

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: City of Harper Woods Schools

ISD/RESA: Wayne RESA

School Name: Beacon Elementary School

Grades Served: PK,K,1,2,3

Principal: Mrs. Janet Gottsleben

Building Code: 00233

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	4
Vision, Mission and Beliefs	5
Goals	6
Goal 1: Math 2011-12	6
Goal 2: Reading 2011-12	15
Goal 3: Science 2011-2012	23
Goal 4: Social Studies 2011-2012	25
Goal 5: Writing 2011-2012	27
Resource Profile	36
Additional Requirements	37
Assurances	52
Stakeholders	58
Statement of Non-Discrimination	59
Supporting Documentation	60

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. 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.

School Information

School:	Beacon Elementary School
District:	City of Harper Woods Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3
School Code Number:	00233
City:	HARPER WOODS
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Harper Woods Schools- where education is expected and respected.

Mission Statement

We believe Beacon is a place where the academic, social and emotional needs of children are nurtured and supported.

Beliefs Statement

We believe Beacon is a place where the academic, social and emotional needs of children are nurtured and supported.

Goals

Name	Development Status	Progress Status
Math 2011-12	Complete	Open
Reading 2011-12	Complete	Open
Science 2011-2012	Complete	Open
Social Studies 2011-2012	Complete	Open
Writing 2011-2012	Complete	In Progress

Goal 1: Math 2011-12

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will become proficient in Math.

Gap Statement: Based on the review of our MEAP data 91% of our students were proficient. We found curricular gaps in measurement, fractions and numbers and operations and end of grade level data indicated a weakness in the area of measurement as well.

Cause for Gap: Measurement and numbers and operations (word problems) were curriculum weaknesses especially in our black students and economically disadvantaged.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP
Grade Level Math GLCE Pacing Guides

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP
>70% on Grade Level Math GLCE Pacing Guides GLCEs

Contact Name: Janet Gottsleben

List of Objectives:

Name	Objective
Math 3% focal point improvement	Students will increase proficiency by 3% in each identified Focal Point area as determined by the MEAP and GLCE data.

1.1. Objective: Math 3% focal point improvement

Measurable Objective Statement to Support Goal: Students will increase proficiency by 3% in each identified Focal Point area as determined by the MEAP and GLCE data.

List of Strategies:

Name	Strategy
Class A Assessments	Staff will develop assessments based on pacing guides/Skills Inventories.
Interactive White Boards	Teachers will be trained to use the interactive white boards to increase student understanding of focal point concepts.
On going analysis	Teachers will analyze Math GLCEs as they are taught and data collected. Those Students scoring <70 on an essential GLCE will receive intervention for that particular skill.
Small Group Interventions	The teachers will analyze data to identify students requiring reteaching or enrichment.
Study Island	Second and Third Grade staff will use the lab weekly for all students to work at differentiated levels in targeted Math areas.
Summer School	Identified students in grades 1-3 will receive targeted instruction in Math Focal GLCE's. Four weeks, one hour a day, five days a week.
Title 1/At Risk Math Group Intervention	Staff will pre and post test identified students and provide reteaching in targeted skill areas.

1.1.1. Strategy: Class A Assessments

Strategy Statement: Staff will develop assessments based on pacing guides/Skills Inventories.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Bob Sornson's Early Success Schools Initiative.
Results Now by Mike Schmoker, ASCD, Alexandria, Virginia, USA. pg. 130-133, 2006.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Development	2011-08-31	2011-11-08	Jan Gottsleben

1.1.1.1. Activity: Assessment Development

Activity Type: Professional Development

Activity Description: Staff will work in grade levels and content areas to develop pre and post assessments based on pacing guides.

Planned staff responsible for implementing activity: Jan Gottsleben

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2011-11-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Class A Assessments	No Funds Required		

1.1.2. Strategy: Interactive White Boards

Strategy Statement: Teachers will be trained to use the interactive white boards to increase student understanding of focal point concepts.

Selected Target Areas

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning

What research did you review to support the use of this strategy and action plan?

Twenty-first Century Classrooms

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Interactive White Board Resource/Skills sharing	2011-01-05	2011-05-11	Assorted staff teacher leaders

1.1.2.1. Activity: Interactive White Board Resource/Skills sharing

Activity Type: Professional Development

Activity Description: Staff will spend Wed. meetings to share resources and skills to use interactive whiteboards for lesson delivery of math focal points.

Planned staff responsible for implementing activity: Assorted staff teacher leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-01-05, End Date - 2011-05-11

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Janet Gottsleben	No Funds Required		

1.1.3. Strategy: On going analysis

Strategy Statement: Teachers will analyze Math GLCEs as they are taught and data collected. Those Students scoring <70 on an essential GLCE will receive intervention for that particular skill.

Selected Target Areas

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.8 Implements interventions to help students meet expectations for student learning
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

What research did you review to support the use of this strategy and action plan?

<http://ed.gov> Quick Wins
Doing What Works, Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will analyze Class A	2012-02-17	2012-02-17	All staff

1.1.3.1. Activity: Staff will analyze Class A

Activity Description: Staff will analyze Class A data and GLCE data to understand and determine curriculum weaknesses and strengths.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-02-17, End Date - 2012-02-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Class A	General Funds	0.00	0.00

1.1.4. Strategy: Small Group Interventions

Strategy Statement: The teachers will analyze data to identify students requiring reteaching or enrichment.

Selected Target Areas

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

What research did you review to support the use of this strategy and action plan?

<http://dww.ed.gov> Quick Wins, Doing What Works

Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Analyze MEAP data	2010-10-06	2010-10-06	All staff
Analyze Essential GLCE/Inventories Data	2011-09-07	2012-06-06	All staff.
Extended Day University	2011-09-21	2012-05-28	Assigned staff for grades K-3.
Power Hour	2011-09-21	2012-05-28	Assigned staff for grade levels 1-3.

1.1.4.1. Activity: Analyze MEAP data

Activity Description: Staff will analyze Class A data to understand curriculum weakness and strengths.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-06, End Date - 2010-10-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Class A	No Funds Required		

1.1.4.2. Activity: Analyze Essential GLCE/Inventories Data

Activity Description: The staff created pacing guides last year with mini-assessments for each essential GLCE/inventories. This data will be used to identify students for reteaching/enrichment.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
GLCE tracking charts	General Funds	0.00	

1.1.4.3. Activity: Extended Day University

Activity Description: Identified Students will participate in web quest to enrich math skills twice a week.

Planned staff responsible for implementing activity: Assigned staff for grades K-3.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-05-28

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	General Funds	8,000.00	

1.1.4.4. Activity: Power Hour

Activity Description: Identified students will receive after school reinforcement in focal point GLCEs.

Planned staff responsible for implementing activity: Assigned staff for grade levels 1-3.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-05-28

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	Section 31 a	12,000.00	

1.1.5. Strategy: Study Island

Strategy Statement: Second and Third Grade staff will use the lab weekly for all students to work at differentiated levels in targeted Math areas.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Marzone, Robert. CLASSROOM INSTRUCTION THAT WORKS, p 49-59, 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Paige Review SI	2011-11-01	2011-11-08	Brenda Ban, Paige Drabant, Second and third grade teachers.

