



School Improvement Plan

North Shore Elementary

South Haven Public Schools

Mrs. LaTonya Gill, Principal
7320 NORTH SHORE DR
SOUTH HAVEN, MI 49090-9175

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
School Data Analysis	
Introduction.....	12
Demographic Data.....	13
Process Data.....	16
Achievement/Outcome Data.....	18
Perception Data.....	30
Summary.....	33

School Additional Requirements Diagnostic

Introduction 35
School Additional Requirements Diagnostic 36

Title I Schoolwide Diagnostic

Introduction 39
Component 1: Comprehensive Needs Assessment 40
Component 2: Schoolwide Reform Strategies 75
Component 3: Instruction by Highly Qualified Staff 77
Component 4: Strategies to Attract Highly Qualified Teachers 78
Component 5: High Quality and Ongoing Professional Development 80
Component 6: Strategies to Increase Parental Involvement 81
Component 7: Preschool Transition Strategies 84
Component 8: Teacher Participation in Making Assessment Decisions 85
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 86
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 88
Evaluation: 90

School Improvement 2016-2017

Overview 92
Goals Summary 93
 Goal 1: All students at North Shore Elementary will be proficient in Reading. 94
 Goal 2: All students at North Shore Elementary will be proficient in Mathematics. 98

Goal 3: All students at North Shore Elementary will be proficient in Writing.....	100
Goal 4: All students at North Shore Elementary will be proficient in Science.....	101
Activity Summary by Funding Source.....	103

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 a 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 307 students at North Shore Elementary School. There are 149 (49%) males and 158 (51%) females. There are 219 (62%) White, 64 (21%) Hispanic, 3 (<1%) Asian, 1 (<1%) Native American, and 43 (14%) African- American students. There are less than 10 migrant students for each grade level. There are 56 (18%) students with disabilities. Eighty-eight percent (88%) of the students are receiving free/reduced lunches. There are 18 full time teachers, 6 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's 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 we are a one to one school as of the 2015-2016 school year. All 4th and 5th grade students have use of chromebooks daily.

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. All students participate in art, physical education, music, technology, and library. Through the one to one deployment of Chromebooks at both grade levels this year, North Shore has been able to enhance instruction and have higher levels of student engagement. In addition, North Shore has a full time school social worker who has helped develop our tiered system for positive behavior interventions and supports. Finally, North Shore is home to the grades 3-5 academically talented program. This program promotes the development of the 4 Cs- collaboration, creativity, critical thinking, and communications skills.

Student achievement, more specifically reading and math are the district's priority. With the implementation of M-Step, standardized test scores have dramatically declined. The SHPS school board has adopted a strategic plan that puts greater emphasis on increasing student achievement at all levels.

Additional Information

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

During the 2016-2017 school year, North Shore will implement a school-wide tier 1 behavior support program for all students, which will help students' socio-emotional well-being. This will become a foundational component that speaks to our commitment to students, academically, socially, and emotionally.

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.

Members volunteer to serve on the committee. At times, members are also selected. It is important to have representation from curriculum committees (math, ELA), related arts, and special education. Additionally, the Title 1 teacher serves on the committee as part of his/her duties. Meetings were scheduled well in advance to accommodate all stakeholders. In addition, the school improvement team was kept abreast of all developments.

It has been difficult to obtain parent participation on the school improvement team over the last several years. North Shore will continue to actively recruit parents and paraprofessionals to add to the team.

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

Title 1 Teacher (1)

4th Grade Teacher (3)

School Social Worker (1)

4th Grade Teacher (1)

Special Education Teacher (1)

At-Risk Paraprofessional (1)

Building Principal

All stakeholders are active participants in the school improvement process: data collection, analyzing data, program evaluation, completion of process rubrics, and development of goals.

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 will be communicated to all stakeholders at the beginning of each school year.- back to school professional development. Additionally, each school presents its plan at a district school board meeting during the school year. These are televised meetings that include school board members, district staff members, and the community.

Stakeholders will receive information on its progress through monthly school improvement meeting notes and after benchmark testing data meetings that will be held three times per year.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

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. The administrative team is budgeting conservatively for the 2016-2017 school year with a projected student decrease of 35 students. This type of decline impacts staffing as well as programming.

We are facing an increase of about 5 percent of students with disabilities. The number of students qualifying for free and reduced lunch jumped 17 percent.

Student Demographic Data

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

For most students, attendance is directly related to student performance. The average daily attendance rates remain in the low to mid ninety percents. This year North Shore identified 18 students who were considered truant, more than 10 unexcused absences. The challenge is ensuring that the 4-7% of students who are not attending regularly, attend more regularly as well as make adequate academic progress.

