



School Improvement Plan

Beechview Elementary School

Farmington Public School District

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted over a period of one year, led by our School Improvement Team. The team consisted of upper and lower elementary teachers, support staff, our administrator, and parents. Beechview met the requirements to be designated a Focus School in the Fall of 2012. Due to this designation we decided to apply for School-Wide Title status. Our application was approved and during the 2013-2014 school year we received the School-Wide Title Designation. Having this designation has afforded our school community the flexibility to creatively utilize all of our resources to provide a variety of support services to meet our students' learning needs during the school year. Our team examined multiple sources of data: Student achievement, program/process, demographic and perception data. Throughout the process, our School Improvement Team provided continuous, on-going communication to Beechview staff members to keep them informed of our progress at staff meetings, professional development sessions, and professional learning team meetings; as well as through written communications. Parents were kept informed of the progress at PTA meetings and through written communications. Following a detailed analysis of all sources of data, the team reviewed current goals in math, reading and writing. These goals were updated in each subject/content area. Objectives were based on our current academic standings on standardized assessments in an effort to close all achievement gaps currently evident and also support all students in making adequate yearly progress according to our Common Core State Standards. Strategies and activities were selected to align with the goals and objectives in our revised plan. Our staff researched best practices in order to select those that would best address the identified needs of our students.

Data examined included:

Student Achievement - Fountas and Pinnell Benchmark Assessment, NWEA, Report Cards, Progress Reports (Special Education, Behavior Plan), Summative and Formative Assessments, and District Assessments. An item analysis was conducted to help us determine weaknesses in content standards.

Program / Process - Our School Data Profile and Self Assessment.

Demographic - Enrollment trends over a five year span were reviewed, including subgroup analysis of enrollment, mobility and attendance.

Perception - Kindergarten through 5th grade students, staff, and parent perception data regarding instruction, student learning, school climate and student relationships was collected through surveys last year. Feedback was also solicited from teachers, staff, and parents through staff and parent surveys.

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

DEMOGRAPHIC DATA

Beechview Elementary School serves approximately 300 students in grades K-5 for the 2017-2018 school year.

Our ethnic population consists of African - American (32%); Asian or Pacific Islander (6%); Hispanic (2%); Caucasian (52%). We host the Newcomer Program for the district affording students who are new to the country, and zero-English, to be part of a general education classroom for one year, with language acquisition support. Beechview consists of 18 General Education Teachers, 1 Resource Room Teacher, 3 Elementary Specialists for P.E., Art and Music. Other Instructional Support staff include: a Principal, a Media Aide, Social Worker.

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Psychologist, Occupational Therapist, and a Speech/Language Therapist, a Secretary, an Office Clerk, a Literacy Para- Professional, 3 Bilingual Paraprofessionals, 2 Title Interventionists, 2 Custodians and 5 Lunch teachers/Noon Supervisors. Our class sizes average 19-25 in lower elementary and 25-27 in upper elementary grades.

STUDENT ACHIEVEMENT DATA -

Our 2017-2018 State Assessment is M-Step. Students in grades 3, 4 and 5 took this assessment in Spring of 2018. Our School Improvement Team will analyze this end of year data in the Fall of 2018.

First Grade

ELA -

Average (50th%) ROI of 112% with the Fall 2017 and Winter 2018 above the expected level..

Above Average (90th%) ROI of 61% were above the level in the Fall 2017 and Winter 2018.

Caucasian - Above the expected levels for Fall 2017 and Winter 2018.

Females - Above the expected levels for Fall 2017 and Winter 2018.

Second Grade

ELA-

Average (50th%) ROI of 89% Above the expected level for Winter 2018.

Above Average (90th%) ROI of 109% Above the expected level Winter 2018.

African American - ROI of 85% Above the expected level for Winter 2018.

Caucasian - ROI of 59% Above the expected level for Winter 2018.

Male - ROI of 81% Above the expected level for Winter 2018.

Female - ROI of 45% Below the expected level for Winter 2018.

Third Grade -

ELA

Average (50th%) ROI of 69% Above the expected level for Fall 2017 and Winter 2018.

Above Average (90th%) ROI of 96% Above the expected level for Fall 2017 and Winter 2018.

Caucasian - Above the expected level for Fall 2017 and Winter 2018.

Male - ROI of 84% Above the expected level for Fall 2017.

Female - ROI of 66% Above the expected level for Fall 2017 and Winter 2018.

Fourth Grade

ELA

Average (50th%) Above the expected level for Fall 2017 and Winter 2018.

Above Average (90th%) ROI of 127% Above expected level for Fall 2017 and Winter 2018.

African American - Above expected level for Fall 2017 and Winter 2018.

Caucasian - ROI of 90% Above expected level for Fall 2017 and Winter 2018.

Male - ROI of 5% Below expected level for Fall 2017 and Winter 2018.

Female - Above expected level for Fall 2017 and Winter 2018.

Fifth Grade

ELA

Average (50th%) Above the expected level for Fall 2017 and Winter 2018.

Above Average (90th%) ROI of 13% Below expected level for Fall 2017 and Winter 2018.

African American - Above expected level for Fall 2017 and Winter 2018.

Caucasian - ROI of 104% Above expected level for Fall 2017 and Winter 2018.

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Male - ROI of 119% Above expected level for Fall 2017 and Winter 2018.

Female - Above expected level for Fall 2017 and Winter 2018.

Based on our data analysis, our Reading Committee determined that we should include the following into our 2017-2018 school year.

- Implementation of Reader's Workshop with fidelity
- Direct instruction in "about the text" comprehension strategies
- PIG and WIG goals focused specifically on Literacy
- Intentional Intervention Planning with Progress Monitoring

First Grade

Math -

Average (50th%) ROI of 133% were above the level in the Fall 2017 and Winter 2018.

Above Average (90th%) ROI of 107% were above the level in Fall 2017 and Winter 2018.

Caucasian - ROI of 108% Above the expected level for Fall 2017 and Winter 2018.

Male - ROI of 141% Above the expected level for Fall 2017 and Winter 2018.

Female - ROI of 116% Above the expected level for Fall 2017 and Winter 2018.

African-American - ROI of 133% Above the expected level for Fall 2017 and Winter 2018.

Second Grade

Math-

Average (50th%) ROI of 105% Above the expected level for Winter 2018.

Above Average (90th%) ROI of 70% Above the expected level for Winter 2018.

African American - ROI of 87% Above the expected level for Winter 2018.

Caucasian - ROI of 98% Above the expected level for Winter 2018.

Male - ROI of 80% Above the expected level for Winter 2018.

Female - ROI of 99% Above the expected level for Winter 2018.

Third Grade

Math

Above Average (90th%) ROI of 48% Below the expected level for Fall 2017 and Winter 2018.

Caucasian - Above the expected level for Fall 2017.

Male ROI of 95% Above expected the level for Fall 2017 and Winter 2018.

Female ROI of 91% Above expected the level for Fall 2017 and Winter 2018.

African American ROI of 94% Above expected the level for Fall 2017 and Winter 2018

Fourth Grade

Math

Average (50th%) ROI of 100% Above the expected level for Fall 2017 and Winter 2018.

Above Average (90th%) ROI of 71% Above the expected level for Fall 2017 and Winter 2018

African American - Above expected level for Fall 2017 and Winter 2018

Caucasian - ROI of 70% Above expected level for Fall 2017 and Winter 2018

Male - ROI of 78% Above expected level for Fall 2017 and Winter 2018

Female - ROI of 79% Above expected level for Fall 2017 and Winter 2018

Fifth Grade

Math

Average (50th%) ROI of 75% Above the expected level for Fall 2017 and Winter 2018.

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Above Average (90th%) ROI of 128% Above the expected level for Fall 2017 and Winter 2018

African American - Above expected level for Fall 2017 and Winter 2018

Caucasian - ROI of 113% Above expected level for Fall 2017 and Winter 2018

Male - ROI of 93% Above expected level for Fall 2017 and Winter 2018

Female - ROI of 76% Above expected level for Fall 2017 and Winter 2018

First Grade

Math

Below (10th%) 19 points below benchmark

Second Grade

Math

Below (10th%) 20 points below benchmark

Third Grade

Math

Below (10th%) 17 points below benchmark

Fourth Grade

Math

Below (10th%) 23 points below benchmark

Fifth Grade

Math

Below (10th%) 14 points below benchmark

As a school community we will implement the following steps as it relates to addressing challenge areas in the content area of math.

