



School Improvement Plan

Beal City Elementary School

Beal City Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 accommodating 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 second 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 (11-11:45 am). 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

PAC = Building Principal, Title I teacher, any current Title I qualifying parents

District Administration Team = Superintendent, secondary and elementary building principals, alternative education director, business manager, transportation/maintenance director, technology director, and athletic director

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. The plan is also discussed at monthly stakeholder group meetings.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment at Beal City Elementary has stayed consistent over the last three years (2013-14=222, 2014-15=327, 2015-16=323). With the consistency in students numbers over the last few years, our staff numbers have also stayed consistent also. The number of our out-of-district students has been increasing over the past few years (Kindergarten out-of-district numbers 2013-14=15/37%, 2014-15=21/42%, 2015-16=31/60%)

Our special education student numbers have also been increasing over the past few years (2013-14=35, 2014-15=47, 2015-16=49). Within those special ed. numbers our ASD and EI qualified students have been the most rapidly increasing demographic(_____). This has been a stress on our resources (staffing, housing, transportation, and materials).

Student Demographic Data

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

We have had to hire an additional 2.5 teachers during the 2012-13 school year to accommodate our increased enrollment. We have continued to recruit staff in the same way; by posting on a statewide website, and local recruitment. Our challenge has been in recruiting and hiring substitute teachers through the PCIWillSub system.

Student Demographic Data

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

Our budget number of referrals and suspensions have gone down over the last three years, with the implementation of our lunch detention system. Our 5/6 grade students consistently have the most referrals.

Student Demographic Data

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

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. Our special ed. and at-risk/free & reduced lunch demographic have consistently increased over the past several years. This increase has required training for both teacher and support staff in how to relate with and understand this changing
SY 2016-2017

student population.

Teacher/School Leader(s) Demographic Data

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

Our mix of experience and youth within our staff gives us an opportunity to have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

Our mix of experience and youth within our staff gives us an opportunity to have a positive impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

The number of administration absences throughout the year was low and had no real impact on student learning or achievement.

Teacher/School Leader(s) Demographic Data

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

The number of staff absences throughout the year was low and had no real impact on student learning or achievement.

Teacher/School Leader(s) Demographic Data

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

Continued professional development and training of our younger staff members and to train our staff in reaching our school improvement goals.

Process Data

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

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

Our consistent enrollment and staff numbers.

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

Our increasing numbers of At-Risk, Title I, and Special Ed. student numbers

12. How might these challenges impact student achievement?

Our focus and training is shifting toward these students with additional needs and risk factors.

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

additional training of staff in these areas.

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

All students are tested to be identified for intervention

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

Title, Rtl - K-6

Reading Recovery - 1st

Special Education - K-6

Leveled Literacy Intervention (LLI) - 1-6

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

Aggie Express community newsletter, parent monthly newsletter, phone, conferences, Parent Advisory Committee (PAC) for Title I, Elementary School Improvement Team (ESIT), District School Improvement Team (DSIT), building Facebook page, Remind mass text app., CAFE Night for Kdg & 1st Grade parents to learn CAFE reading strategies

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

Grade level meetings, observations, walk-throughs, monthly 2 hour staff meetings (9 per year)

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Reading Comprehension and Vocabulary

19b. Reading- Challenges

The students that are receiving Title services, and the challenges that keep them on pace of reading at grade level. Informational Text

19c. Reading- Trends

Our reading scores have increased slightly over the last few years, and have plateaued as of this last year.

19d. Reading- Summary

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

Tiered instruction is an intricate part of our reading curriculum and process. All students who are identified as being below grade level in reading receive RtI on a daily bases.

20a. Writing- Strengths

We have implemented the MESSA units - Writers Workshop curriculum for grades K-6. Our strength in writing is our vocabulary usage and hand-writing.

20b. Writing- Challenges

Areas in writing that we need to improve our grammar and stamina.

20c. Writing- Trends

Our student scores in writing are consistently low.

20d. Writing- Summary

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

With implementation of our new writing curriculum, we are expecting to see improvements across the board in writing scores.

21a. Math- Strengths

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Our strengths in math have been in number sense.

21b. Math- Challenges

We need to improve our scores in math on fact facts.

21c. Math- Trends

With the implementation of the Singapore math and math calendar time over the last couple of years, we are seeing improvements in all areas of math.

21d. Math- Summary

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

Our plan is to continue to use the Singapore math and math calendar and continue to assess our trends with the new NWEA assessment.

22a. Science- Strengths

N/A

22b. Science- Challenges

Our use of the Battle Creek Science Kits have been challenging to keep up to date and stocked, and no textbook, providing very little informational text reading for our students. It is also not aligned with the NextGen science standards.

22c. Science- Trends

State standardized scores are low. Below State and RESD averages.

22d. Science- Summary

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

We are waiting for the adoption of the Michigan Science Standards before moving forward with our science curriculum. Will currently have a team of teachers working on aligning our science classes to the new standards K-12.

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

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

We are continuing to wait for the C3 and Michigan Social Studies standards to be adopted.

Perception Data

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

24a. Student Perception Data

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

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

24b. Student Perception Data

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

Assistance of staff toward students

24c. Student Perception Data

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

Student engagement

25a. Parent/Guardian Perception Data

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

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

25b. Parent/Guardian Perception Data

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

Input regarding school decisions

25c. Parent/Guardian Perception Data

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

Giving parents more opportunities to give input and seeking out their input.

26a. Teacher/Staff Perception Data

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

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

26b. Teacher/Staff Perception Data

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

Consistency of behavior supports in building.

26c. Teacher/Staff Perception Data

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

Changes in behavior interventions and discipline plans along with communication changes

27a. Stakeholder/Community Perception Data

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

aqueduct academic support, are academically challenged, and expectations are clearly communicated

27b. Stakeholder/Community Perception Data

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

Community communication

27c. Stakeholder/Community Perception Data

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

Increase communication with new social media pages and webpage usage.

Summary

28a. Summary

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

The need to do a better job of communicating to the students, parents, and community, as to what is going on within the school and what our expectations are.

28b. Summary

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

Having more people on the same page and understanding the direction of the school will allow for better support at home and increased involvement.

28c. Summary

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

Training of staff and increased awareness of our challenges

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy: NWEA = K-6 DRA2 = K-6 STAR Reading = 2-6 Math: NWEA = K-6 Math IN Focus Assessments = K-6	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	No annual report was required by the State of Michigan for the 2015-16 school year due to lack of student achievement data.	

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The staff completes HQ forms on a annual bases, before the beginning of the school year. They forms are reviewed and compared with teaching schedules for alignment by administration.	

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

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Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	William Chilman IV Superintendent of Schools 3180 W. Beal City Rd. Mt. Pleasant, MI 48858 (989) 644-3901	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2015-16 Elementary Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2015-16 School Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	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) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive needs assessment began by the Beal City Elementary School Improvement Team (ESIT) asking the question, "Where are we now?" In order to answer this question, ESIT needed to collect data. Data collection came from teacher surveys that were submitted by the Elementary teachers. Teachers also took a Self Assessment Survey. These surveys focused on school climate and effective behavior support systems in the Elementary. The survey examines the status and need for improvement of three behavior support systems: Schoolwide discipline systems, classroom management systems and systems for individual students engaging in chronic problem behaviors.

In addition to these surveys, we began collecting data using DRA2 and NWEA assessments. NWEA and DRA2 schedules were developed to ensure the testing of all students. The classroom teachers, the Title I reading specialist, and the Principal, administered the Reading and Math assessments. Once data was received from DRA2 and NWEA, the grade level teams reviewed the assessment results. Local common assessments in both science and social studies were analyzed to determine intervention needs in both areas. According to DRA2, oral reading fluency decreased from first grade to second grade. It was determined that Beal City Elementary needs additional data on small group strategic reading along with progress monitoring of students in K-6 throughout the year to be administered bi-weekly with the intervention students.