Student Demographic Data

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

The number of discipline referrals has been fluctuating (8%, 6%, 10%) for the past 3 years. This year discipline activity has decreased slightly to 9%, not including bus referrals. The challenge we face is to create an environment in which it is not acceptable to disrupt or disrespect ourselves and others when the world outside of school is accepting of these types behaviors.

One challenge that we have faced is that we no longer have a K-5 alternative learning program (ALP) housed here at North Shore.

Student Demographic Data

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

School Improvement Plan

North Shore Elementary

- Initiating a school-wide Positive Behavior Intervention and Support (PBIS) program
- To implement a concrete cohesive K-5 curriculum for ELA and Math
- Implementing Professional Learning Community to analyze and disaggregate data for math testing
- Create a Social Work position and implement a Universal social-emotional learning program
- Utilizing universal behavioral screening to identify at-risk (Tier II) students
- Utilizing resources through the Van Buren ISD

Teacher/School Leader(s) Demographic Data

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

Building Principal = 12 years of administrative experience + 7 years teaching experience + years of paraprofessional experience.

The greater the number of years of administrative + teaching experience should equate to greater understanding of education and positively impact student achievement.

Teacher/School Leader(s) Demographic Data

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

of full-time teacher assigned to school = 18

% of staff with 1-2 years experience = 6%

% of staff with 3-5 years experience = 17%

% of staff with 5-10 years experience = 0%

% of staff with 11-20 years experience = 44%

% of staff with 21-30 years experience = 22%

% of staff with 31+ years experience = 11%

The more teaching experience the staff has should equate to greater student achievement.

Teacher/School Leader(s) Demographic Data

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

A high number of principal absences could negatively impact student achievement. However, a principal has done well when the building can function at a near maximum capacity when s/he is absent.

Teacher/School Leader(s) Demographic Data

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

A large number of teacher absences negatively impacts student achievement. Teachers accumulated Staff member attendance could be monitored more frequently. Incentives/acknowledgement could potentially be given for those who maintain excellent attendance. Attendance has previously been built into the performance evaluations.

Teacher absences for illness/personal totaled 744.5 hours = 106.4 days = 5.9 days/teacher

Teacher/School Leader(s) Demographic Data

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

The district might do some active recruitment to diversify the teaching and administrative staff to ensure that staff demographics are similar to student demographics.

Process Data

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

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

System of Intervention (Strand 1, Standard 2, Indicator C), Reports of Student Data (Strand 1, Standard 3, Indicator H), Data used to place students and drive instruction (Strand 1, Standard 3, Indicator I), Student involvement in the Assessment Process (Strand 1, Standard 3, Indicator J)

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

Collective Responsibility (Strand 3, Standard 7, Indicator T), Impact of Professional Learning (Strand 3, Standard 8, Indicator V) , Cohesive Curriculum (Strand 1, Standard 1, Indicator B)

12. How might these challenges impact student achievement?

Challenges can negatively impact student achievement.

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

- Common planning for PLCs
- Continued curriculum implementation of MAISA Reading/Writing Units
- Assessing alternative curriculums for ELA and Math
- Continued work on social studies integration
- Additional professional development on instructional practices that increase achievement and student engagement
- Increase community/parent engagement
- Teacher led building PD

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

All students participate in benchmark assessments and identified for services. Those who qualify receive Title I or at-risk services as the first layer of intervention. They also receive an additional 30 minutes of intervention at the Tier 2 level. Students who qualify for Tier 3 supports receive those in addition to Tier 1 and Tier 2 supports.

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

Extended learning opportunities include the early bird program (7:30 am), summer school, and family nights, such as reading, math and science nights.

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

The students are identified through data, teacher recommendation or parent request. The school sends home letters, newsletters and digital media for informing parents about upcoming events.

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

-CCSS documents & Michigan GLCEs

-Currently, we use the MAISA curriculum in ELA and mathematics with the understanding that they have aligned the curriculum to the CCSS. Additionally, we use the Battle Creek Science kits which are aligned to Michigan GLCEs in science. Our social studies, however, is a pieced together curriculum that was selected to align with the Michigan GLCEs. We still have a lot of work to do in this area.

-PLCs

-Common Planning

-Curriculum Council

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

According to the 2014-2015 M-Step Assessment, these are the strongest areas in reading at each grade level.

ENG.04.1.06 Relate knowledge of narrative text structures, features, or formats to interpret, explain, or connect information.

ENG.05.1.03 In narrative text, determine word meaning based on context, relationships, structure, or use of resources.

