



School Improvement Plan

North Shore Elementary

South Haven Public Schools

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SOUTH HAVEN, MI 49090-9175

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The community of South Haven is nestled in the pristine sandy shores of Lake Michigan. It offers many diverse opportunities from quaint rural farms and orchards to a bustling harbor town. South Haven has its own beautiful beaches and breathtaking lighthouse. There are fishing, boating, beach going and water activities. One can visit our Maritime Museum and take a ride on the Friends Goodwill. South Haven is also the beginning of the Kal-Haven trail which runs along the Black River and on to Kalamazoo. There are many community activities and festivals that celebrate the diversity of South Haven. We are the Blueberry Capital of the World and it is celebrated every year during the Blueberry Festival. Winter and its many outdoor activities are celebrated through ice skating and the Ice Breaker Festival. We also celebrate the Arts through the Arts and Crafts Festival and through our Fine Arts Center. South Haven also offers many dining and shopping options with our unique restaurants and shops. The people of South Haven are as diverse as the landscape of the community. There is a diverse population of African American, Hispanic, Chinese, Indian, Native American, Korean, White, and many other cultures. Many families settle here because of the close location to large cities, such as, Chicago, Grand Rapids, and Kalamazoo.

North Shore Elementary is located on the northern border of South Haven, a tourist town well known for its position on Lake Michigan. The school, South Haven Public Schools, is the biggest employer. The population has declined due to closing and/or relocation of manufacturing companies. A large portion of the city's income is the result of summer tourism.

There are 319 students at North Shore Elementary School. There are 153 (48%) males and 166 (52%) females. There are 219 (69%) White, 51 (16%) Hispanic, 2 (<1%) Asian, 4 (1%) Native American, and 43 (13%) African- American students. There are less than 10 migrant students for each grade level. There are 41 (13%) students with disabilities. Sixty-nine percent (71%) of the students are receiving free/reduced lunches.

There are 18 full time teachers, 7 paraprofessionals, 1 administrator, 1 secretary, and other staff shared between buildings, including a P.E, music, art, ESL teacher, and a psychologist, social worker, speech and language therapist, and occupational therapist who are supplied by the Van Buren Intermediate School District.

One of the largest challenges faced by the school is declining enrollment due to economic conditions in the state of Michigan as well as competition through schools of choice. In efforts to increase student enrollment, the school needs to provide multiple learning environments that provide 21st century learning opportunities to attract schools of choice students from nearby towns and cities. Despite budget deficits and declining funds, the school must find means to provide creative, research-based strategies to improve student learning, such as Project Based Learning classrooms, technology rich environments, and STEM labs to attract more students.

One unique feature of North Shore is that the school will provide top quality music instruction to all 5th grade students, orchestra, band, or choir, in addition to offering physical education and art.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

SOUTH HAVEN PUBLIC SCHOOLS

District Mission:

South Haven Public Schools is THE district of choice, where all students graduate with outstanding academic skills and exemplary character.

District Vision:

To offer our students innovative learning opportunities that engage, ignite and challenge them and to support our students in taking control of their own future through service, citizenship, scholarship, and personal responsibility.

Core Values:

Integrity, Dedication, Empowerment, Excellence, Caring, Equality, Leadership, Inspiration

At North Shore Elementary, our mission, through combined effort of staff, parents, students, and community, is:

to provide students with a foundation in basic skills;

to provide an introduction to the arts;

to foster a positive work ethic;

to provide learning opportunities for students in accordance with their needs, background, interests, and abilities;

to create an environment that harbors tolerance and respect, and encourages appreciation and support for each other; and to spark an attitude of inquiry and an enthusiasm for learning that will enable our children to become productive, courteous, responsible, capable citizens of the 21st century.

North Shore Elementary School embodies its purpose by continually making improvements to core curriculum and research-based instructional strategies. The school continually seeks creative means to engage students by exploring ways to provide multiple learning environments, such as one to one computing, project based learning classrooms, and STEM labs. North Shore has implemented a tiered intervention system that provides intensive instruction to struggling learners, but also provide instruction that sparks creativity and critical thinking skills for those students who have demonstrated at or above grade level proficiency in reading and math.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

As the arts are an important aspect of South Haven, one of the most notable achievements is the ability to maintain a quality fine arts program despite budget cuts. In addition, North Shore has been able to maintain reading proficiency levels regardless of the MEAP cut scores.

Math, however, is an area of improvement district-wide. It is the goal of the school to have 75% or more of North Shore's students proficient in math over the next 3 years.

Additional Information

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

The staff at North Shore is committed to preparing students to succeed in a global economy.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

This year the school improvement team was a combination of members of the Title 1 Schoolwide Transition team and the regular School Improvement team. Meetings were scheduled well in advance to accommodate all stakeholders. In addition, the school improvement team was kept abreast of all developments.

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

4th grade teacher

2- 5th grade teachers

Title 1 Teacher

2- Special Education Teachers

PE Teacher

Parents

Principal

This group worked in teams for various points in the plan. Everyone had input. The parents were present, assisted, and provided feedback for various aspects of the improvement plan and improvement within the building, in general.

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

The final improvement plan was communicated to stakeholders during our final School Improvement Meeting. Team members were assessing the progress of the plan throughout the school year at the scheduled meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

If enrollment trends are increasing, staffing should increase to keep class sizes reasonable. If enrollment remains stable, staffing should also remain stable. However, if enrollment trends are decreasing, staffing should also decrease to offset less students.

Enrollment for the entire district has been declining. The declining enrollment trend is the antecedent for staff reductions. However, this year the district gained 71 students due to a reduction of programming in a neighboring district and the addition of the Career and Early College Academy. Additional staffing was added as a result of this increase in student enrollment.

How do student enrollment trends affect staff recruitment?

Student enrollment trends are directly related to staff recruitment. As enrollment increases, remains stable, or declines, staff recruitment also increases, remains stable, or declines. Enrollment increased during the 2013-14 school year due to the loss in programs in a neighboring school and the addition of the Career and Early College Academy in the district.

How do student enrollment trends affect budget?

The district experienced a 70 student loss from 2011 to 2012. This caused the district to lose state funding based on enrollment and assisted in the district's budget deficit. Schools who budget very conservatively project for some student loss and have a budget that is reflective of such. When enrollment declines, it negatively impacts the overall budget. This year, however, student enrollment increased by 71 students.

How do student enrollment trends affect resource allocations?

The district's declining enrollment trend has challenged the district to rethink its resource allocations. The district has to prioritize cuts that impact student learning the least. Class sizes and the related arts are usually high priorities when determining projected cuts. Conservative budgeting for the district, as well as placing a high priority on related arts programming, has helped keep the music and arts programs in tact.

How do student enrollment trends affect facility planning and maintenance?

Declining enrollment negatively impact facility planning and maintenance. Money that may have been previously reserved for capital projects must be reallocated to teaching salaries or to maintain a certain level of programming within a building or district. The declining enrollment at SHPS has forced the board to put funds reserved for capital projects back into the general fund. With the increase in enrollment for the 2013-14 school year, funding for capital projects could possibly be restored to some degree.

How do student enrollment trends affect parent/guardian involvement?

Declining enrollment negatively impacts parent/guardian involvement, leaving students equals leaving parents. However, parental involvement tends to decline after grade 3. North Shore experiences the impact of the lack of involvement at grades 4-5. The older the students become, the less involved the parents.

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

Enrollment trends can either positively or negatively impact professional learning and/or public relations. A district must determine reasons for the declining enrollment, such as economics or poor public perceptions. Allocations to professional learning is sometimes reduced due to declining enrollment. Declining enrollment also equates to budget cuts. Budget cuts also impact public relations and perceptions within a district. On the other hand, increased enrollment can positively impact public relations. An increase in enrollment equates to an increase in foundation allowance. More funds can be allocated to professional learning.

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

The challenges that we face deal with reduced funding as a result of declining student enrollment. Resources have to be reallocated to maintain a certain level of programming. Additionally, programs will be reduced or cut in an effort to maintain fiscal responsibility and to balance the budget. For the 2013-14 school year, the increase in enrollment allowed the district to not have to operated on a zero-based budgeting process for the 2014-15 school year. We are able to maintain staffing with no reductions.