Through our grade level collaboration meetings, the Beal City staff interprets and analyzes these sources of data to monitor programs and student growth. The student achievement data is reviewed by content area, grade level and achievement information. Our ESIT collects and analyzes the data and develops goals with strategies to help improve student achievement. Any students not meeting proficiency standards or benchmark standards were identified through the ESIT as well as individual grade level teams.

2. 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?

Beal City Elementary used multiple diagnostic screening measures that provided us with data that predicts information about a student's development in reading and math. DRA2 assessments, NWEA and STAR Reading were administered to each student in areas of reading and math. Local common assessments in both science and social studies were used to determine intervention needs. Pre and Post tests were administered in 3rd-6th grade in areas of science and social studies. The purpose of these screenings is to identify students who are at risk and need extra support through intervention services. This data tracks and measures progress at the student, class, school and district level; it measures benchmark scores and local and national norms. Our ESIT would have also looked at MEAP scores in future grades to help predict success and to determine the need in areas of social studies and science, if scores were made available by the State of Michigan.

Once data was collected, it was analyzed by ESIT and by grade level teams to identify students who were not meeting academic expectations in the four core academic areas. The screening data was then broken down into a yes or no for being at risk. Teacher input was then sought out as to make sure that scores reflect classroom performance. ESIT used a cut point to determine who needed interventions, approximately 10% of students with the most need receive the Title I services. Our ESIT used a 3-tiered model to determine students who are most at risk. After examining the students in tier three, teachers gave input developed from classroom assessments, and teacher observations. Once the tier II students were identified and teacher's input was provided, the staff identified students who were targeted for SY 2016-2017

small group Rtl and individualized instruction provided by the teacher or title I paraprofessional. For those needing additional service, an intervention plan was developed and put into place. These students receive services from a Title I teacher along with paraprofessionals and are then progress monitored on a monthly basis.

The Title I teacher and building principal cross reference our students that are identified as Homeless with our assessments (DRA2, MLPP, NWEA, STAR Reading, and M-STEP). Those students who are identified as homeless and qualify for Title I Tier II/III services will automatically receive services, ahead of other students who may qualify.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - 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.

Beal City Elementary uses objective criteria to identify students who are most at-risk by using multiple data measures such as NWEA, DRA2, MLPP, STAR Reading, writing probes and M-STEP; this data was analyzed by staff members during data review meetings, staff meetings, ESIT, and grade level collaboration meetings to continually identify students who were failing or who were at risk of failing. Assessments used: DRA2 - Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency with retell, NWEA - Reading and math assessments; local common assessments - social studies and science. Teacher observations and classroom assessments determine intervention classes for social studies and science.

Our ESIT looks at three levels of instructional support:

- At or above Benchmark: Likely to Need Core Support - the student scores are at or above benchmark for their grade and time of year. Students who preform at this level need effective core instruction in a tier I classroom.

- Below Benchmark: Likely to Need Strategic Support - the student scores are below benchmark for their grade and time of year. Students are likely to need additional support. After teacher interviews, some of these students will end up in intervention classes.

- Well Below Benchmark: Likely to Need Intensive Support - the student's scores are well below benchmark for their grade and time of year. These are the students that will be in an intervention class provided they are not special education students. After teacher interviews, some students may not require an intervention outside of their classroom.

Students who have been identified as Homeless will be cross referenced with our students that are not at grade level on the NWEA, DRA2, MLPP, and STAR Reading assessments. These students will automatically selected to receive Title I Tier II and Tier III interventions due to their Homeless status.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

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Beal City Elementary does not have its own preschool program.

Identification criteria for Kindergarten through 2nd graders for Title I services.

The school conducts an annual needs assessment for Title I. The needs assessment gathers and analyzes information from the following student data resources three times per year:

Kdg. -DRA2 testing, MLPP, STAR Reading NWEA, and teacher/parent input

1st Grade -DRA2 testing, STAR Reading, NWEA, and teacher/parent input

2nd Grade - DRA2 testing, STAR Reading, NWEA, and teacher/parent input

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Students in the entire school are assessed three times per year (September, January, May) using DRA2, NWEA and local common assessments to determine student's current performance and to identify those students who without further intervention will be more likely to develop problems in one or more of the four core - Mathematics, Language Arts, Science or Social Studies. Beal City Elementary collects a variety of data about each student to gain a much deeper understanding of the students' exact learning needs. The data collected is then interpreted by the ESIT along with individual grade level teams. The data is analyzed and the students who are identified as below grade level in each grade level are identified for specific interventions based upon the data. Intervention classes that are used at Beal Elementary for Title I students are as follows:

Tier 2:

RtI - Title staff goes into the classrooms to meet with students in small groups of 3-4 students 3-4 days a week for 30 minutes to provide reading strategy implementation. Classroom teachers provide small group reading instruction to additional At-Risk students during this time (grades 2-6).

Individual Student Plans - Title staff goes into the classrooms to meet with individual students 3-5 days a week for 15 minutes each. They provide reading assistance based on individualized plans based on current assessment data (DRA2, MLPP, NWEA). Classroom teachers provide small group reading instruction to additional At-Risk students during this time (grades K-1).

ELL Support - Title I staff meet in a small group or individually 3-4 times per week with students that have been identified as ELL students with language and/or reading difficulties. We provide additional Reading, writing, vocabulary, and language based activities based on the student needs. This support is in addition to other Tier 2/3 support services they also receive. (K-6).

XtraMath online program - students use this program for additional math support, which they complete at their own pace in the classrooms or at home.

Rocket Math - program that teachers use in the classroom daily to teach and reinforce basic math facts.

TIME for Kids! - students read and discuss this publication individually and in small groups in the classroom to learn about current events and scientific information in social studies and science. (K-6)

Scholastic Science - students read and discuss this publication individually and in small groups in the classroom to learn about science information that ties to the NextGen Science Standards.

Tier 3:

Title I Small Group - Title I staff meets with identified students in groups of 3-4 students, 4 days a week for 30 minute sessions (K-6). These sessions focus on reading and writing strategies.

Reading Recovery - Students meet with the Title I teacher one-on-one daily for 30 minutes. They focus on reading and writing interventions.
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(grade 1).

Tier 3 Individualized Intervention Plans - Students meet with the Title staff one-on-one 3-4 days a week for 30 minutes. They focus on reading and writing interventions designed to improve reading fluency and comprehension. (grades K-6)

The primary intervention tool that we use is the Leveled Literacy Intervention (LLI) program, which is a researched based program that focuses on phonics, reading fluency, comprehension and writing.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Beal City Elementary's primary goal is to ensure that every student can demonstrate proficiency and advanced levels of achievement in the classroom and on State academic assessments. The members of the school improvement team are involved in all aspects of this plan. Staff examines student achievement data (local common assessments, DRA2, NWEA, STAR Reading, MLPP, and M-STEP) that is collected three times per year. Student service is the priority and decisions are made based on student assessment data. Our ESIT along with grade level collaboration teams analyze this data and identifies the students below grade level in each grade level. These students begin receiving intervention classes immediately. Students are enrolled in one or more of the intervention classes/programs that are available: Leveled Literacy Intervention (LLI) kits, Reading Recovery, Individual Plan Student Binders, EZMath online program, Math A-Z online program, Khan Academy online program, XtraMath online program, Methods Test Prep online ACT/SAT test prep program.

