessments have shown positive growth following implementation of these programs.

Which content area(s) indicate the lowest levels of student achievement?

The content area's with the lowest levels of student achievement on the MEAP test is Math and Writing.

Which content area(s) show a negative trend in achievement?

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The content area of Science has shown a negative trend on the MEAP test, over the last 5 years.

In which content area(s) is student achievement below the state targets of performance?

On the 2012-13 MEAP test:

3rd Grade - Reading and Math

4th Grade - Reading, Math, and Writing

5th Grade - Reading, Math, and Science

What trends do you notice among the bottom 30% of students in each content area?

need to complete

What factors or causes contributed to the decline in student achievement?

Writing - the lack of a consistent writing program across the grade level

Math - the use of an inconsistent, outdated math program

Science - the lack of a textbook which prevents the in-depth use of informational text reading within the subject area.

How do you know the factors made a negative impact on student achievement?

Areas on the MEAP test that we consistently do poorly on coincide with these content areas.

What action(s) could be taken to address achievement challenges?

Math - we have recently adopted a new math program based on the Singapore math concepts

Writing - we have recently changed to the MAISA writing program.

Science - we are looking into how to use more informational text reading within the science content area.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

Economically Disadvantaged subgroup

How do you know the achievement gap is closing?*

Test scores of the economically are coming closer to reaching the same standards as the non-economically disadvantaged students.

What other data support the findings?

The number of economically disadvantaged students qualifying for Title I services has decreased.

What factors or causes contributed to the gap closing? (Internal and External)*

The implementation of an RTI program.

How do you know the factors made a positive impact on student achievement?

Many of the students who have qualified for Title I services at the beginning of the year have exited the program.

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What actions could be taken to continue this positive trend?

Implementation of a afterschool and/or summer school program.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

none

How do you know the achievement gap is becoming greater?*

n/a

What other data support the findings?*

n/a

What factors or causes contributed to the gap increasing? (Internal and External)*

n/a

How do you know the factors lead to the gap increasing?*

n/a

What actions could be taken to close the achievement gap for these students?*

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n/a

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

n/a

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students are tested at the beginning, and mid-year to determine qualifications for Title services. All students in each gen. ed. classroom take part in the RTI program.

How are students designated 'at risk of failing' identified for support services?

All students are DRA2 tested 3 times each year to determine qualifications for extra support.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Title I services

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	14.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Mailing and information in newsletters

Label	Question	Value
	What is the total FTE count of teachers in your school?	19.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	9.0

What impact might this data have on student achievement?

The experience of our staff should have a positive impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	57.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	60.0

What impact might this data have on student achievement?

The number of days in which teachers are out of the building may adversely effect student acheivement.

Perception Data - Students

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

Students indicated a high level of satisfaction with their safety within the building and with staff.

Which area(s) show a positive trend toward increasing student satisfaction?

Assistance of staff toward students

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

Student engagement

Which area(s) show a trend toward decreasing student satisfaction?

None

What are possible causes for the patterns you have identified in student perception data?

Elimination of split grade level classrooms.

Increase in para-professional support in the building.

What actions will be taken to improve student satisfaction in the lowest areas?

Focus on student behavior and response

Perception Data – Parents/Guardians

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

My child receives adequate academic support, are academically challenged, and expectations are clearly communicated.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Expectations communicated and behavior supports

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

Input regarding school decisions

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Input regarding school decisions

What are possible causes for the patterns you have identified in parent/guardian perception data?

Lack of communication of the various opportunities we have for parent/community input regarding school decisions.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Provide more communication of the decision making opportunities for community members to voice opinions.

Perception Data – Teachers/Staff

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

Staff indicate a high level of satisfaction among most areas of perception.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Use and ability of technology in the classroom

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

Consistency of behavior supports in building.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

None

What are possible causes for the patterns you have identified in staff perception data?