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

Various meetings take place at the district administrative level and at the school level to pursue conversations surrounding budget. The local school board establishes priorities for the district. Input is sought from all stakeholders. The administration makes recommendations to the board for proposed cuts. The discussions and results are publicized during televised school board meetings to keep the community abreast of the challenges and successes that the district faces each year.

What are the challenges you noticed based on student attendance?

For most students, student attendance is directly related to student performance. The average daily attendance rates remain in the low to mid ninety percents. The challenge is ensuring that the 4-7% of students who are not attending regularly are making adequate academic progress.

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

Attendance must be closely monitored on a daily and weekly basis. Direct contacts should be made with families to ensure that all students have the opportunity to fully participate in a free and appropriate public education. North Shore currently has a counselor/PBIS staff member

who makes daily contact with families regarding attendance.

Student Achievement Data for All Students

This area includes data questions.

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

Reading indicates the highest levels of student achievement.

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

Math shows the most promise for a positive trend in performance, although scores are low overall. This is the area that has shown the most improvement.

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

Grades 4,5 in reading

Grade 5 in mathematics

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

The top 30% of students in Reading are comprised of White students, mostly females, but a large percentage of male also.

The top 30% of students in Mathematics are comprised of White students, mostly males, but a large percentage of females also.

The top 30% of students in Science are comprised of White students, mostly females, but a large percentage of males.

The top 30% of students in Social Studies are comprised of White students, equal number of males and females.

What factors or causes contributed to improved student achievement?

Interventions at North Shore have contributed to improved student achievement. In addition, the staff is committed to new learning, using data to drive instruction and best practice to increase student achievement also.

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

We have collected data that shows an increase in student proficiency.

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

Science and Social Studies indicates the lowest levels of student achievement.

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

Although the data does not show a consistent trend, Science and Social Studies display the most negative trend in achievement. This year, there was also a decline in 6th grade Math proficiency.

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

4th grade- Writing, Math (feeder schools)

6th grade- Reading, Math

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

The bottom 30% of students in Reading are comprised of mostly White, Economically Disadvantaged students. However, there is a disproportionate number of Black, Hispanic, SWD, and ED students in this bottom group.

The bottom 30% of students in Math comprised of mostly White, Economically Disadvantaged students. However, there is a disproportionate number of Black, Hispanic, SWD, and ED students in this bottom group.

The bottom 30% of students in Science comprised of mostly White, Economically Disadvantaged students. However, there is a disproportionate number of SWD and ED students in this bottom group.

The bottom 30% of students in Social Studies White, Economically Disadvantaged students. However, there is a disproportionate number of Hispanic, SWD, and ED students in this bottom group.

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

We are in transition, moving from GLCEs to Common Core State Standards. This require new learning on behalf of staff and being able to teach more concepts versus process, especially with regards to mathematics.

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

Having a tightly aligned curriculum, along with best practice instructional strategies are those factors that directly impact student achievement. Unless these items are aligned with the standards, student achievement will continue to be low.

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

Curriculum that is tightly aligned to Common Core State Standards (CCSS)

Professional development that addresses the following areas: MAISA curriculum warehouse, Common Core State Standards (CCSS), Research-based instructional strategies

Greater Parental Involvement

Subgroup Student Achievement

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Response:

- None

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

The trends aren't consistent in any given subject area for any subgroup.

How do you know the achievement gap is closing?*

The trends are not consistent for any given group and/or content area.

What other data support the findings?

N/A

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

For those who show sporadic gains, such as our ELL and Hispanic students are staying in our school systems, thus making greater achievement gains. In addition, students receive interventions to help them become better readers and writers. We have added math interventions building wide, which will may contribute to closing the achievement gaps.

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

Local data supports an increase in student achievement in both reading and mathematics.

What actions could be taken to continue this positive trend?

North Shore can continue to provide intervention services that meet the needs of all students.

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

Response:

- African American or Black

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

Response:

- None

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

Achievements gaps are inconsistent in any given group and subject area. Some grade levels experience positive trends, while others do not.

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

The data is inconsistent.

What other data support the findings?*

Local assessments, DIBELS, common assessments support some of these findings.

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

The school staff has determined that gaps in the curriculum and gaps in instructional practices may be some of the cause.

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

These are the factors that are directly related to student achievement for which the school has control.

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

Curriculum alignment is a major factor contributing to the achievement gap for students. Additionally, differentiated instruction within the

classroom is also necessary to meet the needs of students.

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

The ELL population is showing inconsistencies. In some areas/grade levels there are increases in achievement, while in other areas/grade levels, there are declines in achievement.

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

All students are participate in benchmark assessments and identified for services. Those who qualify receive Title 1 or at-risk services as the first layer of intervention. They also receive an additional 30 minutes of intervention at the Tier 3 level.

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

Students are identified through use of the 31A eligibility worksheet either by MEAP proficiency or with at least 2 qualifying factors. We also use local data such as attendance, DIBELS, and NWEA reports.

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

Extended learning opportunities include summer school and family nights, such as reading, math and science nights.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

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

The school sends home letters and newsletters informing parents about upcoming events.

Label	Question	Value
	What is the total FTE count of teachers in your school?	20.2

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	6.0

Label	Question	Value
	How many teachers have been teaching >15 years?	10.0

What impact might this data have on student achievement?

The more experience that teachers have, the greater the impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	94.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	114.5

What impact might this data have on student achievement?

Teacher absenteeism negatively impacts student achievement.

Perception Data - Students

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

My teacher care about me.

My teacher is a good teacher.

My principal cares about me.

My principal treats people fairly.

Student/school relationships is the area where the highest satisfaction is indicated.

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

School climate shows a positive trend towards increasing satisfaction.

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

The area of lowest satisfaction is the instructional program. Students do not feel that they have choices in what they learn, nor do they feel challenged by the work. But this is improving with the addition of Project Based Learning and more student centered focused classrooms.

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

No areas show decreasing satisfaction.

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

The staff prides itself on building strong relationships with students. The staff is committed to implementation of positive behavior supports as a schoolwide approach to improve the buildings' culture. As the school transitions to the common core and implements more Project Base Learning as well as 1 to 1 Technology, it should consider possibilities for student choice.

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

Transition to the common core standards as well as 1 to 1 Technology will give students the academic challenge they seek.

Perception Data – Parents/Guardians

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

There is a high level of satisfaction regarding support for student learning.

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

The area that shows a trend toward increase satisfaction is the quality of the instructional program.

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

The area lowest in satisfaction is the additional learning opportunities.

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

There is no area that shows decreasing satisfaction.

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

The staff stresses the need for students at this level to become more independent. Parents sometimes do not feel welcome. Additionally, the school should consider more learning opportunities for students, including after school tutoring and homework help.

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

The school will offer additional programming aimed at extended learning time for students. We can either do homework club here or partner with YDC to offer support in their after school program.

Perception Data – Teachers/Staff

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

The quality of instruction indicates the overall highest level of satisfaction among teachers.

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

Support for student learning shows a trend towards increasing teacher satisfaction.

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

School curriculum shows the lowest overall level of satisfaction among teachers.

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

School curriculum.

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

The transition to the common core has been difficult. Teachers spend a great deal of time finding and aligning materials to the standards versus having a packaged curriculum handed to them where experts have already done this.

Other

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

N/A

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

Decisions about curriculum, instruction, and assessment are made through a variety of venues, such as grade level meetings, staff meetings, and school improvement meetings. Decisions are made in all areas at the various venues. Teaching staff and sometimes parents (if present) are involved.

What evidence do you have to indicate the extent to which the standards are being implemented?

The district has recently purchased a web-based curriculum warehousing site. Much of the adopted curriculum is housed here.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.shps.org/index.aspx?NID=418	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable. North Shore serves grades 4 and 5 only.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not Applicable. North Shore serves grades 4 and 5 only.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Robert Herrera Superintendent South Haven Public Schools 554 Green Street South Haven, Michigan 49090 (269) 637-0500	

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		Coordination of Services

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The CNA was conducted by gathering various types of data. The school improvement team collects and analyzes the data to determine priorities for the upcoming school year.