The ESIT meets monthly to discuss these intervention classes and to make adjustments where needed. Regular progress monitoring is administered bi-weekly using one or more of the following assessments: DRA2, DIBELS, MLPP. Identified Title I students are progress monitored bi-weekly by classroom and Title I teachers. The purpose of these assessments is to provide evidence of student achievement and growth. The data collected from progress monitoring is then charted and if a student reaches benchmark, they will need to reach benchmark again before they are able to exit the intervention class.

Additionally, the classroom teacher collects data including observational data and makes decisions regarding instruction based on the data. Teachers monitor student progress by using various assessment strategies. Beal City teachers also meet the academic needs of all students especially at-risk students by planning for appropriate instruction that is rigorous and uses a variety of instructional strategies. Beal City teachers are dedicated in the planning process that involves not only the content but also includes the allocation of time spent and maintaining high expectations for themselves and their students. The classroom teachers meet as a grade level collaboration team to discuss student progress. Beal City teachers take into account student needs and also understand that for any student at risk of failing they can request a Student Study Team (SST) meeting. A parent form is sent home seeking parental input as well as a form by the teacher expressing what they see as the needs of the student, and what they are expecting from the meeting. The meeting consists of: parents, general education teachers, Title I teacher, special education teachers, school social worker, school psychologist and the administrator. Once the SST meeting has been requested, a meeting is held to determine the needs of the student at risk of failing.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Beal City teachers make the curriculum relevant to students that utilize the students' strengths. They also communicate high expectations and encourage student performance. Beal City teachers have clearly defined classroom routines that give students opportunities to make choices. Students also have many opportunities for practice and learning and teachers provide scaffolding for more complex tasks. Teachers call on everyone in the room, give time for the student to answer, ask questions that require more thought, and provide clues to the correct answer. Beal City teachers provide feedback and positive praise using specific examples of why they are providing the praise. A list of some research based strategies that are used are: Whole-class instruction, small groups, tutoring, peer tutoring, and computer-assisted instruction. Prevention programs that apply intensive resources along with instructional methods including cooperative learning groups are in place. Intervention classes taught by the Title I teachers and paraprofessionals are held during learning group time for title I students that include:

English Language Arts:

Rtl

Reading Recovery

Leveled Literacy Intervention (LLI)

Accelerated Reader (AR)

RazKids

Math:

Math Calendar

EZMath

XtraMath

Social Studies:

Leveled Literacy Intervention (LLI)

Accelerated Reader (AR)

TIME for Kids!

Science:

Leveled Literacy Intervention (LLI)

Accelerated Reader (AR)

TIME for Kids!

Scholastic Science

Beal City Elementary will continue to implement rigor into the curriculum by developing thinking and problem-solving skills through active learning. Best practices are applicable to all grade levels and engage students to learn. A few strategies include active participation, quick/informal assessments, peer learning and positive feedback. Teachers continue to teach a balanced curriculum, differentiated instruction to meet individual student needs, and provide active learning opportunities for students to internalize learning. Beal City Elementary also continues to align curriculum maps and materials to the Common Core State Standards and involve parents.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

RTI - Denton, C. A., & Mathes, P. G. (2003). Intervention for struggling readers: Possibilities and challenges. In B. R. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale. Timonium, MD: York Press. (<http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching>)

Words Their Way- Bear, D. R. (2000). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill. (<http://www.intensiveintervention.org/chart/instructional-intervention-tools/12887>)

Daily 5 - Boushey, G., & Moser, J. (2006). The daily 5. Portland, ME: Stenhouse (<https://www.thedailycafe.com/daily-5>)

Leveled Literacy Intervention - Harrison, L., Grehan, A., Ross, S., Dexter, E., & Inan, F. (2008). Leveled Literacy Intervention: Year 1 Evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, New York. (<http://www.heinemann.com/fountasandpinnell/research/liresearchbase.pdf>)

CAFE-Boushey, G., & Moser, J. (2009). The CAFÉ book. Portland, ME: Stenhouse. ([file://bcfp2.bealcityschools.net/Home\\$/Staff/jwolf/Downloads/Kelly%20Hassemer%20Capstone%20\(1\).pdf](file://bcfp2.bealcityschools.net/Home$/Staff/jwolf/Downloads/Kelly%20Hassemer%20Capstone%20(1).pdf))

AR - Stephen Krashen. Journal of Children's Literature (2003) vol .29 (2): 9, pp. 16-30. (<http://www.renaissance.com/products/accelerated-reader>)

RazKids - Klein, Adria. (2008) Providing the Differentiated Reading Instruction to Meet the Individual Needs of Students.

Math Calendar - Weng-Iverson, Patsy, Perla Myers, and Edmund Lim W.K. (2010). Beyond Singapore's Mathematics Textbooks: Focused and Flexible Supports for Teaching and Learning. (<http://www.hmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math>)

Leveled Literacy Intervention - Fountas, I.C. & Pinnell, G.S. (2009) When readers struggle: Teaching that works. Portsmouth, NH: Heinemann. (http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx)

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Students in our Tier 2/3 programs have shown an average of more than a years worth of student growth, while in the program.

Students are pulled out for Tier 2/3 Intervention during non-core academic classroom times.

Students are pulled 3 to 5 times per week for 30 minutes.

Eligible children are identified by the school as failing, or most at risk of failing, to meet the State's student academic achievement standards on the basis of multiple educationally related, objective criteria established by the local educational agency and supplemented by the school. Children from kindergarten through grade 6 shall be selected on the following criteria; teacher judgement, interviews with parents, and developmentally appropriate assessments. Children who are economically disadvantaged, children with disabilities, migrant children,

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homeless children, or limited English proficient children are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services under Title I:

- A child who, at any time in the two years preceding the year, for which the determination is made, participated in Head Start or in a preschool services under Title I.
- A child who, at any time in the two years preceding the year, for which determination is made, received services under Title I, Part C, Education of Migratory Children.
- A child in a local institution for neglect or delinquent children and youth or attending a community day program for such children.
- A child who is homeless, as determined by the McKinney-Vento Homeless Education Act, and attending any school served by the local educational agency.

Funding received under this part may not be used to provide services that are otherwise required by law to be made available to children described above, but may be used to coordinate or supplement such services.

In a Title I Targeted Assistance Program, eligibility of students for Title I services must be determined using multi-faceted criteria to determine which children have the greatest need for services.

Selection of Criteria:

Criteria should be selected that will provide the most accurate reflection of a student's academic and developmental ability. A minimum of two criteria must be used to determine student placement at all levels. Each criterion must be objective and educationally related. Teacher judgement may be used but should not be quantified on a rating scale or checklist. The criterion does not need to be the same for all ages. However, it should be consistent within each grade level served. In a multiple attendance area, the criteria may vary from school to school.

Criteria for the selection of students may include standardized test scores, locally developed assessments, teacher checklists, grades, and other criterion such as homelessness. Each criterion should be weighted and an overall cutoff score established. The weighting and cutoff scores should be that no student may qualify for a single criterion.

Students are exited from the program once they have been identified as meeting their grade level expectations on assessments, either during the 3 times a year testing schedule or upon teacher individual assessment.

RazKids online program

Summer Book Club mailings - Tier 3 - 3 times during summer

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

The Elementary Master Schedule has separate learning group time built into its schedule. All students are placed into a group to receive additional instruction and intervention activities. These intervention classes are not during core instruction in any of the four subject areas.