1.1.5.1. Activity: Paige Review SI

Activity Type: Professional Development

Activity Description: Paige Drabant will review and ready lab for Study Island use.

Planned staff responsible for implementing activity: Brenda Ban, Paige Drabant, Second and third grade teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-01, End Date - 2011-11-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Section 31 a	5,000.00	

1.1.6. Strategy: Summer School

Strategy Statement: Identified students in grades 1-3 will receive targeted instruction in Math Focal GLCE's. Four weeks, one hour a day, five days a week.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Marzaon, Robert. CLASSROOM INSTRUCTION THAT WORKS. Homework.. pg 61-71. 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer School Selection Process	2012-06-01	2012-06-14	Paige Drabant, Juanita Havro

1.1.6.1. Activity: Summer School Selection Process

Activity Description: Pre test for each grade level will be given to lowest quartile students to determine eligibility.

Planned staff responsible for implementing activity: Paige Drabant, Juanita Havro

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-06-01, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	Section 31 a	5,000.00	
Supplies	Section 31 a	1,500.00	

1.1.7. Strategy: Title 1/At Risk Math Group Intervention

Strategy Statement: Staff will pre and post test identified students and provide reteaching in targeted skill areas.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Schmoker, Michael. RESULTS NOW, pg 161-162, 2006

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify and teach targeted math skills	2011-08-31	2012-06-14	Paige Drabant and Terry Wedlow

1.1.7.1. Activity: Identify and teach targeted math skills

Activity Description: Targeted students will receive targeted instruction based on pre/post criteria

Planned staff responsible for implementing activity: Paige Drabant and Terry Wedlow

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At risk Staffing	Section 31 a	18,000.00	
Title 1 Staffing	Title I Part A	18,000.00	

Goal 2: Reading 2011-12

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will become proficient in Reading.

Gap Statement: Although we scored 83% overall on MEAP Reading, 81% of our African American population scored at the Level 2 as compared to our caucasian population who scored 47% at this same level.

Our local data shows no discrepancy between ethnicity or gender
However there was a discrepancy between fiction and non fiction. Non fiction being an area of concern.

Cause for Gap: Although 83% are proficient, we still see measurable gaps between proficiency levels. Our population scores 10-18% below state in sequencing and summarizing. Also significant gaps in inferential reading comprehension skills.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Individual Reading Inventory(IRE), DIBELS, local reading data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? One or more of the following criteria will determine student success:

IRE with a grade level cut score.

Another criteria for the MEAP is the proficiency levels, raising our medium and low proficient to the next level.

Also Local data of fiction and non fiction scores

K-1 will use the ESS data sheets

2-3 will use the ESS data in the next 2 consecutive years.

Contact Name: Janet Gottsleben

List of Objectives:

Name	Objective
3% quartile improvement	Students will increase proficiency by 3% in each quartile from pre to post tests

2.1. Objective: 3% quartile improvement

Measurable Objective Statement to Support Goal: Students will increase proficiency by 3% in each quartile from pre to post tests

List of Strategies:

Name	Strategy
Daily Summary	Teacher will summarize a point in the day with students by using a "FIRST, NEXT, LAST and WRAP UP TEMPLATE."
Double Dip	Staff will place high need / mobility students into twice a day lessons as needed.
MEAP Vocabulary	Posters will be created and displayed that illustrate MEAP like phrases needed to interpret standardized test language. Teachers will regularly add, use and review this information.
Study Island	Grades 2-3 staff will use Study Island for differentiated lessons weekly.

2.1.1. Strategy: Daily Summary

Strategy Statement: Teacher will summarize a point in the day with students by using a "FIRST, NEXT, LAST and WRAP UP TEMPLATE."

Selected Target Areas

- 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

What research did you review to support the use of this strategy and action plan?

Results Now, MIKE SCHMOKER, 2006

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff Summary Template	2011-10-01	2011-10-22	Staff

2.1.1.1. Activity: Staff Summary Template

Activity Description: Staff will develop grade level appropriate expectations and templates used in the summary corners. Reproducible student samples will also be made to be used when students are ready.

Planned staff responsible for implementing activity: Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2011-10-22

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Poster templates	No Funds Required		

2.1.2. Strategy: Double Dip

Strategy Statement: Staff will place high need / mobility students into twice a day lessons as needed.

Selected Target Areas

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

What research did you review to support the use of this strategy and action plan?

Smith, Jean Louisa M& Fien, Hank & Paine, Stan C(2008) "When Mobility Disrupts Learning," Education Leadership, Volume 65 number 7.pp59-63

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Analyze Reading Data	2011-09-01	2012-06-03	All staff, support personnel, Title 1 coordinator, Sue Stanley.
EDU	2011-09-21	2012-06-14	Assigned staff
Power Hour	2011-09-21	2012-06-14	Assigned staff
Reteaching Reading	2011-09-05	2012-06-14	Title 1, At Risk and classroom staff.
Study Island Lab	2011-10-18	2012-05-27	Classroom teachers and Title 1 para pros Parent Volunteers

2.1.2.1. Activity: Analyze Reading Data

Activity Type: Professional Development

Activity Description: Teacher will target students in need of targeted intervention by using Wright Group data, dolch word list, and classroom performance, success inventories and MEAP. Double dipping will be done by classroom teacher as well as by small group intervention by Title 1 and At Risk support group.

Sue Stanley:

9-23-11 2nd a.m. 3rd p.m. Tchrs. bring "what About Lists"

11-12-11 3rd a.m. 2nd p.m. Tchrs., bring inventories to discuss

1-13-12 K a.m. 1st p.m. bring inventories to discuss

1-26 rotating sub, grand conversation day, sue and jan meet 30 min, with each classrm tchr.
4-26 12 2nd a.m. 3rd p.m. bring inventories to discuss

Planned staff responsible for implementing activity: All staff, support personnel, Title 1 coordinator, Sue Stanley.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-03

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Calendar	No Funds Required		

2.1.2.2. Activity: EDU

Activity Description: Identified students will participate two days a week for one hour in an after school Web Quest. High interest topics will be researched in the lab and projects/reports will be developed using the information which will include activities in reading.

Planned staff responsible for implementing activity: Assigned staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	General Funds	5,000.00	

2.1.2.3. Activity: Power Hour

Activity Description: Identified students will be pre tested to determine eligibility for one hour, once a week after school. Students will participate in activities to reinforce targeted skills needed for success.

Planned staff responsible for implementing activity: Assigned staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	Section 31 a	5,000.00	
Staffing	Section 31 a	5,000.00	

2.1.2.4. Activity: Reteaching Reading

Activity Description: Identified lowest quartile students will receive remediation and support.

Planned staff responsible for implementing activity: Title 1, At Risk and classroom staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At risk Staffing	Section 31 a	25,000.00	
Title 1 staff	Title I Part A	150,000.00	

2.1.2.5. Activity: Study Island Lab

Activity Description: Students in grades 2-3 will receive Study Island lab time to support gaps in their reading skills.