Inconsistency in behavior supports.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

By the building and district level School Improvement Teams

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

All

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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
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		

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable, K-6 building	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Assurance	Response	Comment	Attachment
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		

Assurance	Response	Comment	Attachment
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	Julie Freeze, business manager, 3180 W. Beal City Rd. Mt. Pleasant, Michigan (989) 644-3940	

School Improvement Plan

Beal City Elementary School

Assurance	Response	Comment	Attachment
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.	No		

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

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		

School Additional Requirements Diagnostic

Introduction

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School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes		

Assurance	Response	Comment	Attachment
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		2011-12 Annual Report

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	K-6 grade building	

Assurance	Response	Comment	Attachment
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Assurance	Response	Comment	Attachment
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Assurance	Response	Comment	Attachment
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	William Chilman IV Superintendent of Schools 3180 W. Beal City Rd. Mt. Pleasant, MI 48858 (989) 644-3901	

School Improvement Plan

Beal City Elementary School

Assurance	Response	Comment	Attachment
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		2012-13 Student Handbook

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2012-13 Student Handbook

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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: Needs Assessment

How was the comprehensive needs assessment conducted?

The CNA was sent out to all staff members, in survey form. Upon completion the results were tallied and input into the system.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

DRA2, DIBLES, and STAR assessments. Teacher assessment and RTI.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

All students are given the assessments.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Title, RTI, Reading Recovery, and classroom supports

Component 2: Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

DRA2, DIBLES, and RTI

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

Schedules are planned in conjunctions with the Title I staff.

Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

RTI, Reading Recovery, Title

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

RTI, Words Their Way, and Daily 5

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Students in the Title, and RTI program have shown an average of more than a years worth of student growth.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

RTI takes place in the classroom. Title and Reading Recovery

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

Building principal and Title I teacher work together to scheduling of supplemental services.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

N/A

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Yes

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Yes

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

DRA2, Words Thier Way, Daily 5, and RTI training.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

RTI training.

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

Our Parent Advisory Committee met in the fall and spring to select and monitor programs and activities.

How were parents involved in the implementation of the Targeted Assistance program plan?

The Parent Advisory Committee makes decisions on what programs and activities are being used.

How were parents involved in the evaluation of the Targeted Assistance program plan?

The Parent Advisory Committee discussed the data of the success of the programs and activities.

How will the parent involvement activities be evaluated?

Through the Parent Advisory Committee

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.

Through the Parent Advisory Committee and the building principal

How will the results of the evaluation be used to improve the plan?

Programs will be adjusted by the results of the evaluation through the Title I classroom program and administration.

How was the school-parent compact developed?

Through the Parent Advisory Committee.

How is the parent compact used at elementary-level parent teacher conferences?

Parents had access to the compact and teachers were made aware of the compact.

What is the plan to provide individual student academic assessment results in a language parents can understand?

The Title I teacher meets with parents during parent/teacher conferences to go over the results on a one-on-one bases.

Component 9 Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

Through the scheduling of the building principal, title I teacher, and RESD.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

Title I, RTI, Reading Recovery.

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

Students are continually assessed by Title I and classroom teacher. Building-wide assessments are given 3 times per year.

How is the Targeted Assistance program revised to meet the needs of eligible students?

Title I and RTI schedules are changed to meet the needs of the students that are being served.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

Through RTI and DRA2 training

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

Through the evaluation process of the Parent Advisory Committee and Elementary School Improvement Team.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Those results are gone over by the Parent Advisory Committee and Elementary School Improvement Team.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

By evaluating the programs and looking at the pre and post test results of assessments to see growth of students.

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

Through the Elementary School Improvement Team

2013-14 Beal City Mayes Elementary School Improvement Plan

Overview

Plan Name

2013-14 Beal City Mayes Elementary School Improvement Plan

Plan Description

Plan outlining the strategies and activities that the Elementary building will implement during the 2013-14 school year.

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 attending Beal City Mayes Elementary will become career and college ready in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$3540
2	All students attending Beal City Mayes Elementary will become career and college ready readers	Objectives: 1 Strategies: 2 Activities: 19	Academic	\$152885
3	All students attending Beal City Mayes Elementary will become career and college ready writers.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500
4	All students attending Beal City Mayes Elementary will become career and college ready in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$400

Goal 1: All students attending Beal City Mayes Elementary will become career and college ready in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

52% of All Students will demonstrate a proficiency on the statewide math assessment in Mathematics by 06/30/2016 as measured by analyzing summative statewide assessment results.

Strategy 1:

Multi-tiered System of Support - The School will implement a Multi-Tiered System of Support to give all students the best chance at achieving learning outcomes/standards. We will use best teaching practices, assessments to identify struggling readers, RTI to support struggling readers, and Title I as a third level of intervention.