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

Student Data

There are 319 students at North Shore Elementary School. There are 153 (48%) males and 166 (52%) females. There are 219 (69%) White, 51 (16%) Hispanic, 2 (<1%) Asian, 4 (1%) Native American, and 43 (13%) African- American students. There are less than 10 migrant students for each grade level. There are 41 (13%) students with disabilities. Sixty-nine percent (71%) of the students are receiving free/reduced lunches.

Staff Data

There are 18 full time teachers, 7 paraprofessionals, 1 administrator, 1 secretary, and other staff shared between buildings, including a P.E, music, art, ESL teacher, and a psychologist, social worker, speech and language therapist, and occupational therapist who are supplied by the Van Buren Intermediate School District.

Community Data

North Shore Elementary is located on the northern border of South Haven, a tourist town well known for its position on Lake Michigan. The school, South Haven Public Schools, is the biggest employer. The population has declined due to closing and/or relocation of manufacturing companies. A large portion of the city's income is the result of summer tourism.

PERCEPTION DATA

Student Perceptions

Students were informally surveyed. The results indicated that they feel safe and feel a sense of belonging. Students have fun, but want more challenging work and more choice in their learning.

Staff Perceptions

The staff was surveyed about the building culture. Staff members feel that the building culture can be improved through PBIS, collaboration (PLCs), and easing tensions about evaluations as more of opportunities to learn and grow as a staff.

Parent Perceptions

Parents were surveyed at the beginning of the school year. Parents were interested in having opportunities to help their children and to further their learning. They were interested in learning how to navigate the computer and learn more about programs and social media.

SCHOOL PROGRAMS/PROCESS DATA

The largest area for improvement for North Shore and for the district in general, is continuing to work on aligning curriculum, materials and
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resources, to the Common Core State Standards. This includes common assessments and pacing guides for all core content areas.

North Shore began utilizing common planning time for PLCs this year. We are in the beginning stages of learning how to become an effective learning community, how to collaborate, share, and discuss as a staff. Training would be beneficial in assisting the staff.

There has been some struggle with increasing parental involvement. We will continue to explore ways to partner with parents in their children's education.

STUDENT ACHIEVEMENT DATA

READING DATA (Percent Proficient)

4th MEAP Reading

2010 Aggregate = 59%

2011 Aggregate = 59%

2012 Aggregate = 66%

2013 Aggregate = 75%

Increase or Decrease: N/C, +7%, +9%

5th MEAP Reading

2010 Aggregate = 68%

2011 Aggregate = 63%

2012 Aggregate = 66%

2013 Aggregate = 78%

Increase or Decrease: -5%, +3%, +12%

6th MEAP Reading

2010 Aggregate = 60%

2011 Aggregate = 65%

2012 Aggregate = 63%

2013 Aggregate = 65%

Increase or Decrease: +5%, -2%, +2%

4th Gender Reading

	2011	2012	2013
Males =	59%	63%	75%
Females =	59%	68%	70%
Discrepancy =	0%	5%	5%

5th Gender Reading

	2011	2012	2013
Males =	57%	68%	79%
Females =	68%	64%	76%
Discrepancy =	11%	4%	3%

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6th Gender Reading

	2011	2012	2013
Males =	54%	57%	62%
Females =	77%	68%	70%
Discrepancy =	23%	11%	8%

4th Economically Disadvantaged (ED) Reading

	2011	2012	2013
ED =	53%	61%	63%
Non-ED =	71%	74%	90%
Discrepancy =	18%	13%	27%

5th Economically Disadvantaged (ED) Reading

	2011	2012	2013
ED =	54%	58%	68%
Non-ED =	76%	85%	92%
Discrepancy =	22%	27%	24%

6th Economically Disadvantaged (ED) Reading

	2011	2012	2013
ED =	52%	57%	59%
Non-ED =	81%	73%	82%
Discrepancy =	29%	13%	23%

4th Students with Disabilities (SWD) Reading

	2011	2012	2013
SWD =	26%	25%	33%
SWOD =	64%	70%	74%
Discrepancy =	38%	45%	41%

5th Students with Disabilities (SWD) Reading

	2011	2012	2013
SWD =	11%	27%	30%
SWOD =	71%	71%	82%
Discrepancy =	60%	44%	52%

6th Students with Disabilities (SWD) Reading

	2011	2012	2013
SWD =	12%	22%	43%
SWOD =	70%	69%	71%
Discrepancy =	58%	47%	28%

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4th Limited English Proficient (LEP) Reading

2011 2012 2013

LEP = 24% 71% 57%

Non-LEP = 64% 65% 74%

Discrepancy = 40% 6% 17%

5th Limited English Proficient (LEP) Reading

2011 LEP = No data 2012- 40% 2013- 64%

2011 Non-LEP- 63% 2012- 68% 79%

Discrepancy = 28% 15%

6th Limited English Proficient (LEP) Reading

2011 2012 2013

LEP = 31% 48% 40%

Non-LEP = 67% 66% 70%

Discrepancy = 36% 18% 30%

4th Ethnicities Reading

2011 2012 2013

White= 69% 66% 79%

African American = 38% 40% 38%

Hispanic = 33% 71% 65%

5th Ethnicities Reading

2011 2012 2013

White = 68% 74% 80%

African American = 50% 57% 71%

Hispanic = 52% 41% 58%

6th Ethnicities Reading

2011 2012 2013

White = 66% 71% 76%

African American = 78% 43% 50%

Hispanic = 40% 50% 42%

4th Migrant Reading

2011 Migrant = 30%, Non-Migrant= No data

2012 Migrant/Non-Migrant = Less than 10/No data

2013- No data

5th Migrant Reading

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2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013- No data

6th Migrant Reading

2011 Migrant = No data

2012 Migrant- No data

2013- Migrant- No data

4th MEAP Math

2010 Aggregate= 24%

2011 Aggregate= 22%

2012 Aggregate= 33%

2103 Aggregate= 38%

Increase or Decrease= -2%, +11%, +5%

5th MEAP Math

2010 Aggregate= 25%

2011 Aggregate= 26%

2012 Aggregate= 40%

2013 Aggregate= 50%

Increase or Decrease= +1%, +14%, +10%

6th MEAP Math

2010 Aggregate= 13%

2011 Aggregate= 11%

2012 Aggregate= 34%

2013 Aggregate= 32%

Increase or Decrease= -2%, +23%, -2%

4th Gender Math 2011 2012 2013

Males 25% 37% 44%

Females 19% 30% 32%

Discrepancy = 6% 7% 12%

5th Gender Math 2011 2012 2013

Males 29% 51% 49%

Females 23% 32% 50%

Discrepancy = 6% 19% 1%

6th Gender Math 2011 2012 2013

Males 12% 32% 35%

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Females 10% 36% 31%
Discrepancy = 2% 4% 4%

4th Economically Disadvantaged (ED) Math

2011 2012 2013
ED 14% 25% 29%
Non-ED 37% 49% 57%
Discrepancy = 23% 24% 28%

5th Economically Disadvantaged (ED) Math

2011 2012 2013
ED 21% 32% 37%
Non-ED 33% 60% 67%
Discrepancy = 12% 28% 30%

6th Economically Disadvantaged (ED) Math

2011 2012 2013
ED 5% 23% 19%
Non-ED 18% 51% 57%
Discrepancy = 13% 28% 38%

4th Students with Disabilities (SWD) Math

2011 2012 2013
SWD = 0% Less than 10 20%
SWOD = 25% 35% 39%
Discrepancy = 25% 19%

5th Students with Disabilities (SWD) Math

2011 2012 2013
SWD = 12% 5% 50%
SWOD = 28% 45% 50%
Discrepancy = 16% 40% 0%

6th Students with Disabilities (SWD) Math

2011 2012 2013
SWD = 0% 4% 0%
SWOD = 12% 38% 37%
Discrepancy = 12% 34% 37%

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4th Limited English Proficient (LEP) Math

	2011	2012	2013
LEP =	5%	40%	18%
Non-LEP =	24%	32%	41%
Discrepancy =	19%	8%	23%

5th Limited English Proficient (LEP) Math

	2011	2012	2013
LEP =	No data	25%	40%
Non-LEP =	26%	41%	53%
Discrepancy =	16%	13%	

6th Limited English Proficient (LEP) Math

	2011	2012	2013
LEP =	8%	23%	0%
Non-LEP =	11%	36%	36%
Discrepancy =	3%	13%	36%

4th Ethnicities Math

	2011	2012	2013
White:	29%	37%	48%
AA =	0%	0%	0%
Hispanic	11%	29%	24%

5th Ethnicities Math

	2011	2012	2013
White	29%	45%	54%
African American	23%	27%	0%
Hispanic	17%	28%	45%