Programs such as RTI takes place in the general education classroom (push-in). All other Tier 2/3 programs (pull-out) are coordinated between Title staff, administration, and classroom teachers and are not scheduled during core academic classroom times.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Beal City general education teachers, title I teachers, and title I paraprofessionals are responsible for the identification and instruction of intervention groups as well as creating student learning plans that focus on specific goals for students who have been targeted as failing or at risk of failing. Data is collected on the general population three times per year using DRA2, NWEA, and Common Local Assessments. General Education teachers along with title I teachers and paraprofessionals meet every 4 to 6 weeks to adjust and discuss entering and exiting the program. Beal City title I teachers meet with paraprofessionals bi-weekly to discuss intervention courses, eligibility criteria, intervention design, and progress monitoring.

The principal and the Title I teacher meet with general education teachers to analyze data, discuss classroom assessments, teacher observations, progress monitoring results, and adjust student intervention plans. Title I teachers also give input during Student Study Team (SST) meetings to provide guidance for plan development. Through rich discussions, data collection, progress monitoring, and data analyzing, students are fluent within the intervention classes. After meeting their goal two times consecutively, discussion about exiting the program takes place between all stakeholders. If students are not making gains, discussions on changes to the intervention takes place and adjustments are made. Conversations that include dialog about student assessment data, eligibility criteria, intervention design, student progress, and support structures take place weekly as grade level teachers have common planning time.

Beal City Public Schools does not offer classes of Great Start Readiness Program (GSRP) Preschool.

Students that are Limited English Proficient (LEP) are serviced through our LEP certified teacher. This teacher works with students and services the students as needed.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Our school does not operate a preschool program but works closely with area preschools.

Local preschoolers are invited to many of our school assemblies. They utilize our library, playground, and gymnasium facilities. Upcoming kindergarten students are invited to a visit our kindergarten classrooms where they spend time with teachers. Parents attend an information session presented by the principal, speech and language therapist, transportation director and Kindergarten teachers. Kindergarten families are mailed a postcard inviting them to this event and they are advertised in our community newsletter, which is mailed out monthly.

All area preschoolers are invited to attend the following:

Kindergarten Registration Parent Meeting - March

Kindergarten Registration Student Assessment - March/April

Welcome Back Packets mailing- August

Welcome to School - Open House - August

Kindergarten Transition Schedule - 1st week of school

Coordination with GSRP and GIRESD Preschool programs and teacher observations

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	ALL of our Paraprofessional meet NCLB qualifications. Beal City Public Schools had a Highly Qualified Audit by MDE during the 2012-13 and 2015-16 school years and all support staff were determined to meet all requirements and qualifications.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teachers meet NCLB qualifications. Beal City Public Schools had a Highly Qualified Audit by MDE during the 2012-13 and 2015-16 school years and all staff was determined to be certified and highly qualified during both audits.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Ongoing professional development occurs through regularly scheduled staff and grade level collaboration meetings in which professional learning communities have evolved to assist in the instructional abilities of staff. All decisions are based upon the needs of the students.

It was determined through data collection that one of the biggest needs at Beal City Elementary was in the core area of Mathematics. Beal City Elementary is participating in professional development through the Gratiot-Isabella RESD to increase student achievement in the area of mathematics. GIRESD has worked with our staff to customize the program that fits the unique needs of our students. Our teachers meet with GIRESD staff regularly that provide coaching and guidance to implement the program. The GIRESD's coaches are partnering with our teachers to develop effective instructional strategies that will be used within the classroom. The coaches have been successful in keeping teachers as well as students engaged and motivated. The coach is scheduled to meet with teachers 10 times within one school year to implement sustained changes that are carried out with fidelity. These coaches meet with teachers on a regular basis and provide modeling of the new methods and offer suggestions for improvement. These coaches specialize in collecting data and adjusting instruction to ensure student growth.

At Beal City Elementary, we believe that professional development should occur over time and is best done through coaches and mentors. Therefore, Beal City Elementary has developed several learning committees to achieve and sustain the highest levels of student achievement, collaboration, and parent involvement. We believe these committees will develop a community that will help teachers serve as coaches for each other. Our ESIT oversees all other committees. ESIT develops best teaching strategies through such things as book studies and online webinars. These strategies are then discussed and implemented during staff meetings and grade level collaboration meetings. To ensure these strategies are implemented, the administrator collects lesson plans and does classroom walk throughs/observations.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Parents, pupil services personnel, and other staff are provided with additional opportunities each year. These opportunities are primarily related to intervention strategies to be used with eligible students and assessment of these students.

Other forms of training are held during;

- Title I Parent Meetings where parents have the opportunity to learn strategies to help their child academically.
- Parent-Teacher Conferences where parent learn strategies to help their child academically.
- Open House Before School Begins
- Kindergarten Registration where parents are give tools and strategies to help prepare their child for kindergarten.

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- CAFE Parent Nights where parent learn strategies to help their child academically
- Newsletters which include tips and tools to help parents prepare their child for school and learning
- School Website which include tips and tools to help parents prepare their child for school and learning
- Parent Advisory Committee (PAC) meetings where individualized Q&A is done
- Parent Pipeline Newsletter, sent home monthly

Teachers and support staff also receive other types of ongoing and sustained professional development that our staff received such as;

- Illuminate data warehouse training which is a data storage online platform to store and disseminate student scores and data.
- NWEA data analysis training where staff learn how to read and use the data results.
- Rtl training which is continual training on how to implement and adjust reading and math strategies.
- CAFE strategies training which is continual training on how to use and adjust CAFE reading strategies.
- Accelerated Reading (AR) programs.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Professional Development Plan in developed through our ESIT using our SIP.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Beal City Elementary will ensure the involvement of parents in planning and reviewing the Targeted Assisted Title I program by:

- Reviewing the School Parent Involvement Policy at Kindergarten Registration
- Posting the Parent Involvement Policy for parents to review during Parent Teacher Conferences as well as posted on the schools webpage
- School parent compact posted on the school webpage and in the student/parent handbook
- Reviewing and distributing School Parent Compacts during parent teacher conferences for all parents
- Expanding all communication with parents including but not limited to school newsletters, classroom newsletters, district publications and the Beal City Public Schools Website

Parents are invited to an annual Title I meeting during the first marking period. This meeting offers information on the definition of title I services, adequate yearly progress, services provided through Title I, and parent involvement. During this meeting, parents will understand what adequate yearly progress means and how they can become more actively involved in their child's education. Parents will also understand what services and intervention classes will be offered. Further, they will understand where their child is academically and how the school is providing services to promote academic success. Parents will also be aware of how they can become more actively involved in their child's progress, how they can have a voice for their child, be a part of the decision making process, and evaluate programs and services offered at Beal City Elementary. When this meeting is complete, parents are asked to complete a survey. The survey includes what services the parent would like to continue, what they would like to see happen that we are not doing, and any items they would like us not to continue.

Throughout the year, parents play an active role during Student Study Team (SST) meetings and help to determine needed programs and services for their child. Student Study Team (SST) meetings can be held as much as once per month. These meetings are conducted providing provisions for flexible scheduling as well as any assistance parents may need to better ensure their attendance. Many opportunities are present for parental input and decision making about the program and services that are offered at Beal City Elementary. Parental contact is made through written and oral communication in deciding when these meetings will be held. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Parents are encouraged to value attendance and to please contact their child's teacher or the principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be.

Parent Teacher Conferences are held twice per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are provided with log on access to teacher's grade books and receive regular progress reports along with quarterly report cards. Information is provided through the School website.

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before school begins and works with its PTA to support such activities as: Daddy daughter dance, mom son bowling night, school carnival, and family movie night. Beal City Elementary collects feedback through parent surveys that are located on the Schools webpage.