Planned staff responsible for implementing activity: Classroom teachers and Title 1 para pros
Parent Volunteers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-18, End Date - 2012-05-27

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

2.1.3. Strategy: MEAP Vocabulary

Strategy Statement: Posters will be created and displayed that illustrate MEAP like phrases needed to interpret standardized test language.

Teachers will regularly add, use and review this information.

Selected Target Areas

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning

What research did you review to support the use of this strategy and action plan?

Results Now, Mike Schmoker

Doing What Works, Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Poster Maker	2011-10-04	2012-06-10	Staff.

2.1.3.1. Activity: Poster Maker

Activity Description: Grade levels determine what vocabulary is best suited for this vocabulary lists. Staff will create the posters using the poster maker

Planned staff responsible for implementing activity: Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-04, End Date - 2012-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paper/Ink	Other	500.00	0.00

2.1.4. Strategy: Study Island

Strategy Statement: Grades 2-3 staff will use Study Island for differentiated lessons weekly.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Marzano, Robert. CLASSROOM INSTRUCTION THAT WORKS. pg 49-59. 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Study Island Information Table	2011-09-29	2011-11-17	Titel 1 Para Pros.
Weekly Study Island	2011-10-24	2012-06-14	Grades 2-3 staff. Paige Drabant Brenda Ban.

2.1.4.1. Activity: Parent Study Island Information Table

Activity Description: Title 1 staff will man a table outside office during conferences. Information including logins and directions will be available to parents.

Planned staff responsible for implementing activity: Titel 1 Para Pros.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-29, End Date - 2011-11-17

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing	Title I Part A	300.00	

2.1.4.2. Activity: Weekly Study Island

Activity Description: Grades 2-3 staff will monitor and assist students in differentiated work sing Study Island.

Planned staff responsible for implementing activity: Grades 2-3 staff. Paige Drabant Brenda Ban.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-24, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Science 2011-2012

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in science

Gap Statement: 5th grade science MEAP showed only 65% proficient with our economically disadvantaged scoring 58% proficient. There is a gap between our african AMERICAN and caucasian population of 40%.

Cause for Gap: Urban students are under resourced in the area of science vocabulary, experience and inquiry based thinking.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Science news magazines will be used to determine features of the text that will assit and determine understanding of the science content expected.

Contact Name: Jan Gottsleben

List of Objectives:

Name	Objective
Features of the text	80% of students will be able to identify 2 features of an informational text. ----- -----

3.1. Objective: Features of the text

Measurable Objective Statement to Support Goal: 80% of students will be able to identify 2 features of an informational text.

List of Strategies:

Name	Strategy
Science News Magazine	Teacher will provide news magazine and ask students to point to specific parts of the text. Proficiency will be determined by teacher observing who can correctly locate the items asked for.

3.1.1. Strategy: Science News Magazine

Strategy Statement: Teacher will provide news magazine and ask students to point to specific parts of the text. Proficiency will be determined by teacher observing who can correctly locate the items asked for.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Robert Marzano, CLASSROOM INSTRUCTION THAT WORKS, p. 111-120, 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom check list	2011-09-12	2012-01-30	Classroom teachers, Brenda Crane

3.1.1.1. Activity: Classroom check list

Activity Description: In HELP class each grade level will create a student generated features of the text list.

Copies will be made for each classroom to display and reference.

Teachers will ask students to identify 2 features of the text. Teacher will visually determine student understanding by recording which students are able to locate the specific items asked for.

Planned staff responsible for implementing activity: Classroom teachers, Brenda Crane

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-01-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science News Magazine	Other	500.00	

Goal 4: Social Studies 2011-2012

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in social studies

Gap Statement: 5th grade social studies MEAP scores showed a weakness in overall knowledge of content expectations.

Cause for Gap: Urban children are unresourced in the area of exposure and experience to the many areas needed for a proficient knowledge base in social studies.

Multiple measures/sources of data you used to identify this gap in student achievement: 5th grade MEAP scores as well as classroom performance on unit assessments and observations regarding background knowledge in classroom discussions.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Grade level unit tests, MEAP scores

Contact Name: Jan Gottsleben

List of Objectives:

Name	Objective
Features of Text	80% of students will be able to identify 2 features of an informational text.

4.1. Objective: Features of Text

Measurable Objective Statement to Support Goal: 80% of students will be able to identify 2 features of an informational text.

List of Strategies:

Name	Strategy
Scholastic News/Weekly Reader	Teachers will use issues of Scholastic News/Weekly Reader to teach ., model and reinforce features of an informational text.

4.1.1. Strategy: Scholastic News/Weekly Reader

Strategy Statement: Teachers will use issues of Scholastic News/Weekly Reader to teach ., model and reinforce features of an informational text.

Selected Target Areas

--

What research did you review to support the use of this strategy and action plan?

Robert Marzano, CLASSROOM INSTRUCTION THAT WORKS, P. 111-120, 2001

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Classroom check list	2011-09-12	2012-01-30	Classroom teachers, Brenda Crane

4.1.1.1. Activity: Classroom check list

Activity Description: In HELP class, student generated checklists or features of the text will be created. Copies of these checklists will be used in each classroom and referenced.

Teacher provides a page of informational text, orally asks students to touch a feature of the text i.e. caption, bolded word, date, italicized word etc.

Planned staff responsible for implementing activity: Classroom teachers, Brenda Crane

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-01-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic News & Weekly Reader	Other	700.00	

Goal 5: Writing 2011-2012

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will become proficient in writing.

Gap Statement: Based on a review of our MEAP data, 2010 and fourth grade scored 30% as compared to state 47% MEAP data indicated a weakness in the area of writing.

Third grade report card data final quarter indicates that only 79 % were independent writers.

Specific sub group information:

Based on the MEAP data there was no significant gaps between our subgroups with an overall weakness in conventions and organization.

Cause for Gap: Analysis of MEAP data indicate our urban population has a deficiency in vocabulary and exposure to rich vocabulary and formal register.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP 4th Grade Writing.

Third grade report card-comparing number of students able to write a reasonable response- Independent writers.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? One or more of the following criteria will be used for monitor progress:

4th MEAP Writing proficiency increase by 3%

Local Assessment Common Assessment Scores.(data sheets)

On the report card data we took fourth quarter independent writer data- third grade.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	2009 Plan.

Contact Name: Janet Gottsleben

List of Objectives:

Name	Objective
All students will be proficient in writing	Students will increase proficiency by inventories and/or WriteSteps rubrics by one point or more.

5.1. Objective: All students will be proficient in writing

Measurable Objective Statement to Support Goal: Students will increase proficiency by inventories and/or WriteSteps rubrics by one point or more.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

List of Strategies:

Name	Strategy
Analyze Writing data	Grade level staff will study writing data and identify specific strengths and weaknesses.
Technology	Smart boards will be used in each classroom to allow interactive teaching of writing

	curriculum and building background knowledge and vocabulary.
WriteSteps	Teachers will focus on writing conventions and process, collaborate with grade levels for instructional delivery and articulate elements of instructions that were successful based upon data.