6th Ethnicities Math

	2011	2012	2013
White	11%	39%	41%
African American	13%	22%	11%
Hispanic	10%	24%	14%

4th Migrant Math

2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013 Migrant- No data

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5th Migrant Math

2011 Migrant = No data

2012 Migrant- No data

2013 Migrant- No data

6th Migrant Math

2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013 Migrant- No data

WRITING DATA Percent Proficient

4th MEAP Writing

2010 Aggregate= 44%

2011 Aggregate= 24%

2012 Aggregate= 30%

2013 Aggregate = 40%

Increase or Decrease= -20%, +6%, +10%

7th MEAP Writing

2010 Aggregate= 43%

2011 Aggregate= 35%

2012 Aggregate= 50%

2013 Aggregate - 56%

Increase or Decrease= -8%, +15%, +6%

MEAP Sub-Group Data Percent Proficient

4th Gender Writing 2011 2012 2013

Males 23% 24% 34%

Females 25% 35% 45%

Discrepancy = 1% 11% 11%

7th Gender Writing 2011 2012 2013

Males 27% 33% 51%

Females 45% 68% 60%

Discrepancy = 18% 35% 9%

4th Economically Disadvantaged (ED) Writing

2011 2012 2013

ED 18% 22% 30%

Non-ED 36% 45% 64%

Discrepancy = 18% 23% 34%

7th Economically Disadvantaged (ED) Writing

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2011 2012 2013
ED 25% 39% 45%
Non-ED 49% 65% 71%
Discrepancy = 24% 26% 26%

4th Students with Disabilities (SWD) Writing

2011 2012 2013
SWD = 0% 6% 8%
SWOD = 28% 33% 44%
Discrepancy = 28% 27% 36%

7th Students with Disabilities (SWD) Writing

2011 2012 2013
SWD = 0% 5% 11%
SWOD = 40% 57% 62%
Discrepancy = 40% 52% 51%

4th Limited English Proficient (LEP) Writing

2011 2012 2013
LEP = 0% 33% 43%
Non-LEP = 27% 29% 40%
Discrepancy = 27% 4% 3%

7th Limited English Proficient (LEP) Writing

2011 2012 2013
LEP = <10 <10 35%
Non-LEP = 35% 51% 58%
Discrepancy = 23%

4th Ethnicities Writing 2011 2012 2013

White = 31% 30% 43%
African American = 14% 27% 10%
Hispanic = 4% 28% 40%

7th Ethnicities Writing 2011 2012 2013

White = 36% 50% 62%
African American = 43% 63% 33%
Hispanic = 25% 43% 48%

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4th Migrant Writing

2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013 Migrant = No data

7th Migrant Writing

2011 Migrant = <10/No Data

2012 Migrant = <10/No Data

2013- Migrant - No data

SCIENCE DATA Percent Proficient

5th MEAP Science

2010 Aggregate= 20%

2011 Aggregate= 12%

2012 Aggregate= 13%

2013 Aggregate= 17%

Increase or Decrease: -8%, +1%, +4%

8th MEAP Science

2010 Aggregate= 16%

2011 Aggregate= 16%

2012 Aggregate= 15%

2013 Aggregate= 25%

Increase or Decrease= 0%, -1%, +10%

MEAP Sub-Group Data Percent Proficient

5th Gender Science 2011 2012 2013

Males 12% 17% 13%

Females 11% 11% 20%

Discrepancy = 1% 6% 7%

8th Gender Science 2011 2012 2013

Males 17% 16% 29%

Females 15% 14% 21%

Discrepancy = 2% 2% 8%

5th Economically Disadvantaged (ED) Science

2011 2012 2013

ED 3% 6% 11%

Non-ED 25% 32% 25%

Discrepancy = 22% 26% 14%

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8th Economically Disadvantaged (ED) Science

	2011	2012	2013
ED	11%	9%	18%
Non-ED	22%	25%	32%
Discrepancy =	11%	16%	14%

5th Students with Disabilities (SWD) Science

	2011	2012	2013
SWD =	0%	0%	0%
SWOD =	13%	16%	19%
Discrepancy =	13%	16%	19%

8th Students with Disabilities (SWD) Science

	2011	2012	2013
SWD =	0%	6%	7%
SWOD =	18%	16%	27%
Discrepancy =	18%	10%	20%

5th Limited English Proficient (LEP) Science

	2011	2012	2013
LEP =	No data	0%	8%
Non-LEP =	12%	15%	17%
Discrepancy =	15%	8%	

8th Limited English Proficient (LEP) Science

	2011	2012	2013
LEP =	<10	0%	>10 (17%)
Non-LEP =	17%	16%	25%
Discrepancy =	16%	8%	

5th Ethnicities Science 2011 2012 2013

White =	16%	18%	19%
African American =	5%	4%	0%
Hispanic =	0%	0%	7%

8th Ethnicities Science 2011 2012 2013

White =	23%	20%	27%
African American =	6%	10%	18%
Hispanic =	0%	5%	17%

5th Migrant Science

2011 Migrant = Less than 10/No data

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2012 Migrant = Less than 10/No data

2013 Migrant- No data

8th Migrant Science

2011 Migrant = <10/No data

2012Migrant = <10/No data

2013 Migrant- No data

SOCIAL STUDIES Percent Proficient

6th MEAP Social Studies

2010 Aggregate= 28%

2011 Aggregate= 25%

2012 Aggregate= 26%

2013 Aggregate= 18%

Increase or Decrease= -3%, +1%, -8%

MEAP Sub-Group Data Percent Proficient

6th Gender Social Studies 2011 2012 2013

Males	24%	31%	25%
Females	26%	21%	13%
Discrepancy =	2%	10%	12%

6th Economically Disadvantaged (ED) Social Studies

	2011	2012	2013
ED	15%	15%	10%
Non-ED	36%	42%	33%
Discrepancy =	21%	27%	23%

6th Students with Disabilities (SWD) Social Studies

	2011	2012	2013
SWD =	0%	0%	12%
SWOD =	27%	29%	19%
Discrepancy =	27%	29%	7%

6th Limited English Proficient (LEP) Social Studies

	2011	2012	2013
LEP =	15%	23%	0%
Non-LEP =	25%	26%	20%
Discrepancy =	10%	3%	20%

6th Ethnicities Social Studies 2011 2012 2013

White =	27%	32%	22%
African American =	22%	13%	5%
Hispanic =	16%	14%	11%

6th Migrant Social Studies

2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013 Migrant- No data

Reading

- Proficiency improving
- Males are performing better
- Gaps in most demographic areas for 4 and 6th grades
- Decreasing gaps in Ethnicities, LEP, and ED at the 5th grade level

Math

- Proficiency is low, but improving in grade 4-5, declining in grade 6
- ED have increasing gaps at grade levels 4,5,6
- Gaps increasing for African American students at grades 4,5,6

Writing

- Proficiency is low, but improving
- Gaps continue or increase with ED, African American students and 4th grade SWD

Science

- Proficiency remains low, but improving.
- Gaps decreasing with ED, LEP, and Hispanic students.
- Gaps increase with African American student in 5th grade.

Social Studies

- Proficiency is low, and declining.
- Increasing gaps between males and females, and LEP students.
- Decreasing gaps with ED, SWD, and Ethnicities.

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

The goals were developed directly through the analysis of all 4 types of data. The goals clearly reflect the following needs that were determined through our needs assessment.

Although improving, overall student achievement is low. Curriculum, instructional models, professional development, collaboration, and parental involvement are all areas that have been identified as needing improvement at all levels.

Again, our student achievement data indicates:

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Reading

- Proficiency improving
- Males are performing better
- Gaps in most demographic areas for 4 and 6th grades
- Decreasing gaps in Ethnicities, LEP, and ED at the 5th grade level

Math

- Proficiency is low, but improving in grade 4-5, declining in grade 6
- ED have increasing gaps at grade levels 4,5,6
- Gaps increasing for African American students at grades 4,5,6

Writing

- Proficiency is low, but improving
- Gaps continue or increase with ED, African American students and 4th grade SWD

Science

- Proficiency remains low, but improving.
- Gaps decreasing with ED, LEP, and Hispanic students.
- Gaps increase with African American student in 5th grade.