Research Cited: Test

Activity - Math - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of all learners. (This could also include Title Teachers.)	Academic Support Program	08/02/2013	06/30/2014	\$0	General Fund	- Principal and school improvement team will create a schedule that assigns paraprofessionals/Title I staff to students based on needs identified

Activity - Math - Developing a Common Mathematical Foundation: Based on the principle's and strategies of Signapore Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Teacher in the GIRESD region using new text	Implementation	08/02/2013	06/30/2016	\$2000	General Fund	Building principal for identifying teachers to be trained; identified staff members for training; and the school improvement team to monitor process of training and implementation.
Activity - Math - Para-professional Training of Signapore Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-professional staff will be trained on the concepts of Signapore Math, in a small group setting.	Professional Learning	08/02/2013	06/30/2016	\$0	General Fund	Building principal for identifying para-professionals to be trained, and scheduling remediation times. Classroom teachers for identifying students that need assistance.
Activity - Online Assessments for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in online programs to accelerate math achievement and promote math interest. Xtra-Math, DIBELS and STAR Math	Monitor	08/02/2013	06/30/2016	\$1400	General Fund	Building Principal, classroom teachers
Activity - Developing Early Number Sense - Math Grades PK-1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to use Singapore math strategies to help young children develop number sense.	Professional Learning	08/02/2013	06/30/2014	\$140	General Fund	Building Principal and K-1 classroom teachers

Goal 2: All students attending Beal City Mayes Elementary will become career and college ready readers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

74% of All Students will demonstrate a proficiency on the statewide standardized assessment in English Language Arts by 06/30/2016 as measured by demonstrating a proficiency in Reading on the statewide proficiency assessment.

Strategy 1:

Multi-Tiered System of Support - The School will implement a Multi-Tiered System of Support to give all students the best chance at achieving learning outcomes/standards. We will use best teaching practices, assessments to identify struggling readers, RTI to support struggling readers, and Title I as a third level of intervention.

Research Cited: test

Activity - Online Assessments for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in online programs to accelerate reading achievement and promote reading interest. Teachers will use this data to guide instruction.	Monitor	08/02/2013	06/30/2016	\$4000	General Fund	Building principal and Technology Director
Activity - Implementing Technology into Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff will use on-line teaching tools to support differentiated instruction and support at-home learning. DIBELS, Raz-Kids, Reading A-Z, Read Naturally.	Technology	08/02/2013	06/30/2016	\$125	General Fund	Title I teacher
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title teacher, remediation teachers, and paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at risk learners.	Academic Support Program	08/02/2013	06/30/2016	\$135180	General Fund, Title II Part A, Title I Part A	Superintendent and Business Manager
Activity - DRA2 Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will conduct DRA2 Assessments and use data collected to inform instruction and decision making in the classroom.	Monitor	08/02/2013	06/30/2016	\$1917	General Fund	Title I teacher and classroom teachers

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Activity - CAFE parent night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide 2 sessions (fall/spring) for parents to come into the school and learn CAFE reading strategies, that are being taught in the classroom.	Parent Involvement	08/02/2013	06/30/2016	\$250	General Fund	Building Principal, classroom teachers, PTA

Strategy 2:

Preparing, training, and recruiting high quality teacher and principals - The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile indicators. He/she will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans. In addition, new teachers will receive training in regional and state initiatives.

Research Cited: Marzano, R.J., Waters, T., & McNulty, B.A. (2005). School Leadership that Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leader will attend monthly scheduled GIRESD leadership network meetings that will focus on implementing formative assessments and using student data to improve achievement.	Professional Learning	08/02/2013	06/30/2016	\$75	General Fund	Building Principal

Activity - Leadership Training for Administrators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will attend the MASSP/MEMSPA Conference	Professional Learning	08/02/2013	06/30/2016	\$600	General Fund	Building Principal

Activity - New Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend five days of training at GIRESD to orient them to the career of teaching and prepare them to implement the initiatives that are underway in the state and region.	Professional Learning	08/02/2013	06/30/2016	\$250	General Fund	-Building principal will register new teachers -New teachers will attend

Activity - School Improvement Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership teams will begin assessing building process profiles using the 40/90 indicators provided by MDE.	Other	08/02/2013	06/30/2016	\$142	General Fund	Building Principal and School Improvement Team