Focus: Numbers and Operations

-continue utilizing as school-wide student of data collection using data notebooks

-each grade level will determine their focus in this focus area and determine how achievement will be measured throughout the 2017-18 school year.

Focus: Measurement and Data

-Staff will actively participate in PD opportunities to grow staff members in their ability to use data from NWEA to design appropriate interventions to address student needs.

-Continue Math Intervention Support

-Incorporate Technology as a resource and instructional tool for instruction ex.) Moby Max and Gynzy

Focus: Numbers and Operations

-continue utilizing as school-wide student of data collection using data notebooks

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Focus: Measurement and Data

-Staff will actively participate in PD opportunities to grow staff members in their ability to use data from NWEA to design appropriate interventions to address student needs.

- Continue Math Intervention Support
- Incorporate Technology as a resource and instructional tool for instruction ex.) Moby Max and Gynzy

Historical Assessment Data:

In the Fall of 2012, Beechview Elementary became a Focus School based on the gap that exists between our highest achieving students and our lowest achieving students. Using our Assessment Data, Perception Data, Program/Process Data, and Demographic Data, we conducted our Title 1 Comprehensive Needs Assessment to help us find ways to close the achievement gap that currently exists within our school community. For our last 3 years (2014-15; 2015-16; 2015-16) we have met AYP for all grade levels in all content areas. The results of our state standardized assessment, M-Step, will be available in Fall 2018. Beechview's mobility rate seems to be comparable to the other Title Schools in our district - less than 10%. In reviewing our trend data we have not noticed a large increase over the past 5 years. Overall our students have good attendance within our learning community. However, we closely monitor the attendance of all of our students throughout the school year. To date, we have noted that a small percentage of our students have had 10 or more absences this school year. To address this matter we follow our attendance protocol and policy. Each parent of a student who has 10 or more absences receives a letter sent via U.S. Mail to request a parent meeting with our principal to discuss their child's attendance. In addition, in certain cases we also solicit the support of our Title I Parent Coordinator to support families who are in need of help with attendance and tardiness.

MEAP data was examined for a 4-year period: 2010-2013, for all students and also by demographic subgroups.

Grade 3 Reading- Overall 3rd grade MEAP proficiency increased during the 3 year period 2010-12, from 47% in 2010 to 56% in 2011 to 81% in 2012. These gains were mirrored among all subgroups as well. The biggest gap in 2010 was between all students (47%) and African-American students (29%). We noted a significant gap between males (42%) and females (59%) that year. In 2011 our gaps widened: 56% of all students were proficient, while 30% of African American students were proficient, and a gap still remained with white students (68% proficient). In 2012, 81% of all students were proficient, and the gap with African-American students had disappeared completely (80%). A smaller gap remained with ELL students at 70% proficiency.

Grade 3 Math- There was some fluctuation in the 3-year period examined, with an overall increase in proficiency of 8%. In 2010, 39% of all students were proficient, in 2011, 29% were proficient, and in 2012 47% were proficient. The same trend was noted among subgroups - first a decrease, then an increase. The biggest gaps during this period were seen in African American students (2010 - 14%; 2011 - 10%), Economically Disadvantaged students (2010 - 9%; 2011 - 5%; 2012 - 26%), and English Language Learners (2011 - 8%). By 2012, most gaps had diminished: All students were at 47%, African American students were at 40%, and even ED students had significantly improved proficiency (26%). Grade 4 Reading: Overall 4th grade MEAP proficiency decreased during the 3 year period examined: 2010 - 75%, 2011 - 77%, 2012 - 65%. The same pattern - an increase, then a decrease - was seen in most subgroups. The largest gaps noted were with African American students: 2010 - 58%, 2011 - 65%, 2012 - 53%. Similar gaps were seen in ED and ELL students.

Grade 4 Writing- There was an overall decline in writing proficiency, although with some fluctuation. All student proficiency during this period is as follows: 2010 - 58%, 2011 - 68%, 2012 - 45%. Large gaps existed in all 3 years among males and females. In 2010, 50% of males were proficient, 63% of females. In 2011, 54% of males were proficient, 92% of females. In 2012, 30% of males were proficient, 59% of females. We did not see these same gaps in any other content area in 4th grade. Other gaps in writing were consistently noted with African American students: 2010 - 46%, 2011 - 59%, 2012 - 29%. Significant gaps were again seen during this period with ED and ELL students.

Grade 4 Math- Overall 4th grade MEAP proficiency declined during the period examined, for example: 2010 - 58%, 2011 - 47%, 2012 - 39%. We saw similar trends among all subgroups. Once again, the largest gaps were noted among African American students and are as follows:

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2010 - 46%, 2011 - 29%, and 2012 - 24%. ED student gaps also existed, as follows: 2010 - 35%, 2011 - 29%, and 2012 - 18%. In 2012, there was also a significant gap between males (44%) and females (32%).

Grade 5 Science- Most of our students move to Warner Upper Elementary School, so we examined their MEAP science data to follow Beechview 4th graders. While the data includes students from other schools, we feel it will be useful for us to determine where there are gaps among our subgroups. Science proficiency declined during the period 2010-2012. Among all students, in 2010, 25% were proficient, in 2011, 22% were proficient, and in 2012, 17% were proficient. Subgroup proficiency followed the same downward trend, and gaps continue to be seen among African American students, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

Item Analysis- We identified the following content standards that will become our areas of focus.

Reading: Narrative Text, Informational Text, Comprehension, Word Study, Vocabulary

Math: Computation (add, subtract, multiply & divide), Geometry, Area & Perimeter, Bar Graphs, Fractions

Writing: Genre, Edit for Grammar & Usage, Edit for Mechanics

Science: Reflection, Inquiry Process

4th grade MEAP Writing Fall 2012 to Fall 2013 comparative data indicates an increase of 31 percentage points.

4th grade MEAP Math Fall 2012 to Fall 2013 comparative data indicates an increase of 14 percentage points.

4th grade MEAP Reading Fall 2012 to Fall 2013 comparative data indicates an increase of 12 percentage points.

3rd and 4th grade Fall 2012 to Fall 2013 comparative MEAP math data indicates a decrease in "Not Proficient" and an increase in the "Proficient" performance levels.

4th grade Fall 2012 to Fall 2013 comparative MEAP reading data indicates an increase in level 1 & 2 performance levels by 12 percentage point.

3rd and 4th grade Fall 2012 to Fall 2013 comparative MEAP math data indicates a decrease in "Not Proficient" and an increase in the "Proficient" performance levels.

4th grade Fall 2012 to Fall 2013 comparative MEAP reading data indicates an increase in level 1 & 2 performance levels by 12 percentage point.

In 3rd grade, our top 30% of our students achieved "High" in the following areas:

- MEAP Word Study

- MEAP Informational Reading Comprehension

- MEAP Base 10 Number

- MEAP Connections

- MEAP Adding/Subtracting Fluency

In 4th grade our top 30% of our students achieved "High" in the following areas:

- MEAP Multiplication and Division

- MEAP Connections

- MEAP Spelling (writing)

- MEAP Personal Style (writing)

- MEAP Word Study (reading)

- MEAP Informational Reading Comprehension

PROGRAMS/PROCESS DATA:

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Perception Data - Staff, Student and Parent Survey Results

Staff Survey

Areas of strength from the the LACO survey:

- 5.i I am a proud member of this school 88%
- 6.b School administration is responsive to student needs 84%
- 6.f School administration responsibly manages school resources 92%
- 9.l At this school there is an understanding that school improvement is a continuous process. 90%
- 18.d Support Services (e.g. counseling, Social Worker/Psychologist, career planning, etc.) 92%
- 20.c Meeting the needs of students in critical thinking skills 92%

Staff Survey

Areas to focus on from the LACO survey:

- 5.b I find fulfillment at this school 72%
- 18.b Materials and resources 72%
- 18.f Technology (equipment and support) 44%

Elementary 4th and 5th grade Student Survey

Areas of strength from the LACO survey:

- 6.b I want to learn at school 90%
- 9.a Student learning is a priority at my school 89%
- 10.b Students know what to do if there is an emergency or dangerous situation during the school day 92%
- 10.c The front office staff are friendly and helpful 91%
- 22.a Teachers expect proper behavior from me 91%

Elementary 4th and 5th grade Student Survey

Areas to focus from the LACO Survey:

- 11.d Students treat each other with respect 64%
- 13.b Give you work that challenges you to think 53%
- 23.e We can talk openly about racial issues in my classes 59%

Embedded within our School Improvement Process the following actions steps will be taken to address these areas.