Social Studies

- Proficiency is low, and declining.
- Increasing gaps between males and females, and LEP students.
- Decreasing gaps with ED, SWD, and Ethnicities.

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

Based on the data reviewed in each of the content areas, the school team has selected the following broad goals areas for the school improvement plan. There is a need to improve learning for all students. However, proficiency is declining for Economically Disadvantaged and African American students in both social studies and science. These subgroups will be addressed in the broader goals for all students.

1. All students will be proficient in Reading.
2. All students will be proficient in Math
3. All students will be proficient in Writing.
4. All students will be proficient in Science.
5. All students will be proficient in Social Studies.

Component 2: Schoolwide Reform Strategies

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

Reading

All teachers will utilize a 90 minute English Language Arts (ELA) block, including a 30 minute intervention, to integrate reading and writing instruction.

All teachers will explicitly teach academic vocabulary to improve comprehension of science and social studies content.

Math

All teachers will explicitly state and write the daily objective during mathematics instruction.

Writing

All teachers will use the writing process to help students learn how to edit and revise their work.

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

Quality

- Explicit vocabulary instruction
- Explicit written and spoken daily objective in mathematics
- Teaching students the use of the writing process to improving writing skills

Quantity

- 90 minutes of ELA instruction, including 30 minutes of intervention

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

All of the researched-based reform strategies in the schoolwide plan align with the needs assessment.

- Explicitly teaching vocabulary will help with comprehension content in science and social studies.
- Integration of social studies and science into reading as curriculum continues to be designed and developed.
- Explicitly stating and writing the daily objective will help students and teachers focus on what they are supposed to know, learn, and do by the end of the day.

- The writing process will help students develop tools to assess their writing and make improvements.

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

- Activities to build academic vocabulary
- Small group mini lessons in writing to help students assess their own writing
- Explicitly stating and writing math objectives
- 90 minute ELA block including 30 minutes of interventions

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

North Shore progress monitors students biweekly to determine if their needs are being met. If students are making progress, they continue with the intervention. If students are no making progress, the intervention may be adjusted in duration and/or level of intensity. When students have reached a specific level of proficiency, they are discontinued from the intervention and participate in grade level interventions.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All paraprofessionals employed by South Haven Public Schools have completed at least 2 years of college, obtained an Associate's Degree, or successfully completed the Work Keys Basic Skills Test. District paraprofessionals meet all ESEA (NCLB) highly qualified requirements for instructional paraprofessionals. these certification records are kept on file in the Human Resources Department in the Central Office Building.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All teachers employed by South Haven Public Schools are certified and highly qualified in their core competency areas through accredited colleges and universities. Teachers meet NCLB highly qualified standards. All records and certifications may be obtained through the Human Resources Department in the Central Office Building.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

All employment records are housed at the Central Office Building in the Human Resources Department. There is not a large turnover rate within the building.

This past year, we retained all teachers with the exception of one teacher who was gone on a medical leave.

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

North Shore is home to 20.2 FTE teachers. Forty-five (45%) percent of the key teaching and learning staff have more than 15 years of teaching experience, while only 1 teacher (5%) has 0-3 years of teaching experience. Fifty percent (50%) of the teaching staff have 4-15 years of teaching experience.

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

- Offering Title teachers and paraprofessionals to assist at-risk learners
- Partnering with the YDC for Early Bird and after school programs
- Developmentally appropriate library using Accelerated Reader book leveling
- Provided high quality professional development during the 2013-14 school year
- Benchmark and progress monitor students
- Offer band/orchestra/choir for 5th grade students
- Offer multiple learning environments, such as traditional classrooms, team classrooms, looping classrooms and project based learning classrooms.

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

South Haven Public Schools has implemented the following initiatives to attract and retain highly qualified teachers:

- Offering a school experience for early childhood learners through GSRP Preschool Programs
- Offering Title 1 teachers and paraprofessionals to assist at-risk learners
- Dual Enrollment
- Building Level PTOs
- Variety of service clubs
- Partnerships with WMU and Lake Michigan College
- Online learning experiences
- Project Based Learning

- Project Lead the Way
- One to one technology initiatives

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

Currently turnover remains low. Turnover in the district is usually the result of retirements.

Component 5: High Quality and Ongoing Professional Development

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

Evidence Based Literacy Instruction

Guided Reading Coaching

Book Study- Knee to Knee, Eye to Eye

Book Study- Notebook Know How- Strategies for the Writer's Notebook

*see goals section for additional details supporting the alignment of the professional development to our needs assessment.

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

* see attached professional development plan

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved through the school improvement team. They were invited and encouraged to attend meetings regularly. Parents have also had the opportunity to provide input through the PTO meetings and surveys. During the 2014-15 school year, we have plans to develop a Parent Advisory Committee that will meet with the principal monthly to voice concerns, provide feedback, learn about school curriculum and help improve the overall environment by increasing parental involvement.

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

Parents will continue to be involved in the implementation of the plan by being a part of the school improvement team where they will have the opportunity to provide input and feedback about activities and program initiatives through surveys and activities. We will find creative ways to increase parental involvement.

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

Parents will be involved in the evaluation of the schoolwide plan through the school improvement team, parent teacher conferences, open house, PTO, parent perception surveys, gathering and analyzing of data, participation in parent-student offered enrichment activities. Their input will be utilized to guide and inform future decisions in the schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, we do have a Title 1 Parent Involvement Policy that addresses how the school carries out the required activities of the ESEA Section 1118 (c) through (f).	Parent Engagement Policy/Plan

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

North Shore Elementary School assists parents in understanding the Common Core State Standards and Assessments and with monitoring their child's progress by beginning our year with an Open House. Sign-in forms are used for documentations of participation. During Open House all parents and students are invited to meet their teachers and visit their classrooms. In addition, North Shore Elementary staff will prepare syllabi outlining the Common Core State Standards and timeline of instruction for each content area for the calendar school year. The syllabi are presented in developmentally appropriate language for each grade level and allow students and parents an opportunity to understand what will be learned and when. Information is shared about our curriculum by allowing parents and students to examine text books and materials that will be used to teach to the Common Core Standards. Information regarding Parent/Teacher Conferences is displayed and discussed. Conferences are held one time a year, in the Fall, to dialogue with parents about their child's progress and concerns. Progress Reports are sent out at mid-marking period for each quarter to parents regarding their child's academic status. A report

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card, with documentation of Dibels reading and NWEA assessment report, along with the quarterly progress reports, keep parents informed about their student(s)' individual academic assessment/progress. Parents are encouraged to ask questions and clarify their understanding of assessments during our Parent/Teacher Conferences or at a time that they have scheduled with the teacher (Section 1118c4B), (Section 1118d2B), and (Section 1118e1).

North Shore Elementary jointly developed the Home School Compact during the development of the Schoolwide Plan. The compact outlines the responsibilities of the staff, student, parents, and principal in the educational process for the students (Section 1118d1). The compact will be shared with each parent on an individual basis at Parent Teacher Conferences annually to allow parents and teachers to understand how each party will assist in the child's learning process (Section 1118d2A).

Parent and Community volunteers are welcome at North Shore Elementary (Section 1118d2c). Our open-door philosophy is explained and parents are invited to join our Parent Teacher Organization. Further, significant community involvement with local civic organizations such as Lake Michigan Community College, YDC, We Care In The Name Of Christ, Kiwanas, American Heart Association, South Haven Community Hospital, Project Lean, and South Haven Fire and Police Department are being developed and maintained. North Shore Elementary administration and staff will continue to work to create a community of involvement using Parent Teacher Organization (PTO), Black History Exhibitions and Jeopardy, Holiday Celebrations, Reading/Math/Science Nights, Dr. Seuss Day, Read Across America, Field Day, Field Trip Participation, Jump Rope For Heart, 5K Run, and American Red Cross Blood Drive (Section 1118e4).