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Activity - CPI Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Crisis Prevention Intervention (CPI) training to staff members.	Professional Learning	08/02/2013	06/30/2016	\$150	General Fund	Building Principal
Activity - START Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend START training sessions, which focus on training and technical assistance for educators that serve students with Autism Spectrum Disorders.	Professional Learning	08/02/2013	06/30/2016	\$2672	General Fund	Building Principal
Activity - Literacy Leaders: Elementary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning session held quarterly for regional Literacy Leaders at GIRESD. Sessions include updates and training for strategies deemed as promising and Literacy Assessment and Intervention. Strategies Designed for Tier 2 and Tier 3 Struggling Learners	Professional Learning	08/02/2013	06/30/2016	\$250	General Fund	Building Literacy Leader - Title I teacher
Activity - School and Teacher Leaders Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teacher leaders will attend MAS/FPS Director's Conference.	Professional Learning	08/02/2013	06/30/2016	\$800	General Fund	Building Principal, Teacher Leaders, Title I teacher
Activity - Leadership Team Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will attend Leadership Conferences. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Other	08/02/2013	06/30/2016	\$852	General Fund	Building Principal
Activity - Building-wide Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given release time to discuss curriculum alignment, student needs, data, and program review.	Professional Learning	08/02/2013	06/30/2016	\$1200	General Fund	Building Principal and Leadership Team
Activity - Health K-6: Michigan Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Educators will become familiar with curriculum content, the skills taught to students and effective teaching strategies to use when instructing the students. Any curricular program is more likely to be implemented successfully if the educator is wellprepared and confident. Educator's don't have to be experts on health topics to teach this curriculum.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • gain knowledge about key concepts of My Plate and relevance to teens. • understand research supporting healthy eating and its importance to learning. • explore lessons within each curriculum. • experience a sampling of lessons 	Professional Learning	08/02/2013	06/30/2014	\$172	General Fund	Building principal and 5th-6th grade staff
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Activity - Leveled Literacy Intervention Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our Reading Specialist teacher will be training and given the supports needed to implement the Leveled Literacy Intervention program at the elementary level.</p>	Implementation	07/01/2013	06/30/2014	\$1900	General Fund	Reading Specialist teacher for sign-up, Building Principal for monitoring, ESIT for evaluation of program.

Activity - Reading Recovery Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title I teacher will attend the Reading Recovery conference and additional training throughout the school year.</p>	Professional Learning	07/01/2013	06/30/2014	\$1600	General Fund	Title I teacher will register for training, building principal will monitor PD, and ESIT will evaluate program.

Activity - Grade Level Training/Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend conferences and/or workshops that improve knowledge of core content areas.</p>	Professional Learning	07/01/2013	06/30/2014	\$750	General Fund	Grade level teachers for registration, building principal for monitoring, and ESIT for evaluation of training

Goal 3: All students attending Beal City Mayes Elementary will become career and college ready writers.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency on the statewide proficiency assessment in writing by 06/30/2016 as measured by analyzing statewide assessment results in writing.

Strategy 1:

Multi-Tiered System of Support - Writing - Tier I instruction with 8085% of students achieving identified instructional targets; supplementary intervention supports for students identified as needing additional assistance through progress monitoring; and ensure that all students' needs are being met especially those identified as at-risk learners.

Research Cited: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., LinanThompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading:

Response to Intervention and multitier intervention for reading in the primary grades. A practice guide. (NCEE 20094045). Washington, DC:

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #20084027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2012, October). WWC review of the report: The longterm impacts of teachers: Teacher valueadded and student outcomes in adulthood. Retrieved from <http://whatworks.ed.gov>.

Activity - Team Training for Aligning Curriculum and Evaluating Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will be formed and will meet regularly during staff meetings/collaboration, for the purpose of aligning curriculum and learning about strategies to support all students. This will include examining unit lessons, rubrics, and establishing assessment tools and pacing guides.	Professional Learning	08/02/2013	06/30/2014	\$0	General Fund	Building Principal

Activity - Cont. Implementation of MAISA Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to Implement the MAISA Writing Curriculum and purchase the remaining materials needed (books, etc) to successfully implement.	Implementation	07/01/2013	06/30/2014	\$1500	General Fund	Building Principal for purchase of materials, classroom teachers for implementation, Building Principal for monitoring, ESIT for evaluation of program.
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Goal 4: All students attending Beal City Mayes Elementary will become career and college ready in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

16% of All Students will demonstrate a proficiency on Statewide assessments in Science by 06/30/2016 as measured by proficiency scores on the Statewide assessment..