5.1.1. Strategy: Analyze Writing data

Strategy Statement: Grade level staff will study writing data and identify specific strengths and weaknesses.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

What research did you review to support the use of this strategy and action plan?

Lucy Calkins Writer Workshop
 Best Practice by Zemelman, Daniels and Hyde
 6 + 1 Traits
 WriteSteps

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff Analysis with Write Steps	2012-04-18	2012-04-18	Janet Gottsleben

5.1.1.1. Activity: Staff Analysis with Write Steps

Activity Type: Professional Development

Activity Description: Staff will be inserviced by Arlan from Write Steps. She will assist in using rubric

for objective scoring and identifying high, medium and lows on local assessments.

Planned staff responsible for implementing activity: Janet Gottsleben

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-04-18, End Date - 2012-04-18

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Write Steps	Title II Part A	1,500.00	

5.1.2. Strategy: Technology

Strategy Statement: Smart boards will be used in each classroom to allow interactive teaching of writing curriculum and building background knowledge and vocabulary.

Selected Target Areas

3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice

What research did you review to support the use of this strategy and action plan?

EDUCATION LEADERSHIP, Volume 66 Number 6, "Welcome to Our Virtual World." Students come to school language and vocabulary deficient, technology can generate vocabulary more relevant. Media offers essential resource to develop basic reading/writing skills.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Smart Boards	2011-09-07	2012-06-07	Janet Gottsleben, Brenda Ban
Training for Smart Boards	2011-11-03	2012-06-03	Brenda Ban

5.1.2.1. Activity: Smart Boards

Activity Description: Smart Boards and media package (web streaming) will be used in each classroom with projection capabilities to model and deliver best practices in writing.

Planned staff responsible for implementing activity: Janet Gottsleben, Brenda Ban

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
WC RESA	Title I Schoolwide	45,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

5.1.2.2. Activity: Training for Smart Boards

Activity Description: Staff will be trained in the use of Smart Board system and media resources as needed. Release time will be provided to staff for individual training.

Planned staff responsible for implementing activity: Brenda Ban

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-11-03, End Date - 2012-06-03

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Smart Board Vendor	Title II Part A	5,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

5.1.3. Strategy: WriteSteps

Strategy Statement: Teachers will focus on writing conventions and process, collaborate with grade levels for instructional delivery and articulate elements of instructions that were successful based upon data.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.7 Provides for articulation and alignment between and among all levels of schools

What research did you review to support the use of this strategy and action plan?

Marzano Strategies that Work.

BEST PRACTICE, Second Edition, Steven Zemelman, Harvey Daniels, Arthur Hyde. 1998

Six Traits + 1

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Analyze writing data	2012-04-18	2012-04-19	Staff and Curriculum Director
Power Hour	2011-10-01	2012-06-01	Assigned Staff
Staff will be trained with using new revised WriteSteps kits.	2011-10-25	2012-06-14	Jan Gottsleben
Writers Workshop	2011-10-01	2012-06-14	Classroom teachers

5.1.3.1. Activity: Analyze writing data

Activity Type: Professional Development

Activity Description: Teachers will analyze fourth grade MEAP data and report card data to show areas of strengths and weaknesses.

Planned staff responsible for implementing activity: Staff and Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-04-18, End Date - 2012-04-19

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training attended by all staff, Title 1, paraprofessionals	Title II Part A	1,500.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

5.1.3.2. Activity: Power Hour

Activity Description: Students with identified needs will participate in grade level after school reinforcement that provides targeted assistance in need areas.

Planned staff responsible for implementing activity: Assigned Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-01

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staffing	Section 31 a	7,200.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/09/2010	Janet Gottsleben	Inactive	Progress Status changed from Open to Inactive

5.1.3.3. Activity: Staff will be trained with using new revised WriteSteps kits.

Activity Type: Professional Development

Activity Description: Staff will be trained by Arlynn from WriteSteps using the revised kits.

Planned staff responsible for implementing activity: Jan Gottsleben

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-25, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for training with Arlynn from WriteSteps	Title II Part A	1,500.00	
Revised WriteStep Kits	General Funds	3,300.00	

5.1.3.4. Activity: Writers Workshop

Activity Description: Teachers will implement writing workshop minimum of 3 times a week. Students will write independently as teachers circulate and meet with individual authors choosing one skill area for the student to focus on. Teachers will meet with all students at least once within this time frame.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-01, End Date - 2012-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
File Holders	General Funds	500.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$83,700.00	\$0.00
Title II Part A	\$9,500.00	\$0.00
Title I Schoolwide	\$45,000.00	\$0.00
Other	\$1,700.00	\$0.00
Title I Part A	\$168,300.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$16,800.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Staff in March studied data and by grade level, wrote their assessments. Wikispaces was used to organize data.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

DEMOGRAPHIC- Our student enrollment has declined by nearly 15% in the past five years. The numbers of SocioEconomic Students continue to rise each year. Our rate of mobility continues to hold steady in the twenty percent range.

Caucasian enrollment is dramatically decreasing, African American enrollment is increasing. Economically disadvantaged enrollment has more than doubled in the last five years.

SCHOOL PROGRAM-PROCESS-Staff has gone through some changes with retirements, and reassignments. Class size has increased with sections of grade levels decreasing. Behavior data and suspension rates continue to trend towards males. Absenteeism is high amongst social economic sub group. Parent Conference attendance for African Americans is 65% compared to caucasian at 100%

PERCEPTION-Perception data was collected through standard surveys to parents and staff. A small group of parents were gathered together to assist with perception and needs. The results of all groups were positive. A need for after school clubs and help, safety and respect were common threads.

Student Achievement Data- Data Sheets, MEAP, Early Success Inventories provided similar data that showed focused growth in Reading, Math, Writing. The deficiencies include Writing conventions and organizations, reading comprehension, and Math measurement, fractions, and comutation. In Science and Social Studies there is a need to focus on features of the text.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

Bob Sornson's Early Success Schools Foundation has been adopted to address early intervention for student success. This will be year two of a three year initiative in which all K-3 and support staff will be trained in using an essential skills inventory. The set of skills included in these grade level inventories include all skills necessary to assure student success for the following year. Staff will continue to create lessons and assessments based upon these inventories with the help of Bob Sornson and team.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Staff and parent surveys as well as parent nights, meetings, advisories helped in developing school improvement plan. A Brainstorm Board in the lounge was used to display ideas/concerns throughout the school year.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Through the use of Early Success Inventories, Class A and the MDE web site we monitor and adjust as needed.

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

Teachers are the direct deliverers of curriculum. The school improvement team are the direct deliverers of state initiatives and NCA process requirements. When the school improvement team brings initiatives to staff and the staff collaborates on what pieces of curriculum need to be focused upon based upon data. Our staff is exceptional at researching best practices. Our staff grade levels have begun working on developing local assessments and will continue with that. We will be working harder this year on using local assessments and gathering data.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Beacon Elementary prides itself on its exemplary staff. All Beacon staff members are highly qualified teachers. The Harper Woods School District Central Office is responsible for maintaining and housing teacher certification and files. All Harper Woods School District teachers are highly qualified under the NCLB Act. The staff possesses a minimum Bachelor's degree and full state certification. In addition, the

staff meets the criteria of at least one of the following: Michigan Test for Teacher Certification, Masters Degree and Post graduate studies and certifications. Also Beacon utilizes instructional paraprofessionals. These paraprofessionals are highly qualified and meet the NCLB requirements for their positions. The Central Office is responsible for maintaining and housing instructional paraprofessional files.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

The average years of experience at Beacon is 18.7 years with overall experience of 20.7 years.