North Shore Elementary provides materials and training to help parents work with their child by collaborating with our Parent Teacher Organization to promote monthly activities that foster parental involvement via Parent Workshops centered around Delta Math, Accelerated Reader, Dibels Testing, and Science. These workshops provide extra (guided) support in the use of Literacy, Math, Science, and technology materials to improve their child's achievement. Family activity events to foster a sense of community are also planned which include math, science, and reading.

Understanding the value and unity of contributions of parents, North Shore Elementary teachers and staff, pupil services personnel, principals and other staff, along with parents will study Judy Epstein's research on Parent involvement in order to reach out to , communicate with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school. Staff trainings will occur annually in order to facilitate staff in developing effective family engagement (Section 1118e3). This training may involve parents (Section 1118e6).

As Parents become a valued part of their child's education, the staff at North Shore Elementary will provide other reasonable support for parents as requested. This may include things like alternate conference times, loaning of school material for home use, meeting with staff at unique times, home visits to accommodate the lack of transportation, and assistance with homework as needed (Section 1118e14).

Lastly, parents will provide full opportunity for participation of parents with limited English proficiency, parent s with disabilities, and parents of migratory children. These efforts include translators as needed, handicap accessible schools, and special curriculum strategies and formats for migratory children (Section 1118f).

Courteous

Responsible

Learners

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

The parent involvement component will be evaluated in multiple ways: collecting parent sign-in records to determine participation levels and by conducting parent surveys at a variety of events, such as parent/teacher conferences, PTO meetings, and other parent activities.

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

The school improvement team will evaluate the plan based on the information collected to refine programs and activities and/or to determine continuation of the programs/activities.

8. Describe how the School-Parent Compact was developed.

North Shore Elementary jointly developed the School Parent Compact during the development of the Schoolwide Plan. the compact will be reviewed annually by the school improvement team, which will include parent input.

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

The compact will be shared with each parent on an individual bases at fall parent/teacher conferences annually. This will allow parents and teachers to understand how each party will assist in the child's learning process. Although staff understand that stakeholder signatures are not required, it is common practice for all parties involved to sign the compact, showing a commitment to each child's educational progress.

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

Not Applicable

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

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

Communication between home and school are provided in a format and language that parents can understand. Assessment results are explained and discussed with parents during parent/teacher conferences. Letters of explanation are attached to assessment results that give great detail on how to read the reports. The letter also encourage parents to cal with any questions or concerns.

Title 1 meetings are held annual to explain the qualifying criteria and review individual test results and to provide detail about the intervention services.

Component 7: Preschool Transition Strategies

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

North Shore Elementary is an upper elementary school that transitions 3rd grade students from the lower elementary and 5th grade students to the middle school. Third grade students have a transition day in which students are transported by bus to North Shore Elementary. Students tour the building, listen to a short presentation about North Shore, and then have a snack before returning to their home schools. In addition, North Shore Elementary hosts a 4th grade Parent's Night/Ice Cream Social. Parents and students meet the 4th grade staff, participate in presentations, play games, and eat ice cream sundaes. Fifth grade students walk to the middle school. Students tour the building, listen to a short presentation, and then participate in a question/answer session.

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

Not Applicable

Component 8: Teacher Participation in Making Assessment Decisions

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

North Shore Elementary Teachers provide input into the decisions regarding the use of school-base academic assessments. They do so in several ways. Classroom teachers are responsible for administering the benchmark assessments for their own students. In doing so, teachers have first hand knowledge of how their students are performing and can make instructional decisions based on the data gleaned from these assessments. As well, teachers also provide input as to which students should/should not participate (based on observation) when groups for interventions are being developed. Classroom teachers work with the Title 1 and At-risk staff to tailor reading and math interventions to fit the needs of students based on DIBELs, MEAP results, NWEA assessment, classroom observations, and grade level math assessments. Finally, curriculum committees, comprised of grade level teaching representatives, develop end of unit assessments. Administrators, teachers and parents will participate in the selection, use and interpretation of school-based academic assessments through monthly school improvement meetings.

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

Teachers meet with Title 1 and At-risk staff to review Benchmark and classroom level data and to help make decisions about students intervention services. In addition, data is analyzed at monthly grade level meetings, curriculum committee meetings, and school improvement meetings to determine needs of individual students, classrooms, grade levels, and building-wide strategies to improve student achievement.

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

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

Students who have difficulty mastering the State's academic achievement assessment standards are identified at the beginning of the school year by reviewing MEAP reports and utilizing benchmark assessments such as DIBELs and NWEA.

Reading- NWEA, MEAP, DIBELs

Math- NWEA, Unit Assessments

Science- MEAP, DIBELs, Unit Assessments

Social Studies- DIBELs, Unit Assessments

Students are determined to no longer need Title 1 support in reading when they have met benchmark standards during a benchmarking period or have reached benchmark through progress monitoring a minimum of 3 times.

Title 1 math groups are more fluid. Students are determined to no longer need Title 1 support in math once they have passed the retest of the unit assessment with 80% or better.

Students are determined to no longer need Title 1 support in social studies or science once they have passed the retest of the unit assessment with 80% or better.

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

Students who experience difficulty mastering the State's academic achievement assessment standards are provided with timely, effective, and additional assistance through our RTI framework. Students will receive an additional 30 -60 minutes of intervention in reading with a focus the 5 big ideas in reading and understanding non-fiction texts that are correlated to social studies and science, based on their needs, Tier 2 or Tier 3. For math, students will receive an additional 30-60 minutes of intervention that focuses on skill deficit areas. For writing, students will receive small group writing mini-lesson instruction that will focus on skill deficit areas.

Students are identified by benchmark testing 3 times per year, September, January, and May. Staff meet to discuss the results of the benchmark assessments to determine which students qualify for intervention services.

Reading benchmark results lead to additional testing (Quick Phonics Screener, SRA Decoding Placement Test, Read Naturally Placement Test) to determine which intervention program best meets the needs of each student. Students are progress monitored frequently to determine the effectiveness of the programs. Students may also receive additional assistance with reading comprehension through nonfiction, leveled texts in science and social studies content.

Math intervention is based on MEAP strand reports, local assessments, NWEA and benchmark assessments. Grouping of students for math interventions is more fluid due to the variety of the assessment information. Once students have mastered the local assessment, they can be

dismissed from intervention services for that area of math.

Students who do not make adequate progress or are not responding to the interventions are referred to the Child Study Team to confer, list other strategies, and/or to consider testing for special education. Parents are invited to these meetings also.

In addition, parent teacher conferences and referrals to the after school program for homework help and referrals for counseling services are also means in which the school provides timely assistance to its students. Students who do not participate in interventions, receive enrichment during intervention time.

North Shore has implemented a schoolwide Positive Behavioral Supports and Interventions program also to improve positive interactions and school culture. Research supports that this type of programming positively impacts student achievement.

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

Students individual needs are being addressed through differentiated instruction in the classroom and during RTI. Students who experience difficulty mastering the State's academic achievement assessment standards are provided with timely, effective, and additional assistance through our RTI framework. Students will receive an additional 30 -60 minutes of intervention in reading with a focus the 5 big ideas in reading. Guided reading will also be an area of focus this year aimed at helping students better understand social studies and science context through non-fiction texts, Tier 2 or Tier 3. For math, students will receive an additional 30-60 minutes of intervention that focuses on skill deficit areas. For writing, students will receive small group writing mini-lesson instruction that will focus on skill deficit areas. Additionally, students who do not meet Title 1 or at-risk criteria are also provided enrichment instruction and activities as a means to differentiate to meet the needs of those students at or above grade level.

All students participate in STAR testing. This test provides invaluable information on independent and instructional reading levels of each student. The test also provides a ZPD, which gives an approximate book level for students to practice independent reading skills. ELA novel units are based on students instructional reading levels. So the groups vary according to reading level and sometimes skill levels. Teachers also employ strategies based on individual need, such as allowing students extra time to complete work, reduced assignments, preferential seating, planner checks, frequent parent contact, having assignments or tests read to them by an adult or peer, peer tutoring, one-on-one assistance from the teacher, allowing breaks, and other strategies.