Strategy 1:

Science Consistency - Teachers will implement and continue to instruct students in science Common Core State Standards (CCSS).

Research Cited: Michigan Department of Education (MDE) Science Common Core State Standards (CCSS) Battle Creek Math and Science Center (BCMAC)

Activity - Getting to Know the Next Generation Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training. This training will be one evening 3 hour session facetoface or strictly online.	Professional Learning	08/02/2013	06/30/2014	\$400	General Fund	Building Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Assessments for Math	Students will participate in online programs to accelerate math achievement and promote math interest. Xtra-Math, DIBELS and STAR Math	Monitor	08/02/2013	06/30/2016	\$1400	Building Principal, classroom teachers
CPI Instruction	Provide Crisis Prevention Intervention (CPI) training to staff members.	Professional Learning	08/02/2013	06/30/2016	\$150	Building Principal
Reading Recovery Training	The Title I teacher will attend the Reading Recovery conference and additional training throughout the school year.	Professional Learning	07/01/2013	06/30/2014	\$1600	Title I teacher will register for training, building principal will monitor PD, and ESIT will evaluate program.
Online Assessments for Reading	Students will participate in online programs to accelerate reading achievement and promote reading interest. Teachers will use this data to guide instruction.	Monitor	08/02/2013	06/30/2016	\$4000	Building principal and Technology Director
Building-wide Collaboration	Staff will be given release time to discuss curriculum alignment, student needs, data, and program review.	Professional Learning	08/02/2013	06/30/2016	\$1200	Building Principal and Leadership Team
Health K-6: Michigan Model	Educators will become familiar with curriculum content, the skills taught to students and effective teaching strategies to use when instructing the students. Any curricular program is more likely to be implemented successfully if the educator is wellprepared and confident. Educator's don't have to be experts on health topics to teach this curriculum. Participants will: <ul style="list-style-type: none"> • gain knowledge about key concepts of My Plate and relevance to teens. • understand research supporting healthy eating and its importance to learning. • explore lessons within each curriculum. • experience a sampling of lessons 	Professional Learning	08/02/2013	06/30/2014	\$172	Building principal and 5th-6th grade staff

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Implementing Technology into Instruction	Title staff will use on-line teaching tools to support differentiated instruction and support at-home learning. DIBELS, Raz-Kids, Reading A-Z, Read Naturally.	Technology	08/02/2013	06/30/2016	\$125	Title I teacher
Small Group Instruction	Title teacher, remediation teachers, and paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at risk learners.	Academic Support Program	08/02/2013	06/30/2016	\$52015	Superintendent and Business Manager
Leadership Network	School leader will attend monthly scheduled GIRESD leadership network meetings that will focus on implementing formative assessments and using student data to improve achievement.	Professional Learning	08/02/2013	06/30/2016	\$75	Building Principal
School and Teacher Leaders Training	School and teacher leaders will attend MAS/FPS Director's Conference.	Professional Learning	08/02/2013	06/30/2016	\$800	Building Principal, Teacher Leaders, Title I teacher
School Improvement Planning	Leadership teams will begin assessing building process profiles using the 40/90 indicators provided by MDE.	Other	08/02/2013	06/30/2016	\$142	Building Principal and School Improvement Team
Leadership Team Meeting	School and district leaders will attend Leadership Conferences. Participants will learn to lead and facilitate academic improvement in their districts/schools through building a positive district/school culture.	Other	08/02/2013	06/30/2016	\$852	Building Principal
Leveled Literacy Intervention Training	Our Reading Specialist teacher will be training and given the supports needed to implement the Leveled Literacy Intervention program at the elementary level.	Implementation	07/01/2013	06/30/2014	\$1900	Reading Specialist teacher for sign-up, Building Principal for monitoring, ESIT for evaluation of program.
Cont. Implementation of MAISA Writing Curriculum	Continue to Implement the MAISA Writing Curriculum and purchase the remaining materials needed (books, etc) to successfully implement.	Implementation	07/01/2013	06/30/2014	\$1500	Building Principal for purchase of materials, classroom teachers for implementation, Building Principal for monitoring, ESIT for evaluation of program.