Questions # Teachers 0-3 years 4-8 years 9-15 years >15 years

1. How long teachers have been teaching. 21 0 2 3 16

2. Number of years at Beacon 21 3 2 3 13

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

We are a very small district with approximately 1,200 students and 3 buildings. All three of our buildings are considered high needs schools. Our Central Office posts positions on the district website as well as local universities. Our district is attractive due to our small, intimate setting which allows teachers to establish personal relationships with families and colleagues as well as less bureaucratic interference when establishing change. Our pay and benefit package is very competitive. Due to these factors Harper Woods School District experiences little or no teacher turnover rate. In the last five years our turnover rate has been 10%, both of these vacancies were due to relocating for spouse's jobs. Our teaching staff has an average of 21 years teaching experience. We have limited opportunities for movement within the district. When there is an opening, the Harper Woods School District strictly abides by the NCLB Legislation in hiring all staff. All but three staff members have master degrees or better. Of those three, all are currently enrolled in a master degree program.

3. Describe the rate of teacher turnover for the school.

13 of the 21 teachers have more than 15 years experience at Beacon. We have had one staff leave for retirement in the past year.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that

identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

The Staff at Beacon Elementary believe that schools clearly work best when parents take an active interest in their children's education and encourage them to do well. Research has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with strong parental involvement, in schools that relate well to their communities, have students that outperform other schools.

1. Parents were clearly involved in the design, implementation and evaluation of the schoolwide plan-

- Beacon Parents are involved in the school improvement process by participating in the self assessment for Advance Ed, and review and have input into ur school Improvement Plan.

- Beacon has an active Parent organization that meets on a monthly basis with the principal and teacher representative to discuss and plan school-wide events and also support curriculum.

- Beacon parent will evaluate schoolwide plan annually.

- Parents are involved on hiring teams.

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

- Beacon Parents are involved in the school improvement process by participating in the self assessment for Advance Ed, and review and have input into our school Improvement Plan, and Title 1 plans.

2b. Implementation

- Beacon has an active Parent organization that meets on a monthly basis with the principal and teacher representative to discuss and plan school-wide events and also support curriculum.

2c. Evaluation

- Beacon parent will evaluate schoolwide plan annually. Annual parent surveys are conducted and reviewed.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

**Curriculum guides are available on the web, and hard copy sent home to parents informing them of expectations and goals for their student. These guides will be discussed in detail at Conferences. Areas needing more support at home will be highlighted by teacher for parent.*

**Classroom assessments, grade level tests, local assessments, MEAP data are all shared with parents with parent letters to read and use.*

**Grade level quarterly expectation lists are provided to parents. These allow the parent to understand where their student is at during the pace of the school year.*

**Beacon provides a Parent Handbook, both hard copy and web based, which outlines the discipline plan as well as attendance and tardy policies.*

- Provide materials and training to help parents to work with their children to improve their child's achievement

Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.

**Curriculum guides are available on the web, and hard copy sent home to parents informing them of expectations and goals for their student. These guides will be discussed in detail at Conferences. Areas needing more support at home will be highlighted by teacher for parent.*

**Classroom assessments, grade level tests, local assessments, MEAP data are all shared with parents.*

**Grade level quarterly expectation lists are provided to parents. These allow the parent to understand where their student is at during the pace of the school year.*

Beacon folders are provided to each student as a means to communicate and transport materials to and from home. Students and parents are taught the importance and how to use the format (at school, take home slots)

**Weekly Principal/classroom newsletters are sent home and web based to inform and educate on dates, events, achievement progress and key vocabulary items that relate to assessment and MEAP are in the Principal newsletter.*

** Title 1 Web page has a vocabulary page that includes common key vocabulary that is essential for understanding achievement.*

**Parent Connect is an electronic tool for parents to stay informed on student progress and achievement. Parents will receive training using the program at Open House and conferences.*

Study Island home subscription

** Welcome Back Night where parents are taught about home routines that help student success, Homework schedules that adhere to the same subject each week night that allow parents to anticipate expectations*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Assurance Statement

Teachers will use the compact annually at elementary level parent teacher conferences. It is also explained in one of our Welcome Back instructional sessions for parents and students.

- Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by Section 1111(b)(3)

Beacon provides all parents with the following:

- Progress Reports*
- Report Cards*
- Study Island*
- MEAP Parent Reports*
- Behavioral Reports*
- Student Planners*

The parents of Special Education students also receive:

- A copy of the IEP*
- IEP Progress Reports*
- Woodcock Johnson 3 year re-evaluation achievement results*

These individual student academic assessment results will be communicated to the parents in a language the parents can understand. Monthly educational vocabulary will be highlighted and defined in the Principal Newsletters, on the web, and marquees. An interpretation of student academic results will be given to parents required by Section 1111(b)(3)

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

Principal meets with parent advisory group to review our Title 1 evaluation plan. Ideas are generated and recorded to be addressed in the new plan for the 2011-2012 school year.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

Results indicated a need for more parent workshops in order to address parental ability to support higher level math skills. Also, parents indicated a need for after school support for students in the area of reading and math.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level

transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Beacon Elementary's plan for connecting with preschool-age children includes a Early Childhood Round up. This event brings all our students ages 2 ½ to 5 years old to be screened in several developmental areas. Results of these assessments are reviewed with parents by staff to inform of strengths and weaknesses. These students are then guided into the appropriate program (Tuition based preschool, grant applicant preschool, Early Childhood Developmentally Delayed preschool). Parents will receive a readiness packet during this event. Our Preschool Teacher makes two home visits per year. Speech and Language services are provided to students who qualify.

Preschool visitation to Kindergarten- Several times a year preschool visits Kindergarten programs where literacy activities are implemented. This allows preschool students to view and experience Kindergarten classrooms and routines.

Kindergarten Orientation is presented by kindergarten teachers and support staff to introduce parents to the expectations of early learning. Students are invited to attend with parents and are given a tour of the classrooms and allowed to engage in activities while parents are meeting. At this time, parents are invited and encouraged to return for periodic visits throughout the remainder of the year. A planned Preschool visit to the kindergarten rooms is part of the transition process.

The Family Center of Harper Woods presents several events through the year that focus on programs aimed at supporting families with preschool/young age children. Dates, times and locations for these events are posted on District website, marquees, posters displayed at local businesses and doctor offices, District/School Newsletters, banners hung near areas with high visibility.