At the end of the year, parents are invited to a final Parent Advisory Committee (PAC) meeting to help revise the school parent compact. This meeting is offered at two different times; once during school hours, and once in the evening. Changes made to the school parent compact are based on consensus. Parent involvement policy is explained, discussed, and modified at this meeting.

Committees that parents are encouraged to join and/or attend:

- A. Parent Advisory Committee (PAC) input (twice yearly)
- B. Parent Title I survey results (Spring)
- C. Elementary School Improvement Team input (Monthly)
- D. District School Improvement Team input (Monthly)
- E. Parent Teacher Association/PTA (Monthly)

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Beal City Elementary School has an open door policy for parents and the community with both administration and the staff. Parents are encouraged to participate in the following activities:

- Parent Teacher Conferences
- Parent Teacher Association (PTA)
- Room Volunteer Parents
- Room Observations by parents
- Chaperones for field Trips
- Open House
- Foster Grandparent Program
- PTA Family Picnic
- Popcorn Fridays
- Halloween parade
- End of the year celebration
- Assessment completion celebration
- Assessment Collection

In order to build greater capacity for our parents, the school has offered Title I parent meetings to allow parents to better understand what their students are expected to learn; as well as strategies to support learning at home. Parents are also involved in all follow-up Student Study Team (SST) meetings that happen once per month. Parents help to develop the monthly meetings and what times best meet their needs. Beal City offers meetings during and after school. Communication regarding these meetings is done in writing as well as oral communication through telephone contacts.

Parent teacher conferences are held twice per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

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- Expectations and curriculum
- Assessments including data and what they mean
- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTA opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Accurate and timely progress is reported to parents on an ongoing basis to keep parents informed of their child's progress. Parents are encouraged to value attendance and to contact their child's teacher or the principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

Parents are also provided with a complete description of the program that will be used to help their child in a focused area. The intervention classes are explained with full detail, including where their child is currently at and what progress we are expecting. After a complete description and explanation of the intervention that will be used, progress monitoring is explained to the parents. The details with complete explanation of how their child will be assessed, what the assessment looks like, and what proficiency levels students are expected to reach.

Throughout the year, parents play an active role during Student Study Team (SST) meetings and help to determine needed programs and services for their child. They are asked to be active participants in their child's plan and progress. At these meetings, parents have the opportunity to voice their opinion on the satisfactory of the intervention being planned. SST meetings can be held as much as once per month. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Beal City Elementary encourages parents to regularly volunteer in the building within the classroom. Flyers are also sent home at parent teacher conferences on how to become involved. Beal City holds an annual open house before school begins and works with the parent teacher organization to support such activities as: Daddy daughter dance, mom son bowling night, winter carnival, and family movie night. Beal City collects feedback through parent surveys that are located on the Beal City webpage.

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Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Program evaluation is accomplished in various ways. A parent survey is offered to all families giving feedback on curriculum, instruction, parent involvement, program planning, communication, etc. In addition, Parent Advisory Committee (PAC) meetings, students progress updates and parent involvement on the Elementary School Improvement Team (ESIT) have enabled our school to get additional feedback from stakeholders.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

To provide information and assistance to parents regarding the state and local academic standards and assessments, Beal City Elementary School provides the following:

- Parent teacher conferences (twice per year-additional conferences by request of parents or teachers)
- Parent copy of academic expectations
- Local assessment information (NWEA, district common assessments - shared at conferences)
- Student Study Team (SST) meetings
- Students receiving additional assistance will be progress monitored monthly -information shared with parents
- Reading and Math specialist available at conferences to provide information and answer questions
- Open House in the fall
- Kindergarten Registration Parent Meeting in the spring

Beal City Elementary offers Title I parent meetings, an open house, parent teacher conferences, and classroom data reviews. Parents are encouraged to attend the Title I parent meeting to understand the offerings under Title I, to become an active member in their child's education, and to provide Beal City Elementary with feedback on how we can improve. Staff are becoming better educated at effectively working with, communicating with, and encouraging parents of Title I students by providing in-class data reviews in which parents learn about the academic performance and progress of their child and specific strategies that they can work on at home. Parents and teachers have rich discussions regarding the different intervention programs offered including the specific area their child's intervention will focus on. Teachers provide detailed descriptions of how the assessments are collected and how they are used to guide instruction for their student. Progress monitoring is also thoroughly explained informing parents that their child will be reassessed every two weeks and progress will be charted and provided to them monthly. Other areas of discussion including: how a student can exit the program, what parents can do at home (including resources they may use to help their child), and how parents can become actively involved.

Parent teacher conferences are held twice per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

- Expectations and curriculum
- Assessments including data and what they mean

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- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTA opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Accurate and timely progress is reported to parents on an ongoing basis to keep parents informed of their child's progress. Parents are encouraged to value attendance and to contact their child's teacher or the principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

Throughout the year, parents play an active role during Student Assistance Team meetings and help to determine needed programs and services for their child. Student Study Team (SST) meetings can be held as much as once per month. These meetings are conducted providing provisions for flexible scheduling as well as any assistance parents may need to better ensure their attendance. Many opportunities are present for parental input and decision making about the program and services that are offered at Beal City Elementary. Parental contact is made through written and oral communication in deciding when these meetings will be held. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

All parents participate in a home language survey when they register their child to attend Beal City Elementary. Plans are in place should the need arise for bilingual instruction. Although currently Beal City Elementary does not have any issue with parents having limited English proficiency, we have a group of parents who would like to volunteer their services to help communicate with other parents.

Instructional and Non-instructional staff is provided training to help build and support parent involvement on an ongoing basis. These training's are formed around needs that have been identified through parent and staff perception surveys. Over the past 2 years we have focused our training on our staff understanding and being able to relate to the changing socio-economic demographics of our families. We have focused that training around "Understanding Poverty" training's and workshop's by Dr. Ruby Payne. We began with a full 2 hour "Understanding Poverty" workshop presentation, that it has been followed up with various articles and staff discussions at staff meetings throughout the school year. We review the "Hidden Rules" and communication strategies of the various socio-economic levels at staff professional development meetings prior to known engagements with parents (i.e. P/T Conferences, Back to School, etc.).

5. Describe how the parent involvement activities are evaluated.

Parental involvement is evaluated through feedback at meetings, parent and staff surveys, and during parent teacher conferences. A parent survey is on the Beal City webpage and surveys are sent to staff members via email using ASSIT. These surveys are for families, school staff, and community members and are intended to determine participation in and satisfaction with family involvement activities. A survey is also given to all parents after our annual Title I meeting. This data is compiled and reviewed during Beal City ESIT meetings and at PTA meetings.

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Other evaluations that are considered are parent interviews and sign-in sheets for parent volunteers.

Beal City Elementary School will provide timely information through:

- Kindergarten Registration
- Annual Fall Open House
- Parent Teacher Conferences
- School/classroom/district newsletters
- Progress Reports
- Progress Monitoring reports
- Report Cards
- Schools webpage - Policy including school parent compact
- Weekly take home folders
- Elementary Student/Parent Handbook

Beal City Elementary School will provide parents an opportunity to interact with their children's school by:

- Discussion at PTO meetings regarding Title I services
- Parent survey located on Beal City Schools webpage
- Parent survey given at Title I annual meeting
- Parent teacher conferences
- Verbal via telephone
- Written correspondence via email
- Participation in student Study Team (SST) meetings
- Participation in Positive Behavioral Interventions and Supports

Beal City Elementary will develop a School parent compact:

- Developed with the Parent Teacher Association and reviewed annually
- Compact is given and review at parent teacher conferences held in November

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

The School parent compact was developed through the collaboration of stakeholders including the PTA and the ESIT. This plan was developed by past administration and is being revisited with collaboration between the PTA and the ESIT. The compact is discussed at parent teacher conferences as a means to promote individual student achievement. The plans for developing the compact: Beal City Elementary will begin the meeting with all stakeholders by introducing the reason for the school parent compact. All stakeholders will understand the following:

- The compact is a written agreement between parents and teachers that will clarify what families and the school can do to help students reach high academic standards.
- The compact will be a reminder of the responsibilities of the school and the responsibilities at home so students can learn what is require of them.