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

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

Programs are coordinated and integrated toward the achievement of the schoolwide goals in the following manner:

- (1) Staffing is a coordinated effort between General Fund, Title 1, At-Risk
 - (2) Supplies and materials are a coordinated effort between Title 1, Title 111, and At-Risk
 - (3) Training is provided through Title 11A
 - (4) Curriculum alignment is funded through General Fund
 - (5) Support staff is funded through Title 1 and/or 31A for at-risk students
-
1. Comprehensive Needs Assessment- Title 1A, Title IIA, IDEA/Special Education, Title III, 31A, Donations, General Fund
 2. Schoolwide Reform Strategies- Title 1A, Title IIA, IDEA/Special Education, Title III, 31A, Donations, General Fund
 3. Instruction by Highly Qualified Professional Staff- Title 1A, Title IIA, IDEA/Special Education, Title III, 31A, Donations, General Fund
 4. Strategies to Attract High-Quality Highly Qualified Teacher to High Needs Schools- Title IIA, 31A, General Fund
 5. High-Quality and Ongoing Professional Development- Title 1A, Title IIA, General Fund, Donations, Foundation
 6. Strategies to Increase Parental Involvement- Title 1A, Title IIA, Title III, 31A, Donations, General Fund, Parent Groups, Local Businesses, Foundations, Grants, Donations
 7. Preschool Transition Strategies- Title IIA, General Fund (N/A) for North Shore
 8. Teacher Participation in Making Assessment Decisions- Title IA, Title IIA, General Fund
 9. Timely and Additional Assistance to Students Having Difficulty Mastering Standards- Title 1A, Title IIA, Title III, 31A, Donations, General Fund
 10. Coordination and Integration of Federal, State, and Local Programs and Resources- Title 1A, Title IIA, 31A, Nutrition Programs, Health/Dental/Vision/ General Fund, Parent Groups, Local Businesses

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

Title 1A- Supports intervention programs by funding personnel and materials.

IDEA/Special Education- Supports primary resource rooms through personnel and materials.

Title IIA- Supports professional development & training provided through book clubs

Title III, LEP or Immigrant- Supports the alternative language program for eligible students.

Title IV, Safe and Drug Free Schools- N/A

Title IV, 21st Century Community Learning Centers- N/A

Head Start- N/A

Great Start Readiness Program (GSRP)- N/A

Section 31A At Risk- Supports personnel

Nutrition Programs (Free & reduced lunched, breakfast, snack, summer)- supports free breakfast for all students, free/reduced lunch for eligible students, and all children 18 and under in the summer feeding program.

Health/Dental/Vision and General Student Welfare- Supports hearing and vision screening from the ISD, counseling services

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Local Foundations- Support materials and supplies

Competitive Grants- Support health and wellness initiatives

Donations- Support curriculum, materials, and supplies

General Fund- Supports teachers, curriculum, materials, and supplies

Parent Groups- Support fundraiser, field trips, parent nights

Local Businesses- Support transition night and the fundraiser

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

All students, K-5, are provided with free breakfast and lunch.

Evaluation:

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

North Shore Elementary School uses the Michigan Department of Education's Evaluation Tool to evaluate the implementation of the schoolwide program annually.

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

The school improvement team collects the various data, analyzes it and compares it to the overall goal in each content area to determine whether or not the goals were achieved.

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

The school improvement team will use the data to determine the program's effectiveness by comparing MEAP data from the previous year, pre/post test data, benchmark data from the beginning of the year to the end of the school year for those students who are furthest from achieving the standards.

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

As the school improvement team works through the evaluation tool, the team will determine actions steps necessary to revise the plan to ensure forward momentum of the goals and student achievement.

2014 School Improvement Plan

Overview

Plan Name

2014 School Improvement Plan

Plan Description

Revised Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at North Shore Elementary will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$7800
2	All students at North Shore Elementary will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at North Shore Elementary will be proficient in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3000
4	All students at North Shore Elementary will be proficient in Writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3000
5	All students at North Shore Elementary will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$5500

Goal 1: All students at North Shore Elementary will be proficient in Reading.

Measurable Objective 1:

A 12% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/05/2015 as measured by MEAP, NWEA, and DIBELS..

Strategy 1:

120 Minute ELA Block - All teachers will participate in a 120 minute ELA block of protected time each day. This will include a reading framework that increases the quantity and quality of reading instruction to 60 minutes of core reading instruction daily to include the 5 big ideas in reading through whole group instruction, guided reading instruction, discussion, and independent reading practice, as well as spelling, grammar, and writing about their reading.

Research Cited: Balanced Literacy Framework

Farstrup A. & S. Samuels. (2002). What Research Has to Say About Reading Instruction., Newark, Delaware: International Reading Association.

Morrow, L., Gambrell, L. & M. Pressley. (2003). Best Practices in Literacy Instruction. New York, NY: The Guildford Press.

Guided Reading

Fountas, I. & G. Pinnell. (1996). Guided Reading. Portsmouth, NH: Heinemann Publishers.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Washington, DC: U.S. Department of Health and Human Services, NIH Pub. No 00-4754.

Tier: Tier 1

Activity - Monitor Implementation of Reading Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the reading framework for quantity and quality of instructional program for reading.	Walkthrough	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	No Funding Required	Building principal, instructional staff

Strategy 2:

Develop & Align Core Reading Curriculum - Curriculum committees and/or grade level teams will receive training on how to effectively transition and align curriculum to the Common Core State Standards. Staff will continue to develop and align grade level reading curriculum to the Common Core State Standards. This strategy will be monitored through the Atlas-Rubicon curriculum warehousing system. As staff completes each unit, the units will be uploaded into the system complete with lessons and a pacing guide. As each curriculum piece is completed, the instructional coaches will work with the curriculum committees and/or grade level teams to design a roll-

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out plan. The building principal is responsible for monitoring the delivery of the curriculum.

Research Cited: Aligned Curriculum

Price-Baugh, R. (1997). Correlation of textbook alignment with student achievement scores. Dissertation Abstracts International, 58-05A, 1529.

Tier:

Activity - Professional Development- Understanding Common Core (CCSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a book study as we begin to work on CCSS ELA units, Pathway to the Common Core.	Professional Learning	Tier 1	Getting Ready	09/30/2014	05/29/2015	\$1000	Title II Part A	Building principal, instructional staff, instructional coaches, central administration

Activity - Curriculum Development & Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum committees and/or grade level staff will develop and align core reading curriculum to Common Core State Standards.	Other	Tier 1	Getting Ready	08/25/2014	06/05/2015	\$5000	General Fund	Building principal, curriculum committee or grade level staff, instructional coaches, central administration

Strategy 3:

Collaboration - All instructional staff will learn to better collaborate by participating in activities, such as staff book studies aimed at improving instructional strategies to increase reading comprehension. In addition, parents will also be invited to participate in a book study to help improve collaboration between school and home.

Research Cited: Teacher Collaboration

Carrie Leana and Frits Pil, "Social Capital and Organizational Performance: Evidence from Urban Public Schools," Organization Science 17, 2006: 1-14;

Frits Pil and Carrie Leana, "Applying Organizational Research to Public School Reform" The Academy of Management Journal 52, 2009: 1,101-1,124.

Tier: Tier 1

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Activity - Collaboration- Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will participate in a book study, "Knee to Knee, Eye to Eye" to gain common instructional strategies focused on improving reading comprehension.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$600	Title II Part A	Building principal, instructional coaches, central administration
Activity - Parent Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to attend/participate in book study, "Knee to Knee, Eye to Eye" to assist parents understanding how to use reading comprehension strategies to help their students at home.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1200	Title I Schoolwide	Building principal, Title 1 staff, instructional coaches, central administration

Goal 2: All students at North Shore Elementary will be proficient in Social Studies.

Measurable Objective 1:

A 10% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehension of content material in Social Studies by 06/05/2015 as measured by state and local assessments.

Strategy 1:

Improved Instructional Strategies - Teachers will explicitly teach social studies vocabulary using definitions, pictures, and analogies and relate it to real world scenarios.

Research Cited: Vocabulary Instruction

Archer, Anita and Charles Hughes. Explicit Instruction: Effective and Efficient Teaching. Guilford Publications, 2011.

Buenger, Anneta, et al. "A Review of the Current Research on Vocabulary Instruction." RMC Research Corporation, 2010.

Lockavitch, Joe. "Ten Critical Facts From Vocabulary Research." Failure Free Reading. 24 April 2013 <www.failurefree.com>.