According to the Spring 2016 NWEA Assessment, the strongest area in reading, grade 4 is literature. The strongest area for grade 5 is vocabulary acquisition and use.

Overall, reading is a weak area for North Shore. We tend to show more of a strength in narrative text, but it is not consistently strong overall for narrative text.

19b. Reading- Challenges

Vocabulary and Informational text appear to be the greatest challenges in reading. More specifically, using details (evidence) to support an inference or a conclusion.

North Shore has experienced an increase in the number of students who are 1-2 grades below grade level who transition from the lower elementary buildings, as well as a rise in the number of special education students. The GREATEST challenge is providing quality interventions for students and then being able to increase their overall reading ability within such a short time period.

19c. Reading- Trends

2010 - 2015 MEAP/M-Step Assessment Data

3rd MEAP Reading

2010 Aggregate = 60%

2011 Aggregate = 61%

2012 Aggregate = 67%

ELA: 3rd Grade MEAP/M-STEP Proficiency - LE

2014 Aggregate 75%

2015 Aggregate 41%

Decrease of 34%

ELA: 3rd Grade MEAP/M-STEP Proficiency- MG

2014 Aggregate 60%

2015 Aggregate 35%

Decrease of 25%

ELA: 4th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 59%

2011 Aggregate = 59%

2012 Aggregate = 66%

2014 Aggregate = 70%

2015 Aggregate = 43%

Decrease of 27%

ELA: 5th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 68%

2011 Aggregate = 63%

2012 Aggregate = 66%

2014 Aggregate = 75%

2015 Aggregate = 35%

Decrease of 40%

ELA: 6th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 60%

2011 Aggregate = 65%

School Improvement Plan

North Shore Elementary

2012 Aggregate = 63%

2014 Aggregate = 66%

2015 Aggregate = 32%

Decrease of 34%

Reading growth seemed to have been increasing prior to the administration of the M-Step. The district experienced a large decline in the number of proficient students last spring.

The Spring 2016 NWEA revealed that North Shore is keeping pace with the National Norm RIT. However, only 46%(gr. 4) and 48% (gr.5) are at or above the national norm as compared to the Spring 2015 NWEA data with 51% (gr. 4) and 41% (gr. 5) at or above the national norm.

19d. Reading- Summary

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

North Shore will address these challenges in reading by continuing implement the MAISA ELA curriculum and monitoring the reading framework for quantity and quality of instruction.

Classroom teachers will receive training on the Fountas & Pinnell Leveled Literacy program to address foundational skills as part of the guided reading instruction. PLC meetings will continually focus on digging deeper into the data to uncover strength and weakness in curriculum and instruction.

We will also continue to look at other curriculum that will help address the weaknesses. The district will pilot several ELA curriculums during the 2016-2017 school year.

20a. Writing- Strengths

According the the 2014-2015 Spring M-Step Assessment, the following areas in writing are strengths, although writing proficiency overall remains low.

ENG.04.2.09 Edit grammar usage, capitalization, punctuation, spelling to clarify a message and edit texts.

ENG.05.2.08 Use language and vocabulary appropriate to the purpose and audience when revising or composing.

North Shore collects no other assessment data for writing.

20b. Writing- Challenges

Writing remains a district-wide challenge. The challenge at the grade levels served at North Shore is to differentiate writing instruction for varying levels of writing skills. Additionally, the challenge also lies in district curriculum for writing.

20c. Writing- Trends

2010-2015 MEP/ M-Step Assessment 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%

(Percent of questions answered correctly)

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - LE

2015 Aggregate 42%

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - MG

2015 Aggregate 42%

Writing ELA Claim #2: 4th Grade M-STEP Proficiency

2015 Aggregate 42%

School Improvement Plan

North Shore Elementary

Writing ELA Claim #2: 5th Grade M-STEP Proficiency

2015 Aggregate 48%

Writing ELA Claim #2: 6th Grade M-STEP Proficiency

2015 Aggregate 45%

There is no building writing data collected.

Although trend data shows slight improvements in writing, the overall writing proficiency remains low.

20d. Writing- Summary

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

North Shore will continue to develop and implement MAISA Writing Units. Classroom teachers will implement 3-4 of the units. Additionally, the district will pilot several ELA curriculums to in an attempt to solve curriculum issues related to reading and writing.

21a. Math- Strengths

According to the 2014-2015 M-Step Assessment, Claim 1, Concepts and Procedures was our strongest area in math for grades 4 and 5.