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- The compact is a written commitment to share in the responsibilities for student learning; stakeholders include parents, teachers, students, principal, and concerned community members to share in the responsibilities.
- The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities of each stakeholder.

Beal City Elementary will develop a School parent compact:

- Developed with the Parent Teacher Association and reviewed annually. The revisions are made after parent surveys, parent teacher conferences, and parent suggestions found in the suggestion box.
- Compact is given and reviewed at parent teacher conferences held in November

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	See Attached Compact	

8. How does the school provide individual student academic assessment results in a language parents can understand?

All communication is done in a parent friendly manner and assurances are in place to allow parents to ask questions. At this time there is not a need for any other language than English as indicated by the home language survey; however, should a need develop, appropriate resources will be utilized to make certain that any data is available in a language the parents can understand.

Parent teacher conferences are held twice per year along with continuous parental contact through phone calls, emails, and weekly newsletters. Parents are encouraged to become actively involved in the learning process and are invited to volunteer and participate on such committees like the Positive Behavior Interventions and Supports committee (PBIS). During these conferences, teachers have a set agenda to ensure that all items are covered. Teachers cover the following:

- Expectations and curriculum
- Assessments including data and what they mean
- Proficiency levels and their child's level
- Items they can help with at home including resource packets
- School parent compact
- PTA opportunities
- School involvement including being a part of the PBIS team
- Any current community opportunities

Parents are provided with written communication explaining exactly what intervention class their child has been placed in for extended help and what area will be their primary focus. This letter explains the name of the program along with a written description of the area their child needs services in such as phoneme awareness or developing fluency for an example. An explanation of progress monitoring is provided along with the skills they are working on to reach academic success. Accurate and timely progress is reported to parents on an ongoing basis to keep parents informed of their child's progress. Parents are encouraged to value attendance and to contact their child's teacher or the principal if they have any questions regarding the services being provided. Parents are also provided with data sheets that explain their child's progress in terms of where they are currently at and where they need to be (these sheets include graphs that are parent friendly).

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Parents are also provided with a complete description of the program that will be used to help their child in a focused area. The intervention classes are explained with full detail, including where their child is currently at and what progress we are expecting. After a complete description and explanation of the intervention that will be used, progress monitoring is explained to the parents. The details with complete explanation of how their child will be assessed, what the assessment looks like, and what proficiency levels students are expected to reach.

Beal City Elementary staff shares individual student academic assessment results with parents during parent teacher conferences and during Student Study Team (SST) meetings. The parents are provided with an oral and written explanation that includes the data along with graphs that help explain exactly where their student is academically, where they need to be, and how we are working on getting the student assistance in a focused area. Teachers explain the assessment process for the entire building that includes being assessed using DRA2, NWEA, and district common assessments. Parents are made aware of the process for which teachers determine Title I eligibility along with a complete description of progress monitoring and exiting a Title I program. Parents receive a complete explanation of what intervention their child will receive along with expectations for improvement.

Throughout the year, parents play an active role during Student Study Team (SST) meetings and help to determine needed programs and services for their child. They are asked to be active participants in their child's plan and progress. At these meetings, parents have the opportunity to voice their opinion on the satisfactory of the intervention being planned. Student Study Team (SST) meetings can be held as much as once per month. During these meetings, parents are taught intervention strategies to help their student at home. Also during these meetings, plans are developed and are implemented to help each student be successful with individual needs, academically and behaviorally.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	See Attached Parent Involvement Plan	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is used to ensure as much parental participation as possible. During parent teacher conferences, parents are given another copy of the school parent compact. It appears as an item on the parent teacher agenda and teachers briefly go through it with them. If parents have any questions, they may ask the teachers or the administrator. If parents are not able to physically attend a meeting, teachers use other communication methods to conference with parents including phone calls, emails, and letters.

The school parent compact is also posted in each classroom in the Beal City Elementary School along with being posted on the Beal City Public Schools Webpage. The school parent compact is discussed at parent teach conferences which encourages parents to attend the PTA meetings. The compact is discussed at parent teacher conferences as a means to promote individual student achievement.

The plans for developing the compact:

Beal City Elementary will begin the meeting with all stakeholders by introducing the reason for the school parent compact. All stakeholders will understand the following:

- The compact is a written agreement between parents and teachers that will clarify what families and the school can do to help students reach high academic standards.

- The compact will be a reminder of the responsibilities of the school and the responsibilities at home

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so students can learn what is required of them.

- The compact is a written commitment to share in the responsibilities for student learning; stakeholders include parents, teachers, students, principal, and concerned community members to share in the responsibilities.
- The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities of each stakeholder.

Beal City Elementary will develop a School parent compact:

- Developed with the Parent Teacher Association and reviewed annually. The revisions are made after parent surveys, parent teacher conferences, and parent suggestions found in the suggestion box.
- Compact is given and reviewed at parent teacher conferences held in November

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Coordination among the programs has occurred to allow resources to be tied together to meet the needs of students. The ESIT makes certain that an alignment between programs exist and students who are eligible receive appropriate services. The decisions made at this level are shared monthly with district administrative teams and the board of education. Title I services in reading and math are provided to students after they have been identified as failing or at risk of failing through DRA2, NWEA, and local common assessments. These students are then placed into an appropriate intervention class that is in addition to the core curriculum. All students that are not at grade level receive the Title I services. In addition, Beal City Elementary participates in the Bully Prevention: In Positive Behavior Support. "The program gives students tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct." Beal City has established Positive Behavior Interventions and Supports (PBIS) throughout the building. Beal City's PBIS team meets monthly to make sure support is taking place and students' needs are being met. Parents and the Principal also meet to discuss the transition and any concerns parents may have before school begins.

Beal City also works with the Isabella County Commission On Aging who organize the Foster Grandparent program with area schools. We have 7 foster grandparents that work in our K-3 grade classrooms 4 days a week for 5 hours a day.

Beal City has a strong parent/community support network. Volunteers come into the School daily to work with students that need additional and one-on-one attention. There are over 20 volunteers that come into the school and assist in the classroom on a regular basis.

The local Lions Club works with Beal City schools on an annual basis. They provide vision screening to all students, and assist those who have vision needs and are not able to pay for it. The Lions Club also works with classrooms to provide books and educational materials for classrooms.