- Our staff will continue to provide opportunities for students to share their thoughts about our school community with staff through surveys.
- We will continue to implement our PBIS structure within our school community enhancing this support based on feedback and data analysis. Respect for all will be an area of focus.
- We will implement a program during the 2017-2018 school year to increase parental involvement. The details are being finalized and are expected to be confirmed by Fall of 2018.

Parent Survey

Areas of strength from the the LACO survey:

- 1.b Front office staff are responsive to your needs 100%
- 4.d I am encouraged to participate in school activities, events, and volunteer opportunities 90%
- 5.a Student learning is a priority at my student's school 96%

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9.a Teachers care about my student's learning 100%

13.i The school supports my student's growth and development in being balanced 95%

Parent Survey

Areas to focus on from the LACO survey:

12. e The school is meeting my student's needs in world language 59%

12.i The school is meeting my student's needs in technology usage 65%

Our School Improvement Team representative of K-5 Staff, Administration and Support Staff have worked to collaboratively to author a School Improvement Plan that maximizes our remaining resources efficiently. The following are actions that we plan to take maximize remaining resources.

-Hire 2 Title Interventionists

-Continue to implement the Smart Club Before/After School Tutoring Program

-Continue with the support of Literacy Para-Professional in grades K-5

-Continue with the support of ELL Para-Professional Support in grades K-5

As a result of our Survey Data we will carefully utilize our resources to maximize support and student learning within our school community. Our building School Improvement Team met to discuss how we will allocate title funding to offer support to students during the 2017-2018 school year. Included within the budget plan are the following supports/interventions.

- Smart Club Tutoring Program

- Title Interventionist

- Intervention Planning Time

Parent and Staff Surveys also indicate a need for additional supports and resources to enhance student learning. Upon reviewing the LACO survey that was taken by the parents and guardians of Beechview students; we found another consistent finding in a desire for additional support for learners in academic areas. Overall the perceptions from the stakeholders can be contributed to a variety of budget cuts resulting in a reduction and/or elimination of various intervention supports and resources.

As a result of our LACO Survey Data our School Improvement Team is taking steps to utilize our Title Funding to continue our Interventions, Resources and Supports during the 2018-2019 school year. Through an allocation of Bond Dollars our District will be purchasing additional computers for our learning community for the 2018-19 school year. As a District we are also exploring ways to address the recent reductions of services and resources within our School Communities.

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

Our School Improvement Team Analyzed the following data in our Comprehensive Needs Assessment to determine our School Improvement Goals for the 2017-2018 school year.

-NWEA Data

-F&P Data

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*Our 3rd, 4th and 5th grade students will take the M-Step Assessment in Spring of 2018. Our results will be available for analysis in Fall of 2018.

Reading Trends Discovered Through Data Analysis:

First Grade Reading:

Below (10th%) ROI of 80%

Average (50th%) ROI of 112%

Above Average (90th%) ROI of 61%

Male ROI of 135%

Female ROI of 96%

Second Grade Reading:

Below (10th%) ROI of 71%

Low Average (25th%) ROI of 78%

Average (50th%) ROI of 89%

African American - ROI of 85%

Caucasian - ROI of 59%

Male - ROI of 81%

Third Grade Reading:

Below (10th%) ROI of 50%

African American - ROI of 102%

Female - ROI of 66%

Male ROI of 84%

Fourth Grade Reading:

Below (10th%) ROI of 33%

Above Average (90th%) ROI of 127%

Caucasian: ROI of 90%

African American ROI of 142%

Male - ROI of 5%

Fifth Grade Reading:

Below (10th%) ROI of 188%

Above Average (90th%) ROI of 13%

Caucasian: ROI of 104%

African American ROI of 125%

Male - ROI of 119%

Math Trends Discovered Through Data Analysis:

First Grade Math:

Below (10th%) ROI of 103%

Low Average (25th%) ROI of 140%

Average (50th%) ROI of 133%

Above Average (90th%) ROI of 107%

African American - ROI of 133%

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Male - ROI of 141%

Female - ROI of 116%

Second Grade Math:

Above Average (90th%) ROI of 70%

Male - ROI of 80%

Third Grade Math:

Below (10th%) ROI of 40%

Low Average (25th%) ROI of 113%

Average (50th%) ROI of 79%

African American - ROI of 94%

Male - ROI of 95%

Female - ROI of 91%

Fourth Grade Math:

Below (10th%) ROI of 43%

Average (50th%) ROI of 100%

Above Average (90th%) ROI of 71%

Caucasian - ROI of 70%

Male - ROI of 78%

Female - ROI of 79%

Fifth Grade Math:

Below (10th%) ROI of 82%

Average (50th%) ROI of 75%

Above Average (90th%) ROI of 128%

Caucasian - ROI of 113%

Male - ROI of 93%

Female - ROI of 76%

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

We utilized information gleaned from our needs assessment to determine our content areas of focus. To guide our decision making we referenced our M-Step scores, NWEA data, perception input from teachers, parents and students, demographic and program/process data. Each goal area contains an objective that was written to help narrow the achievement gap between our highest achieving and lowest performing students. Below please find our goals in each content area:

Reading - All students will improve in reading comprehension in both narrative and informational text, to include grade level science and social studies concepts.

Math - All students will improve in math proficiency.

Our goals in Reading, Math and Writing were written based on examining all available data. After determining our target subgroups, we

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focused on the content standards that were weakest. We then researched strategies that would best address the needs of these students. We also had extensive dialogue about the needs of all students, including those that are high achieving. We will continue to utilize strategies that will meet the needs of these students also. Several key components of our plan include professional development that will prepare teachers to implement our selected strategies, and an ongoing review of data to determine if our strategies are effective.

Reading Goal- All students will improve in reading comprehension in both narrative and informational text. We will address the needs of the whole school population and special recognition to children who are disadvantaged by implementing the following:

- Title 1 assistance- individually and in small groups; paraprofessional support, under the direction of the classroom teacher, based on needs.
- Strategy Groups - At risk students will participate in strategy groups for reading comprehension based on need.
- MTSS Team - Support for teacher, student & task to ensure a match.
- Support for intervention design, implementation and collection of data to progress monitor student growth.

Math Goal- All Beechview students will improve math proficiency.

We will address the needs of the whole school population and special recognition to children who are disadvantaged by implementing the following:

- Small Group Instruction - At risk and grade level students are provided designated time for practice at their just right level.
- Math Interventionist Support - Work with students individually or small group at their instructional level to cement mathematical concepts.

Component 2: Schoolwide Reform Strategies

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

Our School Improvement Team met throughout the year to analyze many sources of data, much of it over a span of 3 years. Considering our changing student demographics and increasing economically disadvantaged populations, we have identified specific content areas and target subgroup populations. To address the needs of all students, but especially our target populations, we have focused on selected research-based strategies and activities we believe will best meet the needs of our students.

Strategies listed below will be implemented for ALL students by content areas for which have written goals:

Reading:

- The use of non-linguistic representations, including graphic organizers, across all content areas.
- The use of differentiated instruction across all content areas to meet the needs of individual learners.
- Content area interventionists to provide individual and small group support across all content areas.
- The development and use of common vocabulary across all content areas.
- Extended learning opportunities, both supplemental support and enrichment, to address the needs of all students.
- Professional Learning Teams that will allow teachers to analyze data, plan instruction and implement all aspects of our curriculum with fidelity.
- The use of technology, specifically software programs, across all content areas, selected to meet the needs of each student at their current level of performance.
- Professional development for staff to support their learning needs and our ever-changing curriculum.
- Guided Reading Groups and Strategy Groups

Writing:

- The use of non-linguistic representations, including graphic organizers, across all content areas.
- The use of differentiated instruction across all content areas to meet the needs of individual learners.
- Content area interventionists to provide individual and small group support across all content areas.
- The development and use of common vocabulary across all content areas.
- Extended learning opportunities, both supplemental support and enrichment, to address the needs of all students.
- Professional Learning Communities that will allow teachers to analyze data, plan instruction and implement all aspects of our curriculum with fidelity.
- The use of technology, specifically software programs, across all content areas, selected to meet the needs of each student at their current level of performance.
- Professional development for staff to support their learning needs and our ever-changing curriculum.