Curriculum Guide for kindergarten is available on the website for parents. These guides are discussed in detail throughout the year with parents.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

Beacon staff has input into the decisions regarding the use of school based academic assessments. Assessments are developed at grade level collaboration and articulation meetings. Beacon Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Beacon's staff continually assesses and reassesses each student's achievement levels and progress. Classroom teachers are responsible for monitoring skill levels. Methods of assessment include, but are not limited to:

- Kindergarten teachers use a local assessment based on Michigan Literacy Progress Profile (MLPP) in September to recognize children who may not be developmentally ready for kindergarten literacy instruction*
- Kindergarten through third grade teachers assess students using Wright Group Informal Reading Inventory.. These tests are given at the beginning of the school year, in December, and in May. New students will be assessed using a teacher developed gradelevel assessment to determine grade level readiness. Classroom teachers disaggregate MEAP scores and identify specific*

names and scores of

non-achieving students. These students then become eligible for support from Title I teachers, Para professionals, Study Island and our after school program.

- ?Zangle is used to monitor students' grades, homework, and citizenship
- Study Island, a web based program, allows children to practice Michigan's reading, and math.
- . The program automatically assesses students' ability and provides reports to teachers and parents. It's availability at home provides parents with additional reinforcement and drop down tutorial screens.

Program

- ?Children who previously attended the Early Childhood Developmentally Delayed (ECDD) program are identified as at risk students at the Kindergarten Round-Up.

At Beacon Elementary, timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Strategies and assistance may include, but are not limited to:

- ?Early intervention, developed by teacher with para-professional support, in the kindergarten room for those students who are developmentally delayed.
- Math Essential Pacing Guides will be used to monitor students progress Kindergarten through third grade. Students not achieving 80% proficiency will be put through small group reteaching activities by Title 1 staff.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

At Beacon Elementary, timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Strategies and assistance may include, but are not limited to:

- Study Island provides instant teaching and remediation. As students participate in the testing or standards based 'game', the program monitors progress. If a student cannot pass the objectives, the program automatically moves the student to an easier skill level. There is also a 'help window' component so the child can be given a quick re-teaching of the skill Study Island is used by second and third grade classes by rotation through the Computer Lab during the week. This program gives specific targeted practice to each student's individual needs. The computer teacher and classroom teacher assist in monitoring students.
- ?Kindergarten through third grade students receive academic support from the Title I teachers. Small groups allow for individual assistance with literacy skills and learning strategies
- Summer School is provided for targeted students for assistance and remediation. The Study Island computer program is used during this time for second and third grade.
- Math Essential Pacing Guides will be used to monitor students progress Kindergarten through third grade. Students not achieving 80% proficiency will be put through small group re teaching activities by Title 1 staff.
- Measurement Camp for targeted second and third grade students.
- Collaboration time is given to classroom teachers to construct grade level expectations and common assessments and to develop a variety of learning tools and assessments that

take individual learning styles into account

- Teachers incorporate visual, auditory, and kinesthetic activities for each skill taught to address varied learning styles

- A variety of accommodations are offered to students experiencing frustration with mastery of content i.e., reduced assignments, tests read, extended time as needed, word

b. Staff is involved in Student achievement data analysis is studied by the teachers to determine assessments in ELA, Math, Science and Social Studies. All assessments are based on GLCEs prescribed in the pacing guides.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Staff developed data sheets that assess essential skill areas in the core areas of math, reading and writing. These are reviewed on a consistent basis. Students not achieving a cut score in these areas receive intervention, a "double dip", and are reassessed to assure mastery.

Also, Essential Skills Inventories are used to track students mastery of the essential skills needed for future academic success.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

At Beacon Elementary, timely, effective, additional assistance is provided to assist students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Strategies and assistance may include, but are not limited to:

- ?Early intervention, developed by teacher with para-professional support, in the kindergarten room for those students who are developmentally delayed.

- Study Island provides instant teaching and remediation. As students participate in the testing or standards based 'game', the program monitors progress. If a student cannot pass the objectives, the program automatically moves the student to an easier skill level. There is also a 'help window' component so the child can be given a quick re-teaching of the skill.

- Study Island is used by second and third grade classes by rotation through the Computer Lab during the week. This program gives specific targeted practice to each student's individual needs. The computer teacher and classroom teacher assist in monitoring students.

- *Kindergarten through third grade students receive academic support from the Title I teachers. Small groups allow for individual assistance with literacy skills and learning strategies.*
- *Summer School is provided for targeted students for assistance and remediation. The Study Island computer program is used during this time for second and third grade.*
- *Math Essential Pacing Guides will be used to monitor students progress Kindergarten through third grade. Students not achieving 80% proficiency will be put through small group reteaching activities by Title I staff.*
- *Measurement Camp for targeted second and third grade students.*

c. Differentiated instruction is a common practice at Beacon and articulated in our schoolwide plan. For students who, in spite of additional assistance, are not making gains in the classroom a referral to the Child Study Process is implemented. The team consists of the teacher, parents, principal, speech teacher, social worker, Title I teachers, and resource room teacher. The student's former teachers may be asked to give input also. Beacon will use a Response to Intervention (RtI) model.

Upon the identification by the Intervention Team, a student plan will be put in place to target areas of concern.

Differentiated instruction includes, but is not limited to:

- *Collaboration time is given to classroom teachers to construct grade level expectations and common assessments and to develop a variety of learning tools and assessments that take individual learning styles into account*
- *Teachers incorporate visual, auditory, and kinesthetic activities for each skill taught to address varied learning styles*
- *A variety of accommodations are offered to students experiencing frustration with mastery of content i.e., reduced assignments, tests read, extended time as needed, word processors, oral presentation, storyboards.*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Beacon Elementary has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Beacon's staff continually assesses and reassesses each student's achievement levels and progress. Classroom teachers are responsible for monitoring skill levels. Methods of assessment include, but are not limited to:

- *Kindergarten teachers use a local assessment based on Michigan Literacy Progress Profile (MLPP) in September to recognize children who may not be developmentally ready for kindergarten literacy instruction*
- *Kindergarten through third grade teachers assess students using Wright Group Informal Reading Inventory. These tests are given at the beginning of the school year, December, and in May.*
- *New students to the district will be assessed using Grade Level assessments upon enrollment.*
- *Kindergarten through third grade teachers will give the students a Dynamic Indicator of Basic English Language Skills (DIBELS). The pacing guide will determine the sequence and time of delivery of each of the five components.*
- *In the fall and when new results are delivered classroom teachers disaggregate MEAP scores and identify specific names and scores of non-achieving students. These students then become eligible for support from*

Title I, teachers, Para professionals, Study Island and our after school program.