North Shore Elementary - 4th Grade

Claim 1: Concepts & Procedures: 54%

Claim 2: Problem Solving: 33%

Claim 3: Communicating Reasoning: 32%

Claim 4: Modeling & Analyzing: 16%

Problem Solving & Analysis: 21%

North Shore Elementary - 5th Grade

Claim 1: Concepts & Procedures: 48%

Claim 2: Problem Solving: 33%

Claim 3: Communicating Reasoning: 26%

Claim 4: Modeling & Analyzing: 26%

Problem Solving & Analysis: 29%

MA.04.1.B Gain familiarity with factors and multiples.

MA.04.1.L Draw, identify lines & angles. Classify shapes by properties of their lines & angles.

MA.04.1.A Use the four operations with whole numbers to solve problems.

MA.05.1.G Convert like measurement units within a given measurement system.

According to the 2016 Spring NWEA Assessment, Number and Operations are the stronger areas for both 4th and 5th grades.

21b. Math- Challenges

The challenges in math stem from transitioning students who lack number sense and are well below grade level in math. Students come to our building lacking the basic foundation for success in mathematics, including automaticity in basic addition, subtraction, multiplication and division.

21c. Math- Trends

2011-2015 MEAP/M-Step Assessment Data

3rd MEAP Math

2011 Aggregate= 24%

2012 Aggregate= 33%

2013 Aggregate= 46%

Increase or Decrease = +9%, +13%

4th MEAP Math

2011 Aggregate= 22%

School Improvement Plan

North Shore Elementary

2012 Aggregate= 33%

2013 Aggregate= 38%

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

5th MEAP Math

2011 Aggregate= 26%

2012 Aggregate= 40%

2013 Aggregate= 50%

Increase or Decrease= +14%, +10%

6th MEAP Math

2011 Aggregate= 11%

2012 Aggregate= 34%

2013 Aggregate= 32%

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

Mathematics: 3rd Grade State Assessment Proficiency - LE

2014 Aggregate (MEAP) 54%

2015 Aggregate (MSTEP) 43%

Decrease of 9%

Mathematics: 3rd Grade State Assessment Proficiency - MG

2014 Aggregate (MEAP) 40%

2015 Aggregate (MSTEP) 53%

Increase of 13%%

Mathematics: 4th Grade State Assessment Proficiency

2014 Aggregate (MEAP) 37%

2015 Aggregate (MSTEP) 38%

Increase of 1%

Mathematics: 5th Grade State Assessment Proficiency

2014 Aggregate (MEAP) 48%

2015 Aggregate (MSTEP) 34%

Decrease of 14%

Mathematics: 6th Grade State Assessment Proficiency

2014 Aggregate (MEAP) 29%

2015 Aggregate (MSTEP) 25%

School Improvement Plan

North Shore Elementary

Decrease of 4%

The trend data shows that math proficiency was increasing prior to the implementation of the M-Step Assessment.

Additionally, the NWEA 2015 and 2016 Assessment data shows a decrease in the number of students at or above grade level norm. In 2015 56% of 4th grade students and 53% of 5th grade students were at or above grade level norm. This Spring (2016), only 44% of 4th grade students and 48% of 5th grade students were at or above the grade level norm.

21d. Math- Summary

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

These challenges will be addressed through continual monitoring of curriculum delivery and instruction, refinement of curriculum and pacing guides and assessments. Additionally, some classrooms will implement digital resources as a math intervention pilot to determine its overall effectiveness. Some classrooms will also be piloting Eureka Math to determine its overall effectiveness.

22a. Science- Strengths

According to the 2015 Spring M-Step Assessment, Earth Science was the strongest area for North Shore 4th grade students. In particular, 75% or more of the questions in these areas were answered correctly.

- E.ES.03.44 Paper, metal, glass, and plastic recycling
- E.ES.03.51 Humans depend on the natural environment
- E.ES.03.52 Describe effects of humans on the environment
- E.FE.02.11 Identify water sources
- E.FE.02.13 Describe the properties of water as a liquid
- E.FE.02.22 Describe the major bodies of water on Earth
- E.SE.03.13 Recognize types of Earth materials
- E.SE.03.14 Recognize that rocks are made up of minerals
- E.SE.03.31 Identify Earth materials used for production
- E.ST.04.22 The spin of the Earth makes day and night

22b. Science- Challenges

Physical Science, Life, Science, and Science Processes were the weaker or more challenging areas.

22c. Science- Trends

2010 -2015 MEAP/M-Step 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%

11th MME Science

2010 Aggregate= 66%

2011 Aggregate= 66%

2012 Aggregate= 27%

2013 Aggregate=

Increase or Decrease= 0%, -39%

Science: 4th Grade M-STEP Proficiency

2014 Aggregate n/a

2015 Aggregate 15%

Science: 7th Grade M-STEP Proficiency

2014 Aggregate n/a

2015 Aggregate 13%

Science proficiency in the district remains low.