Math:

- The use of differentiated instruction across all content areas to meet the needs of individual learners.
- Content area interventionists to provide individual and small group support across all content areas.
- The development and use of common vocabulary across all content areas.
- Extended learning opportunities, both supplemental support and enrichment, to address the needs of all students.
- Professional Learning Communities that will allow teachers to analyze data, plan instruction and implement all aspects of our curriculum with fidelity.

--The use of technology, specifically software programs, across all content areas, selected to meet the needs of each student at their current level of performance.

--Professional development for staff to support their learning needs and our ever-changing curriculum.

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

The instructors at Beechview utilize a variety of research-based methods and strategies to meet the needs of all students. Below please find the research-based methods and strategies in our school-wide plan that increase quality and quantity of instruction.

Focus on improving instruction

--Differentiating Instruction: Teachers will differentiate instruction to provide an individualized instructional match, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students.

Differentiation also will include specific programs and activities that target particular groups of students for support.

--Identifying and communicating with students a clear learning goal/skill and strategy: In every lesson and all work with students, teachers will determine a clear, focused learning objective, purpose, or skill to be taught in that lesson. This objective or purpose will be communicated and made clear to students in a variety of ways. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

-Independent reading practice: Teachers will provide students with opportunities for independent reading practice to apply concepts taught through mini-lessons.

-Teachers will work within their PLT to implement clear learning goals and targets within their classrooms. - In daily instruction, during reader's workshop, teachers will determine a clear, focused learning objective to be taught. The objective will be communicated to students.

- Independent Practice: Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during instruction. Teachers will insure that students have the materials and support to practice independently at their instructional match.

-Student Self-monitoring & Teacher Monitoring of Student Progress: Data will provide necessary information for student self-monitoring as well as teacher monitoring of student progress.

-Identifying and communicating with students a clear learning goal with strategies: In every lesson and all work with students, teachers will determine a clear focus learning objective, purpose or skill to be taught in that lesson. This objective will be communicated and clarified to students in a variety of ways. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

-Investigative Inquiry: Each grade level will use student's achievement data to inform instruction. Grade level PLT's will share and reflect on strategies that work for specific challenges that occur during science activities. Teachers will implement science folders that address key concepts and vocabulary development. These folders may be used to review prior experiments and create enthusiasm for future lessons.

- Increase student engagement in science - Students will increase academic performance across the science curriculum. Beechview staff will incorporate CHAMPS instructional strategies into daily instruction to support student engagement. CHAMPS is a proactive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement and Participation and can be used within a framework to promote positive student attitudes and behavior.

Focus on increasing instruction:

-Providing direct instruction for at-risk students: Teachers will provide additional structured time and opportunities for at-risk learners to increase proficiency in writing using common core standards.

-Providing regular time for independent practice at students' just right level: Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an "instructional match" and meets students at their zone of proximal development.

-Support for Struggling Students: During PLT meetings, teachers will analyze data from common assessments to determine students not meeting standards. These students will be provided a variety of support services designed to meet their individual needs to become proficient readers.

-Extended Learning Opportunities: Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs.

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

--The use of non-linguistic representations, including graphic organizers, across all content areas.

--The use of differentiated instruction across all content areas to meet the needs of individual learners.

--Content area interventionists to provide individual and small group support across all content areas.

--The development and use of common vocabulary across all content areas.

--Extended learning opportunities, both supplemental support and enrichment, to address the needs of all students.

--Professional Learning Teams that will allow teachers to analyze data, plan instruction and implement all aspects of our curriculum with fidelity.

--The use of technology, specifically software programs, across all content areas, selected to meet the needs of each student at their current level of performance.

--Professional development for staff to support their learning needs and our ever-changing curriculum.

-Guided Reading Groups and Strategy Groups

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

Strategies in schoolwide plan that provide a level of intervention for students who need the most instructional support.

--Differentiating Instruction: Teachers will differentiate instruction to provide an individualized instructional match, scaffold, challenge and support for each student. This includes teachers using knowledge of their students and student data to plan lessons ahead of time that meet the needs of all students, as well as being flexible to adjust lessons and plans in the moment to meet the changing needs of students.

Differentiation also will include specific programs and activities that target particular groups of students for support.

--Identifying and communicating with students a clear learning goal/skill and strategy: In every lesson and all work with students, teachers will determine a clear, focused learning objective, purpose, or skill to be taught in that lesson. This objective or purpose will be communicated and made clear to students in a variety of ways. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

--Independent reading practice: Teachers will provide students with opportunities for independent reading practice to apply concepts taught through mini-lessons.

--Teachers will work within their PLT to implement clear learning goals and targets within their classrooms.

-- In daily instruction, during reader's workshop, teachers will determine a clear, focused learning objective to be taught. The objective will be

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communicated to students.

--Independent Practice: Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during instruction. Teachers will insure that students have the materials and support to practice independently at their instructional match.

--Student Self-monitoring Teacher Monitoring of Student Progress: Data will provide necessary information for student self- monitoring as well as teacher monitoring of student progress.

--Identifying and communicating with students a clear learning goal with strategies.

-- In every lesson and all work with students teachers will determine a clear focus learning objective purpose or skill to be taught in that lesson. This objective will be communicated and clarified to students in a variety of ways. Having students understand a clear learning objective improves learning and retention of new knowledge and skills.

--Investigative Inquiry: Each grade level will use student's achievement data to inform instruction. Grade level PLT's will share and reflect on strategies that work for specific challenges that occur during science activities. Teachers will implement science folders that address key learnings and vocabulary development. These folders may be used to review prior experiments and create enthusiasm for future lessons.

--Increase student engagement in science: Students will increase academic performance across the science curriculum. Beechview staff will incorporate CHAMPS instructional strategies in to daily instruction to support student engagement. CHAMPS is a proactive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement and Participation and can be used within a framework to promote positive student attitudes and behavior.

--Providing direct instruction for at-risk students: Teachers will provide additional structured time and opportunities for at-risk learners to increase proficiency in writing using common core standards.

--Providing regular time for independent practice at students' just right level: Teachers will provide structured time and opportunities for students to independently apply and practice skills and knowledge attained during lessons. Teachers will ensure that students have materials and support to practice independently at a level that challenges students enough to grow them in their learning, but not so challenging that independent practice leads to frustration. This ensures the task is an "instructional match" and meets students at their zone of proximal development.

--Support for Struggling Students: During PLT meetings, teachers will analyze data from common assessments to determine students not meeting standards. These students will be provided a variety of support services designed to meet their individual needs to become proficient readers.

--Extended Learning Opportunities: Students in need of additional support will be provided opportunities for support and intervention to accommodate their needs. Activities in school-wide plan that support students who need the most instructional support.

--Reading Goal: All students will improve in reading comprehension in both narrative and informational text, to include grade level science and social studies goals.

--We will address the needs of the whole school population and special recognition to children who are disadvantaged by implementing the following:

1. Activity - Title 1 assistance individually and in small groups = Interventionist support, under the direction of the classroom teacher, based on needs of students in our lowest 30%.
2. Activity - Staff Members will implement the use of a writing checklist to support student learning in the area of Writing.
3. Activity - Strategy Groups = Students in our lowest 30% will participate in strategy groups for reading comprehension based on need.
4. Activity - Instructional Consultation Team= Support for teacher, student & task to ensure a match. Support for intervention design, implementation and collection of data to progress monitor student growth.

Math Goal: All Beechview students will improve math proficiency.

--We will address the needs of the whole school population and special recognition to children who are disadvantaged by implementing the following:

--Small Group Instruction - At risk and grade level students are provided designated time for practice at their just right level.

--Math Interventionist Support - Work with students individually or small group at their instructional level to cement mathematical concepts.

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

Each (PLT) Professional Learning Team evaluates whether a student's needs are being met by progress monitoring their learning and analyzing both assessment data. Examples include the following:

- F&P Assessments (Fall and Spring)
- NWEA Assessments (Fall, Winter and Spring)
- Student Data Boards
- Unit / Chapter Assessments
- Informal Assessments

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our staff turnover has been minimal, considering the impact of the economy, enrollment changes, redistricting, retirement, and dissolution of a job share scenario. We strive to maintain a positive atmosphere at Beechview making it a highly desirable place to work and learn.