Tier:

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will learn social studies vocabulary through definitions, pictorial representations, analogies, and real world scenarios.	Direct Instruction	Tier 1	Implement	09/03/2013	06/05/2015	\$0	No Funding Required	Building principal, instructional coaches, classroom teachers
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Goal 3: All students at North Shore Elementary will be proficient in Mathematics.

Measurable Objective 1:

A 12% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in computation and problem solving in Mathematics by 06/05/2015 as measured by MEAP, NWEA, and local common assessments..

Strategy 1:

Develop & Align Core Mathematics Curriculum - Curriculum Committees and/or grade level teams will receive training on how to effectively transition curriculum and align it to the Common Core State Standards. Staff will continue to develop and align the core mathematics curriculum to the Common Core State Standards. This strategy will be monitored through the Atlas-Rubicon curriculum warehousing system. As staff completes each unit. The units will be uploaded into the system complete with lessons and a pacing guide. As each curriculum piece is completed, the instructional coaches will work with the curriculum committees and/or grade level teams to design a roll-out plan. The building principal is responsible for monitoring the delivery of the curriculum.

Research Cited: Aligned Curriculum

Price-Baugh, R. (1997). Correlation of textbook alignment with student achievement scores. Dissertation Abstracts International, 58-05A, 1529.

Tier:

Activity - Monitor Curriculum Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor curriculum delivery of mathematics by walkthroughs, collect data and discuss with staff.	Walkthrough	Tier 1	Implement	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Instructional Coaches

Activity - Refine Pacing Guides and Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math committee will continue work to refine the pacing guides and assessments.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$3000	General Fund	Principal, math committee, instructional coach

Goal 4: All students at North Shore Elementary will be proficient in Writing.

Measurable Objective 1:

A 10% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the Writing Process in English Language Arts by 06/05/2015 as measured by state and local assessments..

Strategy 1:

Develop & Align Core Writing Curriculum - Curriculum Committees and/or grade level teams will receive training on how to effectively transition curriculum and align it to the Common Core State Standards. Staff will continue to develop and align the core writing curriculum to the Common Core State Standards. This strategy will be monitored through the Atlas-Rubicon curriculum warehousing system. As staff completes each unit, the units will be uploaded into the system complete with lessons and a pacing guide. As each curriculum piece is completed, the instructional coaches will work with the curriculum committees and/or grade level teams to design a roll-out plan. The building principal is responsible for monitoring the delivery of the curriculum.

Research Cited: Aligned Curriculum

Price-Baugh, R. (1997). Correlation of textbook alignment with student achievement scores. Dissertation Abstracts International, 58-05A, 1529.

Tier:

Activity - Curriculum Development & Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum committees or grade level staff will develop and align core writing curriculum to Common Core State Standards.	Other	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$3000	General Fund	Building principal, instructional coaches, grade level teams and/or curriculum committees, central administration

Goal 5: All students at North Shore Elementary will be proficient in Science.

Measurable Objective 1:

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A 10% increase of Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding science content and processes in Science by 06/05/2015 as measured by MEAP and local common assessments..

Strategy 1:

Improved Instructional Strategies - Teachers will explicitly teach science vocabulary using definitions, pictures, and analogies and relate it to real world scenarios.

Research Cited: Vocabulary Instruction

Archer, Anita and Charles Hughes. Explicit Instruction: Effective and Efficient Teaching. Guilford Publications, 2011.

Buenger, Annetta, et al. "A Review of the Current Research on Vocabulary Instruction." RMC Research Corporation, 2010.

Lockavitch, Joe. "Ten Critical Facts From Vocabulary Research." Failure Free Reading. 24 April 2013 <www.failurefree.com>.

Tier:

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn science vocabulary through a variety of means, including definitions, pictorial representations, and analogies.	Direct Instruction	Tier 1	Implement	09/03/2013	06/05/2015	\$0	No Funding Required	Building principal, instructional coaches, classroom teachers

Strategy 2:

Leveled Nonfiction Texts - All teachers will utilize leveled nonfiction readers during intervention time to help students develop better reading skills and to help students better understand science content and processes.

Research Cited: Non-fiction Texts

Coleman, D., & Pimental, S. (2012). Revised publishers' criteria for the Common Core State Standards in English language arts and literacy, grades 3–12. Washington, DC: Council of Chief State School Officers. Retrieved from <http://groups.ascd.org/resource/documents/122463-PublishersCriteriaforLiteracyforGrades3-12.pdf>

Tier:

Activity - Professional Development- Leveled Nonfiction Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will receive training on the use of Lexile index and the Fountas and Pinnell leveled, nonfiction texts. These texts will be use to support struggling readers.	Professional Learning	Tier 1	Implement	09/03/2013	12/19/2014	\$3000	Title I Part A	Building principal, instructional coaches, all instructional staff, central administration
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Strategy 3:

Parental Involvement - Invite parents to an evening program that focus on science exploration, presented by the Dome Theater.

Research Cited: Rosenberg, H., Wilkes, S., & Harris, E. (2014). Bringing families into out-of-school time learning. The Journal of Expanded Learning Opportunities, 1(1) 18-23.

Tier: Tier 1

Activity - Title 1- Parent Night w/ Dome Theater	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students are invited to participate in a digital science experience.	Parent Involvement	Tier 1	Implement	09/30/2014	09/30/2014	\$2500	Title I Part A	Principal, Title 1 staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1- Parent Night w/ Dome Theater	Parents and students are invited to participate in a digital science experience.	Parent Involvement	Tier 1	Implement	09/30/2014	09/30/2014	\$2500	Principal, Title 1 staff
Professional Development- Leveled Nonfiction Texts	All staff will receive training on the use of Lexile index and the Fountas and Pinnell leveled, nonfiction texts. These texts will be use to support struggling readers.	Professional Learning	Tier 1	Implement	09/03/2013	12/19/2014	\$3000	Building principal, instructional coaches, all instructional staff, central administration

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Development & Alignment	Curriculum committees and/or grade level staff will develop and align core reading curriculum to Common Core State Standards.	Other	Tier 1	Getting Ready	08/25/2014	06/05/2015	\$5000	Building principal, curriculum committee or grade level staff, instructional coaches, central administration

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Curriculum Development & Alignment	Curriculum committees or grade level staff will develop and align core writing curriculum to Common Core State Standards.	Other	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$3000	Building principal, instructional coaches, grade level teams and/or curriculum committees, central administration
Refine Pacing Guides and Assessments	The math committee will continue work to refine the pacing guides and assessments.	Curriculum Development	Tier 1	Implement	09/02/2014	06/05/2015	\$3000	Principal, math committee, instructional coach

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Book Study	All parents will be invited to attend/participate in book study, "Knee to Knee, Eye to Eye" to assist parents understanding how to use reading comprehension strategies to help their students at home.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$1200	Building principal, Title 1 staff, instructional coaches, central administration

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Reading Framework	Monitor the implementation of the reading framework for quantity and quality of instructional program for reading.	Walkthrough	Tier 1	Monitor	09/02/2014	06/05/2015	\$0	Building principal, instructional staff
Explicit Vocabulary Instruction	Students will learn science vocabulary through a variety of means, including definitions, pictorial representations, and analogies.	Direct Instruction	Tier 1	Implement	09/03/2013	06/05/2015	\$0	Building principal, instructional coaches, classroom teachers

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Monitor Curriculum Delivery	Monitor curriculum delivery of mathematics by walkthroughs, collect data and discuss with staff.	Walkthrough	Tier 1	Implement	09/02/2014	06/05/2015	\$0	Principal, Instructional Coaches
Explicit Vocabulary Instruction	Students will learn social studies vocabulary through definitions, pictorial representations, analogies, and real world scenarios.	Direct Instruction	Tier 1	Implement	09/03/2013	06/05/2015	\$0	Building principal, instructional coaches, classroom teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration- Book Study	All instructional staff will participate in a book study, "Knee to Knee, Eye to Eye" to gain common instructional strategies focused on improving reading comprehension.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/05/2015	\$600	Building principal, instructional coaches, central administration
Professional Development- Understanding Common Core (CCSS)	Staff will participate in a book study as we begin to work on CCSS ELA units, Pathway to the Common Core.	Professional Learning	Tier 1	Getting Ready	09/30/2014	05/29/2015	\$1000	Building principal, instructional staff, instructional coaches, central administration