Beal City Elementary works with the Community Compassion Network in organizing and providing breakfasts, lunches, and snacks through the Nutrition Club. This program provides these meals to At-Risk students on a bi-weekly basis. The organization also coordinates the local food-mobile to provide additional food to families that are in need.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our plan shows coordination and integration of Federal, State, and local programs by utilizing and incorporating programs such as Nutrition Club (Community Compassion Network), Foster Grandparent Program (Isabella Commission on Aging), Sandbrooke Learning Center (Pre-School) as well as other local pre-schools, highly qualified food director who leads our breakfast and lunch programs and monitors our free and reduced food students, and the Youth Assistance Program (Michigan State Police). We incorporate programs presented by our school counselor, along with following the McKinny-Vento guidelines. The district scheduled monthly administrative meetings with all department administrators/directors to coordinate all Federal, State, and local programs and educational services offered by the district.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Progress of participating students is reviewed bi-monthly as well as three times per school year using universal screenings. Students who have been identified as failing or at risk of failing are placed into an appropriate intervention class. These classes are offered during the regular school day and encompasses all four core subject areas: Mathematics, Reading, Science, and Social Studies. Beal City Elementary uses progress monitoring to assess student progress in the areas that were identified as being at-risk for failure. Students in these classes are progress monitored monthly to determine if students are benefiting from the intervention program. The Title I teacher uses these measurements to gauge teaching and to adjust teaching strategies and instruction. The interpretation of this data is vital when determining student progress and effective instructional practices. If the student achieves benchmark during progress monitoring, they are then flagged for the potential of exiting the program. Discussion regarding exiting the program takes place between the Title I teacher, the general education teacher, and the principal. The student then must be assessed one more times and if benchmark is achieved, discussion takes place between all stakeholders, including parents, with the potential for exiting the program. If after 8 weeks a student is not making adequate progress within the intervention class, a meeting is held and considerations for a different intervention are discussed.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

After assessments have been completed and/or progress has been monitored, teams collaborate together to discuss results and plan the instruction that should take place to best meet the needs of individual students. In addition, teams collaborate and discuss best practices, as this is an on-going process. It does not occur only with assessments or progress monitoring, but is an expected practice in a professional learning community.

Every year, the ESIT looks at the data and determines whether the intervention class is having adequate results. Adjustments are made to classes using data collected for the year. Teachers and paraprofessionals are sent to the RESD for training in intervention classes such as Leveled Literacy Intervention (LLI). Grade level collaboration meetings discuss data collected from these intervention classes and adjustments are made accordingly.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Classroom teachers have received training in interpreting DRA2 data. Teachers also receive training from the Title I teacher on assessment and learning strategies, monthly. They use data from classroom assessments and other District assessments (NWEA). Using this data along with anecdotal evidence collected from classroom observations, teachers can request a meeting with the Student Study Team (SST). Numerous professional development opportunities have been provided to teachers to best select achievement standards for students. Training is continually provided and ongoing to all staff through strategies such as Teach Like A Champion, CAFE, Rtl, Leveled Literacy Intervention (LLI), etc.

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These PD opportunities take place at staff meetings(1/month), grade level collaboration meetings (1/month), Professional development days (4/year), and RESD provided PD days (as scheduled and needed).

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The program was evaluated through the evaluation process of the Parent Advisory Committee (PAC) and Elementary School Improvement Team (ESIT).

Building level leaders and SIP teams are used the state and or district recommended evaluation tool. This gives detailed evidence of stakeholder involvement.

- Using a state approved SIP process and Evaluation process for the following:

- Annually review building level CNA

- Review and update SIP- determine new goals

- Evaluate Title I Programs (Programs and staff); Parent Involvement; SIP Goals for their effectiveness.

- MDE Program Evaluation Tool

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

Results were reviewed by the Parent Advisory Committee, District School Improvement Team (DSIT) and Elementary School Improvement Team (ESIT). This past year, we have used the Program Evaluation Tool in ASSIT to complete this evaluation.

Due to MEAP no longer existing and the baseline data received 7 months after the M-STEP assessment was given, the State's annual assessment results were not valid indicators of academic student achievement.

We strive for 95% of our students to be at grade level by the end of the school year (DRA2, NWEA, classroom assessments). Using the MDE evaluation tool and the 5% threshold, we determine the overall effectiveness of the Title I program and building literacy/math program.

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

The programs was evaluated by reviewing pre and post test results of assessments to see growth of students.

Those results were reviewed by the Parent Advisory Committee, District School Improvement Team (DSIT) and Elementary School Improvement Team (ESIT). This past year, we have used the Program Evaluation Tool in ASSIT to complete this evaluation.

Due to MEAP no longer existing and the baseline data received 7 months after the M-STEP assessment was given, the State's annual assessment results were not valid indicators of academic student achievement.

We strive for 95% of our students to be at grade level by the end of the school year (DRA2, NWEA, classroom assessments). Using the
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MDE evaluation tool and the 5% threshold, we determine the overall effectiveness of the Title I program and building literacy/math program.

4. Describe the process that 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.

Elementary School Improvement Team (ESIT), District School Improvement Team (DSIT), and Parent Advisory Committee (PAC) discussed student growth data and determined the course of intervention needed. We used the Title I Handbook to outline and guide our Title I program policies, procedures and plan to review and revise our Title I plan. We coordinated our efforts with administration, classroom teachers, Title I staff, school psychologist, school social worker (if needed), paraprofessionals, and parental involvement. Progress monitoring and the MDE evaluation tool was essential in this progress.

2016-17 Elementary School Improvement Plan

Overview

Plan Name

2016-17 Elementary School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students attending Beal City Mayes Elementary will become career and college ready in mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$160
2	All students attending Beal City Mayes Elementary will become career and college ready readers	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$149137
3	All students attending Beal City Mayes Elementary will become career and college ready in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$560

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

Measurable Objective 1:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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.

Category:

Research Cited: Test

Tier:

Activity - Math - Small Group Instruction	Activity Type	Tier	Phase	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	Tier 2	Getting Ready	09/01/2016	06/30/2018	\$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 Singapore Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Training Elementary teachers in the use of Math In Focus and the Singapore Math strategies	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2019	\$160	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.
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Activity - Math - Para-professional Training of Signapore Math	Activity Type	Tier	Phase	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			08/01/2016	06/30/2018	\$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 - Developing Early Number Sense - Math Grades K-4	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to use 10 Frame math strategies to help young children develop number sense.	Professional Learning	Tier 2	Implement	09/01/2016	06/30/2019	\$0	General Fund	Building Principal and K-4 classroom teachers

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Activity - Middle School Math PLC Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5-8 grade math teachers will attend this workshop focused on learning and implementing researched based instructional strategies.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/01/2016	09/29/2018	\$0	General Fund	Building Principal and 5-6 Math teacher.

Activity - Math In Focus Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present information to parents on Math In Focus strategies and supports to assist their children with the math curriculum.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$0	General Fund	Building Principal, classroom teachers

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

Measurable Objective 1:

74% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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.

Category:

Research Cited: test

Tier:

Activity - AR Online Assessments for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beal City Elementary School

Students will participate in online programs to accelerate reading achievement and promote reading interest. Teachers will use this data to guide instruction.	Supplemental Materials	Tier 1	Monitor	09/01/2016	06/30/2019	\$4000	General Fund	Building principal and Technology Director
Activity - Implementing Technology into Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title staff and classroom teachers will use on-line teaching tools to support differentiated instruction and support at-home learning. Raz-Kids, Reading A-Z, NWEA, Khan Academy, STAR Reading.	Technology	Tier 1	Monitor	09/01/2016	06/29/2019	\$220	General Fund	Title I teacher, classroom teachers
Activity - Small Group Instruction	Activity Type	Tier	Phase	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	Tier 2	Monitor	09/01/2016	06/30/2019	\$135180	Title II Part A, General Fund, Title I Part A	Superintendent
Activity - DRA2 Assessment	Activity Type	Tier	Phase	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.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2019	\$1917	General Fund	Title I teacher and classroom teachers
Activity - CAFE parent night	Activity Type	Tier	Phase	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	Tier 1	Monitor	09/01/2016	06/30/2019	\$100	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.

Category:

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

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Supervision and Curriculum Development.