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

Beechview has a highly experienced staff. We have no teachers who have taught less than 6 years. The majority of Beechview teachers have the following experience in teaching (as of the 2017-18 school year):

Teaching Experience

0-3 Years = 0 Teachers

4-8 Years = 3 Teachers

9-15 Years = 6 Teachers

Greater than 15 Years = 14 Teachers

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

Beechview is a wonderful place to work. We have a strong and supportive administration, an energetic staff that is supportive professionally and socially, opportunities for shared leadership in a broad array of roles, and strong learning teams. Professional learning opportunities are designed with and by staff members to be meaningful and meet our professional needs.

Beechview staff works collaboratively with our Human Resources Department to attract and retain high quality teachers who are pursuing teaching positions within our district. Our Human Resources Department adheres to our district policy for posting positions, screening applications and interviewing potential candidates. Our interview process often includes an interview team consisting of administrators, teachers and support staff. Having a variety of stakeholders involved in this process supports the selection of the most highly qualified teaching staff.

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

The Farmington Public School District is a highly desirable place to work. Its prime location in Oakland County, Michigan draws applicants from across the country. In addition to offering competitive compensation and benefits, the district provides innovative professional development with opportunities for advancement and leadership, and onsite continuing education. New teachers are provided mentors and additional professional development, as well as a modified evaluation process. The district is on the cutting edge of curriculum reform. There is shared ownership of key initiatives as we implement teacher evaluation reform. The staff is drawn to the diversity and uniqueness of our student body. Our staff is proud of the professional and hard working attitude of our team. Teacher leadership is encouraged as a significant part of our culture. The school climate is positive and student-centered. Staff are dedicated and determined with a "no excuses" approach to SY 2018-2019

supporting student learning. We have a highly engaged and supportive PTA. Teachers feel they own the student learning and school improvement processes. Farmington Public Schools works collaboratively with local universities to support aspiring teachers in their efforts to experience real world pre-teaching and student teaching experiences. If teaching vacancies exist, often times cooperating teachers will encourage student teachers to apply. Additionally, local universities are encouraged to have aspiring teachers to regularly check our district and local ISD websites for teaching vacancies within our district.

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

N/A

Component 5: High Quality and Ongoing Professional Development

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

Please see the 2018-2019 Beechview Professional Development Plan.

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

Our Professional Development Plan for the 2018-2019 school year will be on-going and sustained with district and building- level support. All staff will be expected to participate in our PD sessions during the 2017-2018 school year. These sessions have been organized to support staff in implementing strategies and activities in our Title 1 School Improvement Plan. To provide "sustained and on-going" PD we will be scaffolding support to individual staff members who will work to implement fully and with fidelity our Common Core Standards, utilize data to guide instruction and focus on pre-teaching strategies for students. Staff members who will support the facilitation of PD Sessions and on-going, embedded PD include:

Professional Learning Teams
School Improvement/Leadership Team
"Cultures of Thinking" PD
Math PD

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		2018-2019 Beechview PD Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents/families join our School Improvement Team, participate in our Advanc-ed process and District committees. Parents/families provide input through surveys and open forums such as PTA meetings.

Parents/families have a shared partnership in the Building School Improvement Team at Beechview and are involved in the organized and ongoing planning, review and improvement of the school improvement plan and parent involvement policy.

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

Parents/families are key stakeholders in the implementation process. Subsequent to being involved in the design of the school-wide plan, parents' roles in implementation include:

- Engaging in school-parent two-way communication for information and actions.
- Participating in parent networks to present programs and training pertaining to the education process. Parent networks opportunities include, our PTA, Multicultural Parent Network, African American Parent Network and enrichment activities for students.
- Parents are engaged as school volunteers in the classrooms and for school-wide activities fostering student academic and affective skills achievement.

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

Parents are a part of the School Improvement Team and the annual evaluation process. Parent input and feedback is also sought through surveys which assist in the annual evaluation of the plan. Individual feedback throughout the school year is valuable and is encouraged.

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

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

Beechview Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- the requirements of Part A:
- how to monitor their child's progress;

- how to work with educators.

Parent education and information activities will occur through workshops, conferences, classes, ListServ information, correspondences through various media, and parent networks.

1118(e)(1)

In order to assist with understanding of the curriculum, Beechview Elementary School will provide access to the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

Section 1118(e)(2)

Beechview Elementary School will provide materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training and using technology as appropriate to foster parental/family involvement, by Parent /Family Forums, Parent-Teacher Conferences, Parent Workshops, Literacy Parent Nights, Curriculum Nights, Kindergarten Orientation, and support for joining ListServ, Family Access, and other technology-based parent information sources.

Section 1118(e)(3) Beechview Elementary School will, with the assistance of parents/families, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents/families as equal partners, in the value and utility of contributions of parents/families and how to implement and coordinate parent/family programs and build productive relationships between parents/families and schools by providing professional development opportunities and encouragement for staff to attend parent/family meetings. Section 1118(e)(4) Beechview Elementary School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, State-operated preschool programs and Title III Language Instruction Programs. These programs utilize strategies and activities such as, but not limited to, needs assessments, monthly parent meetings, parent-child activity days, parent training and workshops, EL classes, translation, community outreach and partnering with service and faith based organizations.

Section 1118(e)(5) Beechview Elementary School will ensure that information related to the school and parent/family programs, meetings, and other activities is sent to the parents/families in a timely, understandable and uniform format; including alternative formats upon request, and to the extent possible in a language the parents/families can understand. Multiple modes of communication will be utilized including but not limited to; ListServ, building website, student planners, school phone messenger, mailings, teacher websites, teacher newsletters, and follow-up personal phone calls and translation (where applicable).

Section 1118(e)(14)

Parents/families will be encouraged to request additional support in any areas of need and will be provided reasonable support as requested. Section 1118(f) Beechview Elementary School will provide opportunities for participation of parents/families with limited English proficiency, parents/families with disabilities and parents/families of migratory children. School reports as well as all relevant information will be provided in a format and language that parents/families can understand. Beechview is fully ADA compliant and handicap-accessible. We will make every effort to accommodate the special needs of parents with disabilities and limited English proficiency. At this time we do not have migratory families, but would provide full opportunities for the participation of such families if the need arises.

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

Annually the parent involvement component of the school-wide plan will be evaluated by parents/families and staff for its effectiveness and

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content. The process will include identifying barriers that impact parent involvement and identifying policies and procedures which supported parent involvement. Particular attention will be given to parents/families that are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or any groups who have traditionally experienced bias. Survey information will also be used to extrapolate perceptual data regarding our school-wide plan.

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

The school will use the findings of the evaluation about its Parent Involvement Policy and activities to design strategies for more effective parent involvement and to revise, if necessary, its parental involvement policies. Parents/families will be involved throughout this process. The evaluation of the parent involvement component will then be used to help with the annual revision and update of the School Improvement Plan.

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

Parents/families were involved in the creation and review of the Student-Parent-School Compact, in collaboration with a committee of district administrators. This compact describes the expectations and responsibilities of all partners throughout the school year. The compact addresses the importance of ongoing communication, and describes specific expectations for the school, the students, and families. The Compact will be reviewed annually through surveys and at PTA and other parent dialogues. It will be revised and updated as necessary.

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

During the initial parent-teacher conference, the school-parent compact is reviewed as a tool to monitor student progress by identifying the student's role, the school's role, and the parent's role in sustaining a true partnership for learning throughout the year. The compact is reviewed at subsequent conferences as applicable, to identify achievements as well as challenges.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		2017-2018 Beechview Parent School Compact

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

Results of student academic assessments are shared with parents in a variety of ways according to need. Interpretations of those results are in a language that parents can understand.

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--Weekly communications through ListServ, written materials in Friday Folders, in person and phone conversations, fall and spring conferences.

-Parent Resource Room will be available to assist Beechview families.

--Copies of local assessments are sent home with students whenever appropriate to show students' performance results.

--Standardized assessment results are sent by parent letters, including M-Step and NWEA results. Information on how to interpret the results is also included. School staff, translators, and parent community coordinators identify parent community needs and respond to needs in parent friendly terms.