- *Study Island, a web based program, allows children to practice Michigan's reading, and math. The program automatically assesses students' ability and provides reports to teachers and parents. It's availability at home provides parents with additional reinforcement and drop down tutorial screens.*
- *Children who previously attended the Early Childhood Developmentally Delayed (ECDD) program are identified as at risk students at the Kindergarten Round-Up.*
- *Throughout the year, Math Essential Pacing Guides and mini local assessments will be used to monitor students progress Kindergarten through third grade. Students not achieving 80% proficiency will be put through small group reteaching activities by Title 1 staff.*
- *Common grade level chapter tests in all academic subject areas. Zangle is used to monitor students' grades, homework, and citizenship*
- *Data collection sheets track student achievement on all Math and literacy assessments to determine gaps and consistency in curricular delivery.*

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

Title 1, Title 2, Title 3, Section 31A, CARE, Family Center, United Way, GSRP, Early Success Foundation, GM Excellence Grant.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

Beacon Elementary coordinates and integrates funds from Title I, Title 11A, Title 11D, Safe and Drug Free Schools, 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Beacon Elementary coordinates and integrates funds from Title I, Title 11A, Title 11D, Safe and Drug Free Schools, 31a, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role

Schoolwide Components/Goals Funding Source Programs

1. Comprehensive Needs Assessment - General Fund - NCA

2 Schoolwide Reform Strategies

- *Reading*
- *Writing*
- *Math - General Fund*
- *At Risk*
- *Title 1*

- Title 2A - Beacon School Improvement Plan

3. Instruction by Highly Qualified Professional Staff - Title 2A

- General Fund - All staff (teachers and paraprofessionals) are currently highly qualified

4. Strategies to Attract High-Qualified Teachers to High Needs Schools - Title2A

- Parent Teacher Organization

- General Fund - New Teacher Mentoring & Training

- District Professional Development

- Conferences supporting continual learning

- Appreciation Gifts

Money for Classroom Use

5.High-Quality and Ongoing Professional Development

o Reading

o Writing

Math - Wayne RESA Grant

- Title2A

- Title11D

- General Fund - Early Success Initiative (ESI)

- Integrating Technology

- WriteSteps

- MiCAUL

6.Strategies to Increase Parental Involvement

o Reading

o Writing

Math - Title 1

- GSRP Grants

- Family Center

- General Fund

- Harper Woods Library` - Welcome Back Night

- Character Education Assemblies

- Parenting Workshops

- Reading Rallies

7. Preschool Transition Strategies - General Fund

- GSRP Grant - Early Childhood Round Up

- K Visitations

- Open Houses

8. Teacher Participation in Making Decisions - General Fund

- Title 2A - District Steering Committee Meetings

- Grade Level Meetings

- Staff Meetings

- Curriculum Alignment Sessions

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

- Reading

- Writing

- Math - Title 1

- Title 2A

- Special Education Funding from Wayne County

- 31a

- General Fund - After School Reinforcement

- Summer School District of Harper Woods Paraprofessionals

- Study Island Program

- Social Work Services
- Focus Room
- Indian Consortium
- ESL
- Conflict Management/HELP Class

10. Coordination and Integration of Federal, State and Local Programs and Resources - General Fund - Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration and Central Office

Although many supports are funded some additional supports are provided by in kind services and community resources including:

- Wayne County Health Dept.
- Go into Schools
- Local Field Trips, Police Station, Fire Station
- CARE
- Lions Club
- National Honor Society
- Harper Woods Family Center

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Coordination of services occur through the administrative office of the school with assistance of Central Administration. Volunteers are recruited through newsletters, website, and community contacts (Student Teaching Supervisors).

Beacon has established working relationships with Wayne State, Oakland and Wayne Community Colleges as well as Beaumont Hospital, CARE and Family Centers. These connections have allowed us to tap their plethora of resources. Student teachers who have established relationships with mentoring teachers assist us in staying current to pedagogy. We have a long standing relationship with the Harper Woods Parks and Recreation Dept. and are able to tap into the resources they provide for our students. We also work with the Harper Woods Library. The Librarian visits throughout the year to promote after school and summer programs. We also have a working relationship with one of the pastors with our community church.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

At the end of the 2008-2009 year staff needs were assessed through a survey. Using this data, the technology needs in our elementary schools was addressed by the addition of classroom interactive boards and media packages. In the 2010-2011 the staff will receive training in their use and strategies for the integration with curriculum delivery. We have merged our Technology plan with our School Improvement Plan.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Time is built in throughout the year to consistently evaluate the data sheets and pacing guides used to drive instruction. After MEAP results are available, staff dedicates PD time to desegregate information using the Class A tool.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

Intervention teams, grade level teams, and support staff all work together to identify and address our lowest quartile of students. These students receive double dipping, after school support and differentiated instruction to assure they are moving forward in their achievement.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Every year we evaluate assessments and interventions using the data from all our sources. We adjust as needed according to the data collected.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

We send home newsletters to our families each week. They are posted on our web page as well. The first newsletter of each month will include a VOCABULARY WORD and definition, i.e. GLCE, proficiency, etc. We share progress with stakeholders at our parent meetings, at student conferences, and frequent phone calls to explain progress are made by each teacher to parents.

The Central Office publishes the Harper Woods Herald which will focus on achievement in all three buildings. Our Board Meetings are televised and administrators will also give monthly updates on our progress in regards to this plan.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Our staff and parent representative looked at data, completed our self-assessment and articulated our needs

to the school improvement team. Our school team meets with our district team and we trained and worked on the development of the plan. We plan on using more parents in the evaluation and developing of our plans in the future.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.hwschools.org*
Click on Annual Report tab

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments: *Beacon has a conduct policy that explains and requires parent/student/teacher/principal signatures.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments: *Beacon has a very experienced staff. However, some of our staff members are in need of professional development regarding classroom management.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *No action taken*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *No*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments: *This program is taught through our HELP class.*

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *Health lessons involve homework requiring parent interaction to complete.
Community groups are brought in to reinforce lessons i.e. Tar Wars to promote anti smoking.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*

Comments: *Beacon has fallen from exemplary status due to change in staff.*

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *No*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments: *Chartwells staff will maintain current certifications and standards.*

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments: *Food Service provides website for feedback.*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments: *Students must finish food tray before allowed to purchase from snack cart.*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments: *Information is collected but is not disemmentated.*

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments: *Beacon has a behavior policy.*

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Students are taught about conflict resolution during HELP class.*

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments: *These programs are implemented by other staff members*

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments: *Students who are at risk are identified by teachers and administrators.*

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments: *Title I Parent Compact*