Tier:

Activity - Leadership Network	Activity Type	Tier	Phase	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	Tier 1	Monitor	09/01/2016	06/01/2019	\$75	General Fund	Building Principal

Activity - Leadership Training for Administrators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district leaders will attend the MASSP/MEMSPA Conference	Professional Learning	Tier 1	Monitor	09/01/2016	06/29/2019	\$1600	General Fund, General Fund	Building Principal

Activity - New Teacher Training	Activity Type	Tier	Phase	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	Tier 1	Implement	09/01/2016	06/01/2019	\$105	General Fund	-Building principal will register new teachers -New teachers will attend

Activity - School Improvement Planning	Activity Type	Tier	Phase	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.	Teacher Collaboration, Curriculum Development, Policy and Process	Tier 1		09/01/2016	06/30/2019	\$300	General Fund	Building Principal and School Improvement Team

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

Beal City Elementary School

Provide Crisis Prevention Intervention (CPI) training to all staff members.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2019	\$100	General Fund	Building Principal
Activity - START Intensive Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An IEP Team will attend START training sessions, which focus on training and technical assistance for an individual ASD student.	Professional Learning	Tier 1	Monitor	09/01/2016	06/01/2019	\$1440	General Fund	Building Principal, ASD student's IEP Team
Activity - Early Literacy Coaches Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly learning sessions for the GIRESD Early Literacy Coaches.	Professional Learning	Tier 1	Implement	08/01/2016	06/30/2018	\$0	General Fund	Building Literacy Leader - Title I teacher
Activity - Building-wide Collaboration	Activity Type	Tier	Phase	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	Tier 1	Monitor	09/01/2016	06/30/2019	\$1200	General Fund	Building Principal and ESIT
Activity - MTSS Regional PD - Tiers without Tears	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend November Region-wide PD conferences and/or workshops that improve knowledge of core content areas.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2019	\$300	General Fund	Grade level teachers for registration, building principal for monitoring, and ESIT for evaluation of training
Activity - ESIT Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESIT meetings held monthly after school - 5 teachers.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/30/2019	\$2000	General Fund	Building Principal

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Activity - NWEA Data to Guide Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to analyze NWEA data to make data based decisions.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$400	General Fund	Building Principal and ESIT
Activity - Journey's ELA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in the Journey's ELA curriculum	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	\$0	General Fund	Building Principal
Activity - NWEA Administrative Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshop using NWEA data to promote change through the use of data analysis	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	\$200	General Fund	Building Principal

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

Measurable Objective 1:

16% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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).

Category:

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

Tier:

Activity - Next Gen Science Exemplar System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 face to face or strictly online.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/01/2019	\$560	General Fund	Building Principal, science teachers
Activity - Investigate Science Curriculum and materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin the process of looking at new K-6 science curriculum	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/30/2019	\$0	General Fund	Building Principal and ESIT

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 2	Monitor	09/01/2016	06/30/2019	\$63669	Superintendent

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Regional PD - Tiers without Tears	Teachers will attend November Region-wide PD conferences and/or workshops that improve knowledge of core content areas.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2019	\$300	Grade level teachers for registration, building principal for monitoring, and ESIT for evaluation of training
Developing Early Number Sense - Math Grades K-4	Teachers will learn to use 10 Frame math strategies to help young children develop number sense.	Professional Learning	Tier 2	Implement	09/01/2016	06/30/2019	\$0	Building Principal and K-4 classroom teachers
School Improvement Planning	Leadership teams will begin assessing building process profiles using the 40/90 indicators provided by MDE.	Teacher Collaboration, Curriculum Development, Policy and Process	Tier 1		09/01/2016	06/30/2019	\$300	Building Principal and School Improvement Team

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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	Tier 2	Monitor	09/01/2016	06/30/2019	\$52015	Superintendent
Next Gen Science Exemplar System	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 face-to-face or strictly online.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/01/2019	\$560	Building Principal, science teachers
Journey's ELA Training	All staff will be trained in the Journey's ELA curriculum	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2017	\$0	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	Tier 1	Implement	09/01/2016	06/01/2019	\$105	-Building principal will register new teachers -New teachers will attend
Investigate Science Curriculum and materials	Begin the process of looking at new K-6 science curriculum	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/30/2019	\$0	Building Principal and ESIT
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	Tier 1	Monitor	09/01/2016	06/01/2019	\$75	Building Principal
AR 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.	Supplemental Materials	Tier 1	Monitor	09/01/2016	06/30/2019	\$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	Tier 1	Monitor	09/01/2016	06/30/2019	\$1200	Building Principal and ESIT

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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.	Professiona I Learning			08/01/2016	06/30/2018	\$0	Building principal for identifying para-professionals to be trained, and scheduling remediation times. Classroom teachers for identifying students that need assistance.
Implementing Technology into Instruction	Title staff and classroom teachers will use on-line teaching tools to support differentiated instruction and support at-home learning. Raz-Kids, Reading A-Z, NWEA, Khan Academy, STAR Reading.	Technology	Tier 1	Monitor	09/01/2016	06/29/2019	\$220	Title I teacher, classroom teachers
NWEA Data to Guide Instruction	Teachers will learn to analyze NWEA data to make data based decisions.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$400	Building Principal and ESIT
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	Tier 2	Getting Ready	09/01/2016	06/30/2018	\$0	- Principal and school improvement team will create a schedule that assigns paraprofessionals/Title I staff to students based on needs identified
DRA2 Assessment	Staff members will conduct DRA2 Assessments and use data collected to inform instruction and decision making in the classroom.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/30/2019	\$1917	Title I teacher and classroom teachers
Early Literacy Coaches Network	Monthly learning sessions for the GIRESD Early Literacy Coaches.	Professiona I Learning	Tier 1	Implement	08/01/2016	06/30/2018	\$0	Building Literacy Leader - Title I teacher

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Math In Focus Parent Night	Staff will present information to parents on Math In Focus strategies and supports to assist their children with the math curriculum.	Academic Support Program	Tier 1	Implement	09/01/2016	06/30/2019	\$0	Building Principal, classroom teachers
Math - Developing a Common Mathematical Foundation: Based on the principle's and strategies of Signapore Math	Training Elementary teachers in the use of Math In Focus and the Singapore Math strategies	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2019	\$160	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.
NWEA Administrative Workshop	Workshop using NWEA data to promote change through the use of data analysis	Professional Learning	Tier 1	Implement	09/01/2016	06/01/2019	\$200	Building Principal
Leadership Training for Administrators	School and district leaders will attend the MASSP/MEMSPA Conference	Professional Learning	Tier 1	Monitor	09/01/2016	06/29/2019	\$800	Building Principal
Leadership Training for Administrators	School and district leaders will attend the MASSP/MEMSPA Conference	Professional Learning	Tier 1	Monitor	09/01/2016	06/29/2019	\$800	Building Principal
ESIT Meetings	ESIT meetings held monthly after school - 5 teachers.	Teacher Collaboration	Tier 1	Implement	09/01/2016	06/30/2019	\$2000	Building Principal
CPI Instruction	Provide Crisis Prevention Intervention (CPI) training to all staff members.	Professional Learning	Tier 1	Implement	09/01/2016	06/30/2019	\$100	Building Principal
Middle School Math PLC Project	5-8 grade math teachers will attend this workshop focused on learning and implementing researched based instructional strategies.	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Getting Ready	09/01/2016	09/29/2018	\$0	Building Principal and 5-6 Math teacher.
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	Tier 1	Monitor	09/01/2016	06/30/2019	\$100	Building Principal, classroom teachers, PTA

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START Intensive Training	An IEP Team will attend START training sessions, which focus on training and technical assistance for an individual ASD student.	Professional Learning	Tier 1	Monitor	09/01/2016	06/01/2019	\$1440	Building Principal, ASD student's IEP Team
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	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	Tier 2	Monitor	09/01/2016	06/30/2019	\$19496	Superintendent