Component 7: Preschool Transition Strategies

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

In addition to a traditional Kindergarten Round-up, which is held in the spring, Beechview Elementary School provides much information and many activities to incoming kindergarten students and their parents.

At Kindergarten Orientation, or prior to students starting kindergarten, parents receive:

--A welcome letter, summer homework packet, transportation information, before and after school care, lunch account information, curriculum information, including a Parents Guide to Common Core Standards, summer reading suggestions for parents and extended learning program information.

--Parents are encouraged to join the Beechview PTA, they are invited to a Curriculum Night, and time is allocated for them to register for Parent Connect.

The following opportunities are provided for incoming kindergartners:

--Meet the kindergarten teachers, story/song/activity/choice time, summer homework.

--Each child receives a bag that includes a pencil, scissors, crayons, cutting and coloring activity sheets, letter formation guidelines and suggestions of skills to practice for kindergarten readiness. Preschool teachers from District and local preschools communicate with kindergarten teachers in a variety of ways. They provide demographic information about incoming kindergartners, provide MLPP data for incoming kindergartners, and invite kindergarten teachers to attend transitional IEPs and classroom observations. In addition, they also accompany transitioning preschoolers on Kindergarten Orientation Day. Preschool teachers provide anecdotal notes on students attending Kindergarten Orientation to assist in placement needs.

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

All Farmington Public Schools teachers are highly qualified in the areas in which they provide students instruction. Teachers are required to keep all certifications current by completing state requirements for certificate renewal. Certificates are monitored by our Human Resources Department on an annual basis. Preschool teachers participate in district trainings relevant to kindergarten readiness skills. Parents are supported in their transition by attending our annual Kindergarten Orientation. During this orientation they actively participate in an inservice which provides the following information:

--How they can prepare their child for kindergarten (socially, academically and physically)

--Activities to practice to support a successful transition to kindergarten

--School processes and general information

--Local summer activities that help support kindergarten transition

--Common Core expectations for kindergarten

Component 8: Teacher Participation in Making Assessment Decisions

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

Throughout the Farmington Public School District there are opportunities for teachers to participate in collaborative groups to design assessments in many subject areas. For example, work groups consisting of classroom teachers and district curriculum leaders are meeting to select a new math program and plan for the accompanying assessments. Grade levels meet to align assessments with Common Core standards. Grade level teams and individual classroom teachers select and administer formative assessments (MLPP, Fountas and Pinnell) to guide instruction and monitor student progress and growth. Summative assessments are utilized district wide to offer common check points for students at all Farmington Elementary Schools. Professional development opportunities are provided to analyze student data from all assessments and to plan for instruction/intervention. Informal assessments include teacher observation, participation rubrics, learning scales, conferencing and interviews. In addition, IEP teams select appropriate alternative state assessments (MI-access) for students with special needs.

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

Teachers are involved in student achievement data analysis to improve the academic achievement of all students through participation in PLTs, the School Improvement Team, data mining of formative assessments, and importing summative data into the Illuminate database system. PLTs/Grade level teams meet weekly to confer and analyze assessment data utilizing data boards. Monthly early release meetings focus on how to analyze student data and guide classroom instruction. The School Improvement Team is comprised of five subject teams; there is a teacher from each grade level on most subject teams. The subject committees evaluate summative assessments to construct Student Goal Statements and Measurable Objective Statements to support goals. Then research-based strategies and activities are developed to help the school community reach the School Improvement Goals in every subject area. Finally, the district utilizes the Illuminate database system where summative assessment data is uploaded. The database allows access for teachers, administrators, coaches, interventionists and support staff to compare and contrast data.

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

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

Beechview staff analyzes M-Step & NWEA data through Professional Development. Each grade level meets to review reading data (Fountas & Pinnell) to create data boards which track student progress through the year. Ancillary staff, such as literacy coaches and bilingual coordinators, review data with grade level team to lend their expertise to data boards. Professional Learning Teams (PLTs) also meet weekly to review student cases and teacher concerns. Teachers also use classroom observation and formative assessments to check for understanding of each unit taught.

ELA: Students at Beechview are identified for additional ELA services when they do not perform proficiently in the following assessment areas: Diagnostic Running Record, NWEA (Northwest Educational Assessment), M-Step (Michigan Student Test of Educational Progress), MLPP (Michigan Literacy Progress Profile), and genre specific writing prompts.

MATH: Students at Beechview are identified for additional Math services when they do not perform proficiently in the following assessment areas: NWEA, M-Step, Bridges Unit Assessments.

SCIENCE: Students at Beechview are identified for additional Science support when they do not perform proficiently in the following assessments: Foss Assessments and grade specific writing prompts.

SOCIAL STUDIES: Students at Beechview are identified for additional Social Studies support when they do not perform proficiently on Unit Assessments and grade specific writing prompts.

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

ELA-- Once students are identified, the following interventions are available: LLI (Leveled Literacy Intervention), EL (English Learner) para-professional support and Title 1 Interventionist support. General education teachers create intervention plans and utilize Title 1 para-professional support in implementing the plan. RAZ kids and EL computer programs like Success Maker are used in addition to support non-proficient students in the ELA content area. Smart Club (tutoring taught by certified teachers) is offered before or after school for identified students.

MATH-- Once students are identified, the following interventions are available: EL (English Learner) para-professional support, Title 1 Interventionist, General Education and Title 1 Para-Professional support.

SCIENCE-- EL (English Learner) para-professional support. There is a leveled library with non-fiction text to support curriculum in the area of science.

SOCIAL STUDIES-- Once students are identified, the following interventions are available: EL (English Learner) para-professional support and general education. There is a leveled literacy library with non-fiction text to support the Social Studies curriculum.

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

The individual needs of Beechview students are being met through various programs. Support includes individual and/or small group instruction, flexible grouping, pre-teaching of content vocabulary and leveled reading materials across the curriculum.

ELA

Teachers differentiate instruction by the use of the following resources: Fountas & Pinnell leveled reading and strategy resources, Words their Way, Reader's Theater, Raz Kids (Computer Program), Success Maker (Computer Program for English Learners), literacy and Title 1 para-professional support.

MATH

Teachers differentiate instruction by the use of the following resources: Math Pentathlon, Bridges and Number Corner Activities, Gynzy/Moby Max Math (Computer Resource), and Math Versatiles.

SCIENCE

Teachers differentiate instruction by integrating leveled reading materials into their classroom instruction from our leveled literacy library.

SOCIAL STUDIES

Teachers differentiate instruction by integrating leveled reading materials into their classroom instruction from our leveled literacy library.

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

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

All funding is supplied directly to Farmington Public Schools and then dispersed through various departments (Superintendent, Instructional Leaders, Special Education, Title I, Business Office, and Bilingual Education). The building administrators with their building leadership team make decisions based on school improvement plans and fund programs and interventions accordingly.

Our funding sources are state funds (the General Fund), Federal Funds (Title IA, Title IIA, Title III, National School Lunch Program, and local funds (Farmington Youth Assistance, PTA, civic organizations).

STATE FUNDS

The General Fund provides all basic teaching supplies, materials and staffing, as well as maintenance of buildings and facilities.

FEDERAL FUNDS

Title IA is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming, and summer supports. Title IIA supports are used for professional development aligned to our interventions, including training on Illuminate Inform. Title III is used to support our EL students in the building. Funds are used primarily for staffing needs and supplies.

The national school lunch program allows us to provide free and/or reduced lunch and breakfast to students who qualify.

LOCAL FUNDS

Local agencies, businesses and our parent organization support our school with additional materials, supplies, programs and incentives. AdvancEd drives all of our school improvement planning and accountability. Our school is in compliance with NCLB requirements.

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

Following are some of the Federal, State and Local Resources that help support the SW Components:

1. Comprehensive Needs Assessment: General Fund, Title 1A
2. Schoolwide Reform Strategies: General Fund, Title 1A, Title IIA
3. Highly Qualified Staff: General Fund, Title IA, Title II
4. Strategies to Attract and Retain Highly Qualified Staff
5. Professional Development: General Fund, Title IA, Title IIA
6. Strategies to Increase Parental Involvement: General Fund, Title 1A, Title IIA
7. Preschool Transition Strategies: General Fund
8. Teacher Participation in Making Assessment Decisions: General Fund, Title 1A, Title IIA
9. Timely and Additional Assistance: General Fund, Title IA
10. Coordination and Integration of Resources: General Fund

Staff will be given time to analyze data and collaborate on intervention plans to support students below grade level. Our before /after school programs will all be supported with these resources.