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CAFE parent night	Classroom teachers will provide 2 sessions (fall/spring) for parents to come into the school and learn CAFE reading strategies, that are being taught in the classroom.	Parent Involvement	08/02/2013	06/30/2016	\$250	Building Principal, classroom teachers, PTA
Math - Developing a Common Mathematical Foundation: Based on the principle's and strategies of Signapore Math	Teacher in the GIRESD region using new text	Implementation	08/02/2013	06/30/2016	\$2000	Building principal for identifying teachers to be trained: identified staff members for training: and the school improvement team to monitor process of training and implementation.
Leadership Training for Administrators	School and district leaders will attend the MASSP/MEMSPA Conference	Professional Learning	08/02/2013	06/30/2016	\$600	Building Principal
Getting to Know the Next Generation Science Standards	Teachers will learn about structure and content of the Next Generation Science Standards. Teachers will learn how to use their content knowledge and pedagogical strategies to meet the increasing demands placed on students and teachers by the rigorous Next Generation Science Standards. Teachers will learn about the Michigan Next Generation Science Standards Implementation Plan. The information that teachers learn in this training can be implemented with any textbook series and will help all students achieve success in science, especially struggling students. Teachers will receive resources to use in implementing the ideas from this training. This training will be one evening 3 hour session facetoface or strictly online.	Professional Learning	08/02/2013	06/30/2014	\$400	Building Principal
Literacy Leaders: Elementary	Learning session held quarterly for regional Literacy Leaders at GIRESD. Sessions include updates and training for strategies deemed as promising and Literacy Assessment and Intervention. Strategies Designed for Tier 2 and Tier 3 Struggling Learners	Professional Learning	08/02/2013	06/30/2016	\$250	Building Literacy Leader - Title I teacher

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Math - Para-professional Training of Signapore Math	Para-professional staff will be trained on the concepts of Signapore Math, in a small group setting.	Professional Learning	08/02/2013	06/30/2016	\$0	Building principal for identifying para-professionals to be trained, and scheduling remediation times. Classroom teachers for identifying students that need assistance.
Developing Early Number Sense - Math Grades PK-1	Teachers will learn to use Singapore math strategies to help young children develop number sense.	Professional Learning	08/02/2013	06/30/2014	\$140	Building Principal and K-1 classroom teachers
START Training	Teachers will attend START training sessions, which focus on traing and technical assistance for educators that serve students with Autism Spectrum Disorders.	Professional Learning	08/02/2013	06/30/2016	\$2672	Building Principal
New Teacher Training	New teachers will attend five days of training at GIRESD to orient them to the career of teaching and prepare them to implement the initiatives that are underway in the state and region.	Professional Learning	08/02/2013	06/30/2016	\$250	-Building principal will register new teachers -New teachers will attend
Grade Level Training/Workshops	Teachers will attend conferences and/or workshops that improve knowledge of core content areas.	Professional Learning	07/01/2013	06/30/2014	\$750	Grade level teachers for registration, building principal for monitoring, and ESIT for evaluation of training
Team Training for Aligning Curriculum and Evaluating Student Work	Teams will be formed and will meet regularly during staff meetings/collaboration, for the purpose of aligning curriculum and learning about strategies to support all students. This will include examining unit lessons, rubrics, and establishing assessment tools and pacing guides.	Professional Learning	08/02/2013	06/30/2014	\$0	Building Principal
DRA2 Assessment	Staff members will conduct DRA2 Assessments and use data collected to inform instruction and decision making in the classroom.	Monitor	08/02/2013	06/30/2016	\$1917	Title I teacher and classroom teachers

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Math - Small Group Instruction	Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of all learners. (This could also include Title Teachers.)	Academic Support Program	08/02/2013	06/30/2014	\$0	- Principal and school improvement team will create a schedule that assigns paraprofessionals/Title I staff to students based on needs identified
Total					\$75160	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Title teacher, remediation teachers, and paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at risk learners.	Academic Support Program	08/02/2013	06/30/2016	\$63669	Superintendent and Business Manager
Total					\$63669	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Title teacher, remediation teachers, and paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at risk learners.	Academic Support Program	08/02/2013	06/30/2016	\$19496	Superintendent and Business Manager
Total					\$19496	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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