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Kelly	Morrison	Parent	kelly.morrison@hwoods.k12.mi.us
Mrs.	Janet	Gottsleben	Principal	janet.gottsleben@hwoods.k12.mi.us
Mrs.	Brenda	Crane	Teacher	brenda.crane@hwoods.k12.mi.us
Mrs.	Deborah	Bloomhuff	Teacher	deborah.bloomhuff@hwoods.k12.mi.us
Mrs.	Susan	Harris	Teacher	susan.harris@hwoods.k12.mi.us
Mrs.	Nancy	Ozimek	Title 1 Teacher	nancy.ozimek@hwoods.k12.mi.us
Mrs.	Diane	Bolohan	Teacher	diane.bolohan@hwoods.k12.mi.us
Mrs.	Brenda	Ban	Computer Teacher	brenda.ban@hwoods.k12.mi.us
Mrs.	Kenyatta	Hughes	Teacher	kenyatta.hughes@hwoods.k12.mi.us
Mrs.	Vicki	Kardynal	Teacher	vicki.kardynal@hwoods.k12.mi.us
Mrs.	Catherine	Foster	Teacher	catherine..foster@hwoods.k12.mi.us
Mrs.	Sharon	Meier	Teacher	sharon.meier@hwoods.k12.mi.us
Mrs.	Barbara	Stabile	Teacher	barbara.stabile@hwoods.k12.mi.us
Mrs.	Kristi	Scaglione	Teacher	kristi.scaglione@hwoods.k12.mi.us
Mrs.	Lynn	O'Meara	Teacher	lynn.omeara@hwoods.k12.mi.us
Mrs.	Linda	Kelly	Teacher	linda.kelly@hwoods.k12.mi.us
Mrs.	Jenetta	Hubbard	Speech and Language	jenetta.hubbard@hwoods.k12.mi.us
Mrs.	Sarah	Brown	Teacher	sarah.brown@hwoods.k12.mi.us
Mrs.	Robin	Barone	Teacher	robin.barone@hwoods.k12.mi.us
Mr.	Todd	Biederwolf	Superintendent	todd.biederwolf@hwoods.k12.mi.us
Ms.	Jennifer	Neuville	Teacher	jennifer.neuville@hwoods.k12.mi.us
Mr.	Mario	Corsetti	Art Teacher	mario.corsetti@hwoods.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Mr. Pete Newman
Address:	20225 Beaconsfield, Harper Woods, MI 48225
Telephone Number:	313 245 3000

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Beacon Elementary

Parent Involvement Policy

Beacon Elementary School strives to involve parents in every aspect of their child's education. Title I will help achieve this goal by providing varied parental involvement opportunities for all families. Our Title I program believes, and research supports, that a partnership between parents and the school is essential in providing students with the best possible education. Student benefits can include improved grades and test scores, better attendance, higher rates of homework completion, more positive attitudes towards school, and less disciplinary actions. School benefits can include improved teacher morale, better ratings of teachers by parents, improved community perceptions and positive changes in student achievement. Beacon Elementary believes and supports parental involvement as both a valuable resource and ally in teaching and learning for our students. The following information is in compliance with the Title I legal requirements and in accordance with the philosophy of nurturing parents toward recognizing and fulfilling their responsibility to their child's education. Parent involvement will help Beacon Elementary achieve its goal by parents, staff, and students.

Goals:

1. To effectively communicate with parents: school curriculum, assessments, proficiency levels, and their child's school performance.
2. To hold an annual Title I Meeting.
3. To hold annual meetings for parents including: Curriculum Night, Parent Teacher Conferences, Study Island Informational Meeting (So What is Study Island?)
4. Beacon Elementary will provide several parent meetings that will provide materials to help parents support their children's academic achievement. These meetings are held at various times to accommodate parent's schedules.
5. Professional development will be provided to train principal, staff, and parents to build stronger school to home connections.
6. Beacon Elementary clearly communicates scheduled meetings, programs and other activities to parents of participating students.
7. Beacon Elementary gives parents the opportunity to make suggestions and ask questions relating to their child's education.

These are a few ways that Beacon Elementary involves and meets needs of parents:

- | | |
|--|--------------------------------|
| 1 .Welcome Back Night | 10. Field Trips |
| 2. Classroom notes home (weekly & daily) | 11. BPO Meetings |
| 3. Take-home Folders | 12. Parent/Teacher Conferences |
| 4 .Progress Reports | 13. Classroom Volunteers |

- | | |
|----------------------------|--|
| 5. Report Cards | 14. Assemblies |
| 6. Study Island Night | 15. Field Trips |
| 7. Weekly Principal's Note | 16. Parent Connect |
| 8. Title 1 Web Page | 17. Title 1 Meetings and Workshops |
| 9. Field Trips | 18. Parent Advisory for Program Evaluation |

Title I

Yearly, Fall and Spring Title I meetings are held for the parents of children in the Title I program to inform parents of the school's participation in the program and to explain its requirements. Parent meetings are planned to help parents support their children's academic achievement and foster a love of learning in their children. These meetings are held at flexible times both day and evening and also available on an individual basis as needed.

The Title I program also uses parent surveys as one means for parents to evaluate the program and make suggestions for improvement. Parents also participate in the review of the school wide plan annually. They are also invited to speak with the Principal or the Title I Teacher whenever there is a question about the program.

The Title I Program includes support for students in all grades at Beacon. This includes help in and out of the classroom. Some of the support will be provided by the Title One Teacher and some by the Title One Assistants. Title One support focuses on our school improvements goal areas of reading, writing, and math. Parents can meet and learn about the Title I program at curriculum night. Additional meetings are scheduled both daytime and evenings, and on an individual basis.

A school-parent team has developed a Community Compact jointly. This compact states the responsibilities of the parents, students, and school to support high student performance. Each year parents receive a copy of the Community Compact at curriculum night or conferences.

Parent Involvement Produces:

1. Happy children
2. Fewer absences
3. Completed homework
4. Better grades and test scores
5. A more positive attitude toward school
6. Improved behavior
7. Enhanced communication

At Beacon we recognize that parents are busy. We know that it is not always possible to help out at school or in the classroom. However, you can still be informed and included in your child's education by checking backpacks daily, reading notes from teacher, checking take home folders, visiting classroom blogs and school website and setting up email communication with teacher. Beacon Elementary believes that parental involvement is the key to student success.

Beacon Elementary Partnership for Success Compact

Student Achievement is one of our primary goals at Beacon Elementary. We establish and maintain an environment where optimum learning and interaction can take place. When students feel safe, successful and secure, research shows optimum brain function takes place.

By reviewing and signing **The Success Compact**, we can ensure that all members of the student's learning team (Student, Teacher, Principal & Parent) know their responsibility in the process of optimum student achievement.

Beacon Elementary Partnership for Success Compact

Teacher Agreement

It is important that students achieve, therefore, I shall strive to do the following:

- Provide a positive atmosphere that promotes active learning
- Demonstrate care and concern for each student, by accepting them as important and worthwhile
- Make efficient use of academic learning time
- Maintain regular & open communication regarding student progress
- Enforce the school rules and policies consistently and fairly
- Encourage students' PERSONAL BEST in both behavior and academics

Parent Agreement

It is important my child achieves, therefore, I shall strive to do the following:

- Make sure that my child attends school regularly and is on time every day they are healthy
- Show respect and support for the school and its rules, the staff and the children
- Attend Parent-Teacher Conferences and other important school functions
- Establish a time & place for homework to be completed
- Monitor homework completion each and every day & sign planner afterwards (where applicable)
- Encourage daily reading of 15 minutes

Student Agreement

It is important I work to my PERSONAL BEST, therefore, I shall strive to do the following:

- Come to school well rested and ready to learn
- Do my best in my work and my behavior
- Respect and follow rules and the Pillars of Character
- Come to school prepared with my homework, planner and supplies
- Set aside a regular time and place to do my homework each and every night
- Act **at all times** in a manner that reflects pride in self, family, school and community

We ask that you show support for your child's education at Beacon Elementary by signing this compact

Parent/Guardian Signature Student Signature

Classroom Teacher

Principal Signature

Spring Conference Review_____