All support services will be directed at students not meeting state standards. Staff will receive specialized training to assist students in all

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content areas: math, reading, science, social studies and writing. Our staff has fully engaged a PBIS(Positive Behavior Intervention Support) plan that meets the guidelines of the law. As part of our PBIS efforts, all staff members were trained in the CHAMPS programs. Extended learning opportunities are provided to meet the needs of students requiring additional support and those desiring enrichment activities. We strive to identify the needs of each child and utilize the programs that best meet those needs. Children are identified for various programs based on need and eligibility according to the criteria set. We work with Visions School (Adult Special Education program) to provide a "backpack" of perishable food every other weekend for Free/Reduced students to take home. We make a concerted effort to ensure that we maximize all resources and follow all local, state and federal guidelines in utilizing our resources. The General Fund provides all basic teaching supplies, materials and staffing, as well as technology, general operations, capital outlay, and maintenance of buildings and facilities.

Title IA is used primarily for staffing support, including paraprofessionals, Interventionists, Before / After School programming and summer supports. Title IIA supports are used for professional development aligned to our interventions, including training on Illuminate Inform. Title IA is used primarily for staffing support, including paraprofessionals, interventionists, before / after school programming and summer supports. Title IIA supports are used for professional development aligned to our interventions, including training on Illuminate Inform. Title III is used to support our EL students in the building. Funds are used primarily for staffing needs and supplies. The National School Lunch Program allows us to offer free breakfast and lunch to eligible students. Farmington Youth Assistance provides: Counseling Services to families in need.

The Parent Teacher Association provides: Funding for field trips, classroom supplies, assemblies, annual school events ex.) LIFT Program(Learning Is Fun Together).

AdvancEd drives all of our school improvement planning and accountability.

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

General Fund

Our General Fund supports the purchase of materials, resources and supplies for the following instructional programs/models.

--Bridges Math

--Writer's Workshop

--Reader's Workshop

--Foss Science Kits

--Social Studies Materials/Resources

The General Fund provides all basic teaching supplies, materials and staffing, as well as maintenance of buildings and facilities.

Title I, Part A

Title I Part A is used to fund our Para-Professional for staffing support, Title One Interventionists, Before/After School programming and Professional Development

--Smart Club

--Title I Interventionist

Title II, Part A

--After School Professional Development Workshops for FEA and ESP staff members for professional development aligned to our

School Improvement Plan

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interventions

Special Education Grants

--IDEA Programming

Other - PTA Funding

These programs provide enrichment to our students in the areas of Positive Behavior, Literacy, Science and Career Education.

--School Assemblies, One School One Book Reading Program, Fire Safety, Community Library Summer Reading Assembly

--LIFT (Learning Is Fun Together) Enrichment Program

--Energy Night

--Science Fair

--Field Trips (Science Alive, Detroit Zoo)

1. Comprehensive Needs Assessment

Funding Sources: General Fund, Title IA

Supports school-wide planning process, school improvement team, data analysis, development of school-wide goals

2. School-wide Reform Strategies

Funding Sources: General Fund, Title IA, Title IIA, Title III, Local Resources

Supports staffing, selected school-wide strategies, supplemental support services, before / after school programs, paraprofessionals, interventionists, summer programs, supplemental materials and supplies.

3. Highly Qualified Staff

Funding Sources: General Fund, Title IA

Supports general staffing, support staff, paraprofessionals, interventionists

4. Strategies to Attract and Retain Highly Qualified Staff

Funding Sources: General Fund, Title IA

Supports staff salaries and benefits, teacher recruitment.

5. Professional Development

Funding Sources: General Fund, Title IIA

Supports ongoing and sustained professional development on school-wide initiatives, aligned with selected goals and strategies derived from the comprehensive needs assessment

6. Strategies to Increase Parent Involvement

Funding Sources: General Funds, Title IA, Title IIA

Supports parent networks, literacy training, materials, technology, parent/family forums, workshops, kindergarten orientation, open house/curriculum night and technology-based parent information sources.

7. Preschool Transitions

Funding Sources: General Fund supports kindergarten round-up, kindergarten orientation, parent training, materials and supplies

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8. Teacher Participation in Making Assessment Decisions

Funding Sources: General Fund, Title IA, Title IIA supports professional learning teams, data analysis, professional development

9. Timely and Additional Assistance

Funding Sources: General Fund, Title IIA

Supports interventionists, paraprofessionals, technology, supplemental materials and supplies, before and after school programs, summer programs

10. Coordination and Integration of Resources and Funding

Funding Sources: General Fund, Title IA

Supports administrative costs, Title 1 administration

Evaluation:

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

Each year our Beechview School Improvement Team makes it a priority to regularly meeting throughout the year to evaluate our school-wide program for its effectiveness. Our School Improvement Plan outlines our building focus, professional development and data analysis needs to guide our instruction and intervention design. At Beechview School we believe that our school improvement is on-going, and our plan supports our important work of continuously improving our school community to support teaching and learning. A list of some of the ways in which we have evaluated or implementation of our school-wide program at Beechview can be found below:

- Accountability of Assessment Implementation through the Illuminate Data Management Resource Tool
- Feedback from Instructional Staff
- Feedback from School Improvement Team Members
- Input from Parents
- Assessment Data (F&P, M-Step, NWEA)
- Student Input about Learning

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

Beechview Elementary school annually evaluates the implementation of, and results achieved by, the SIP. The School Improvement Team practices the SIP cycle. The cycle includes four stages; they include Gather Data, Study, Plan, and Do. Data is gathered and then studied to formulate the SIP. The strategies of the plan are put in place to reach the goals and objectives of the plan. Finally, the School Improvement Team gathers data to determine if the SIP was successful. The data collected and studied is M-Step scores, NWEA, Fountas & Pinnell, and other district curriculum assessments. Through our newly implemented Professional Growth Model, all classroom teachers will be expected to implement our School Improvement goals and plan during the school year as they instruct Beechview students. instructional observations, analysis of student achievement data, PLT conversations and post-reflection dialogues between teacher and administrator will support the monitoring of our plan, goal Implementation and successful use of strategies and interventions as outlined in our plan.

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

If the data shows that the students who were furthest from achieving the standards have not made academic gains towards the standards or the other goals and objectives were not met, the School Improvement Team revises the plan. The plan is revised by adding new researched based strategies and activities that will better facilitate student growth in the needed academic area. The strategies and activities that were not successful are evaluated.

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

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School and student information and progress is shared with all stakeholders in a language that they can understand through SIP at-a-glance, staff meetings, professional development, PLT meetings and PTA meetings. The SIP at-a-glance is a summary of the Beechview's SIP. Staff find this document easier to understand and more helpful when incorporating the SIP in daily instruction. Furthermore, staff is constantly working toward the goals and objectives of the SIP during collaboration at staff meetings, professional development, and PLT meetings. Parents and community members are made aware of the SIP by the parent representative of the School Improvement Team, staff presentations at PTA meetings and listserv. Our School Improvement Team will meet throughout the school year to evaluate our progress toward closing achievement gaps, analyzing assessment data and updating/revising our School Improvement Plan according to newly determined needs based on current data.

2018-2019 Beechview School Improvement Plan

Overview

Plan Name

2018-2019 Beechview 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 will improve in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$54000
2	All students will improve math proficiency.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$20000

Goal 1: All students will improve in English Language Arts.

Measurable Objective 1:

A 13% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 as measured by meeting the end of year benchmark in English Language Arts by 06/09/2017 as measured by the M-Step, NWEA, and Fountas and Pinnell Benchmark Assessment..

Strategy 1:

MTSS: Support for All Students - Teachers will analyze data, during PLT Meetings, from common assessments to plan for Tier 1 Instruction and to determine students not meeting standards and/or who are identified in our lower 30%. These students will be provided a variety of support services designed to meet their individual needs in becoming proficient readers.

Category: Learning Support Systems

Research Cited: What Works in Schools: Translating Research Into Action, Robert Marzano, 2003.

Growing Readers: Units of Study in the Primary Classroom, Kathy Collins, 2004.

The Fountas & Pinnell Prompting Guide, Fountas & Pinnell, 2012.

Strategies That Work: Teaching Comprehension for Understanding and Engagement, Stephanie Harvey and Anne Goudvis, 2007.

What Really Matters for Struggling Readers: Designing Research-Based Programs (3rd Edition), Richard L. Allington , 2011.

Reading with Meaning: Teaching Comprehension in the Primary Grades, Debbie Miller, 2013.

Tier: Tier 1

Activity - Reading Data Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will maintain a data notebook that is used for keeping track of their academic data. Some of this data might include: NWEA, Instructional F&P Levels, high frequency words, Reading Logs and evidence of reading/writing stamina.	Academic Support Program	Tier 1	Implement	10/02/2017	06/08/2018	\$0	No Funding Required	Classroom Teachers Students
Activity - Making Thinking Visible Routine Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize "Making Thinking Visible" Routines during classroom instruction to encourage critical, deeper level thinking.	Academic Support Program	Tier 1	Implement	09/11/2017	06/11/2018	\$0	No Funding Required	Teachers
Activity - Instructional Support Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A Grade Level Instructional Support Time Block will be implemented in grades K-5 to provide direct instruction to meet the needs of ALL students which includes enrichment and intervention activities.	Academic Support Program	Tier 1	Implement	09/25/2017	06/04/2018	\$20000	Title I Part A	Title One Interventionist Classroom Teachers
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Activity - Writing Checklist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will self-assess their progress towards mastery of a given writing skill using a Writing Pathways or MAISA Writing Unit checklist throughout the 2017-2018 school year.	Direct Instruction	Tier 1	Implement	09/25/2017	06/08/2018	\$0	No Funding Required	Teachers Students

Activity - Small Strategy/Guiding Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers will use assessment data to inform student groupings and to identify the instructional focus for small groups in the area of Reading. Small Group Instruction will take place in all classrooms Grades K-5.	Direct Instruction	Tier 1	Implement	09/18/2017	06/08/2018	\$0	General Fund	Classroom Teachers

Strategy 2:

MTSS: Support for Students Identified in our Bottom 30% - Beechview Staff Members will work collaboratively during PLC's and MTSS Meetings to:

Identify students in our bottom 30% based on assessment data

Intentionally plan Tier 2 and 3 Interventions

Progress Monitor student learning and growth

Category: English/Language Arts

Research Cited: Marzano Research

Hattie Research

Tier: Tier 3

Activity - SMART Club Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school small group tutoring for identified students in the lower 30%.	Academic Support Program	Tier 2	Implement	01/29/2018	06/04/2018	\$9000	Title I Part A	SMART Club Teachers Building Principal Classroom Teachers

Activity - Title 1 assistance individually and in small groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Title One Interventionists, under the direction of classroom teachers, will provide support to learners identified through assessment data for additional academic support. Intentional planning will occur to design interventions and progress monitor student interventions. These steps will be implemented with fidelity as part of our intervention process.	Academic Support Program	Tier 2	Implement	09/25/2017	06/08/2018	\$25000	Title I Part A	Beechview Teachers Title Interventionist
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Goal 2: All students will improve math proficiency.

Measurable Objective 1:

A 16% increase of Kindergarten, First, Second, Third, Fourth and Fifth 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 by showing growth in Mathematics by 06/10/2016 as measured by MLPP, NWEA and M-Step.

Strategy 1:

MTSS: Support for All Students - Teachers will use assessment data to guide instruction and to monitor the learning of ALL students in the area of Mathematics. PLT's will focus on our 4 essential questions and share updates regularly with our MTSS Team, to support collaboration and intervention design for the benefit of teaching and learning at each grade level.

Category: Mathematics

Research Cited: Professional Learning Communities, Math Learning Center, National Science Foundation and Northwest Regional Educational Laboratory, Bridges Math, Richard Dufour, 2010.

Tier: Tier 1

Activity - Technology resources and tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, K-4, will utilize computer based technology, resources and tools to differentiate instruction based on assessment data (ex. Compass Learning, Khan Academy and Moby Max).	Academic Support Program	Tier 2	Implement	09/11/2017	06/08/2018	\$0	No Funding Required	All staff

Activity - Cultures of Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Thinking Routines during Math Instruction to promote higher order thinking and problem solving.	Academic Support Program	Tier 1	Implement	09/11/2017	06/08/2018	\$0	No Funding Required	All Staff

Activity - Math Data Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Beechview Elementary School

Teachers will support students in monitoring their learning and growth by keeping a data notebook to demonstrate mastery of math skills and concepts.	Academic Support Program	Tier 1	Implement	09/25/2017	06/08/2018	\$0	No Funding Required	Teachers Students
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Strategy 2:

MTSS: Support for Students Identified in our Bottom 30% - Teachers will analyze student data to:

- identify students in our bottom 30%
- guide instruction
- design interventions to support student growth and learning
- progress monitor the effectiveness of interventions

Category: Mathematics

Tier: Tier 2

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title One Interventionist will collaborate with teachers to help provide math intervention both individually and in small groups to students identified in our bottom 30%.	Academic Support Program	Tier 3	Implement	09/11/2017	06/08/2018	\$20000	Title I Part A	Teachers Title One Interventionist

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
Math Intervention	A Title One Interventionist will collaborate with teachers to help provide math intervention both individually and in small groups to students identified in our bottom 30%.	Academic Support Program	Tier 3	Implement	09/11/2017	06/08/2018	\$20000	Teachers Title One Interventionist
Instructional Support Time	A Grade Level Instructional Support Time Block will be implemented in grades K-5 to provide direct instruction to meet the needs of ALL students which includes enrichment and intervention activities.	Academic Support Program	Tier 1	Implement	09/25/2017	06/04/2018	\$20000	Title One Interventionist Classroom Teachers
Title 1 assistance individually and in small groups	Title One Interventionists, under the direction of classroom teachers, will provide support to learners identified through assessment data for additional academic support. Intentional planning will occur to design interventions and progress monitor student interventions. These steps will be implemented with fidelity as part of our intervention process.	Academic Support Program	Tier 2	Implement	09/25/2017	06/08/2018	\$25000	Beechview Teachers Title Interventionist
SMART Club Extended Learning Opportunity	Before and after school small group tutoring for identified students in the lower 30%.	Academic Support Program	Tier 2	Implement	01/29/2018	06/04/2018	\$9000	SMART Club Teachers Building Principal Classroom Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Strategy/Guiding Reading Groups	Classroom Teachers will use assessment data to inform student groupings and to identify the instructional focus for small groups in the area of Reading. Small Group Instruction will take place in all classrooms Grades K-5.	Direct Instruction	Tier 1	Implement	09/18/2017	06/08/2018	\$0	Classroom Teachers

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Data Notebook	Students will maintain a data notebook that is used for keeping track of their academic data. Some of this data might include: NWEA, Instructional F&P Levels, high frequency words, Reading Logs and evidence of reading/writing stamina.	Academic Support Program	Tier 1	Implement	10/02/2017	06/08/2018	\$0	Classroom Teachers Students
Writing Checklist	Students will self-assess their progress towards mastery of a given writing skill using a Writing Pathways or MAISA Writing Unit checklist throughout the 2017-2018 school year.	Direct Instruction	Tier 1	Implement	09/25/2017	06/08/2018	\$0	Teachers Students
Math Data Notebook	Teachers will support students in monitoring their learning and growth by keeping a data notebook to demonstrate mastery of math skills and concepts.	Academic Support Program	Tier 1	Implement	09/25/2017	06/08/2018	\$0	Teachers Students
Cultures of Thinking	Teachers will utilize Thinking Routines during Math Instruction to promote higher order thinking and problem solving.	Academic Support Program	Tier 1	Implement	09/11/2017	06/08/2018	\$0	All Staff
Technology resources and tools	Teachers, K-4, will utilize computer based technology, resources and tools to differentiate instruction based on assessment data (ex. Compass Learning, Khan Academy and Moby Max).	Academic Support Program	Tier 2	Implement	09/11/2017	06/08/2018	\$0	All staff
Making Thinking Visible Routine Implementation	Teachers will utilize "Making Thinking Visible" Routines during classroom instruction to encourage critical, deeper level thinking.	Academic Support Program	Tier 1	Implement	09/11/2017	06/11/2018	\$0	Teachers