22d. Science- Summary

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

North Shore will address our overall weakness in Science through professional development, retraining our staff how to teach science. We may also provide additional leveled texts to read that correlate with science topics.

23a. Social Studies- Strengths

According to the 2015 Spring M-Step 5th grade Social Studies Assessment, North Shore students were stronger in geography, civics and government, discourse and decision making.

Social Students: 5th Grade MSTEP Proficiency by Strand

U.S. History & Geography 44%

Geography 50%

History 48%

Civics & Government 50%

Economics 31%

Discourse & Decision Making 51%

More specifically, 75% or more of the questions in the following areas were answered correctly:

Geography

4G1.0.02 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

4G4.0.01 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4G5.0.01 Assess the positive and negative effects of human activities on the physical environment of the United States.

Civics and Government

3C3.0.01 Distinguish between the roles of state and local government.

3C3.0.02 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

3C5.0.01 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

School Improvement Plan

North Shore Elementary

4C3.0.03 Describe the US federal government structure.

4C5.0.01 Explain responsibilities of citizenship.

4C5.0.04 Describe how citizens can promote democratic values.

Discourse and Decision Making

There were no standards at or above 75%.

23b. Social Studies- Challenges

All areas within social studies is a challenge. Time seems to be the major issue, teaching ELA, math, science, and social studies.

23c. Social Studies- Trends

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%

Social Studies: 5th Grade MEAP/MSTEP Proficiency

2014 Aggregate 16%

2015 Aggregate 14 %

Decrease of 2%

While social studies proficiency has been historically low, it is now at an all time low.

23d. Social Studies- Summary

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

N/A

Perception Data

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

24a. Student Perception Data

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

Overall, students feel like their principal treats them fairly.

24b. Student Perception Data

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

Overall, students indicate the lowest satisfaction in having choices in what they learn, enjoy coming to school, and are challenged by the work my teacher asks me to do.

24c. Student Perception Data

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

I have choices in the way I learn.

-Explain the question differently

-Give examples of choices they may have...

I enjoy coming to school.

-Morning Messages, Pledge, Positive Messages

PBIS Assembly January and April

-Marking Period Reward (50 tickets)

-Engaging Curriculum

-All Staff (para's, recess, lunch, teachers) onboard with PBIS

I am challenged by the work my teacher asks me to do.

-Individualize the learning as much as possible

25a. Parent/Guardian Perception Data

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

School Improvement Plan

North Shore Elementary

The overall area with the highest satisfaction level among parents is:

- The principal ensures that the school is a place for learning.

25b. Parent/Guardian Perception Data

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

The overall lowest areas of satisfaction among parents are:

- I am informed about my child's progress at school.
- I know what my child's teacher expects of my child.

25c. Parent/Guardian Perception Data

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

North Shore will ensure the following to improve parent satisfaction in these areas:

I am informed about my child's progress at school.

- Various ways to communicate with parents
- Newsletters, digital email, remind app), social media, facebook, twitter

I know what my child's teacher expects of my child

- PBIS note
- Planner check
- Newsletters

26a. Teacher/Staff Perception Data

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

The area with the overall highest satisfaction among teachers is:

- Teachers do whatever it takes to help all students meet high academic standards.
- Students receive regular feedback about what they need to do to improve.

26b. Teacher/Staff Perception Data

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

School Improvement Plan

North Shore Elementary

The areas of lowest satisfaction among teachers include:

- The school uses a system to obtain a variety of perspectives when making decisions.
- The staff works in teams across grade levels to help increase student achievement.

26c. Teacher/Staff Perception Data

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

North Shore will ensure the following to improve teacher satisfaction:

The school uses a system to obtain a variety of perspectives when making decisions

- Google forms
- Anonymous survey's
- North Shore Survey's about specific topics needing a decision

The staff works in teams across grade levels to help increase student achievement.

- 2 staff meetings per year replaced with 4-5 cross grade level meetings
- Explore late starts with district administration

27a. Stakeholder/Community Perception Data

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

North Shore does not collect community perception data.

27b. Stakeholder/Community Perception Data

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

North Shore does not collect community perception data

27c. Stakeholder/Community Perception Data

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

North Shore does not collect community perception data

Summary

28a. Summary

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

Science and social studies curriculum seem to be strengths. More time needs to be spent on these areas and have science and social studies integrated into reading and writing more. We also need to have district assessments in all areas. Additionally, our biggest challenges are finding and funding a comprehensive ELA curriculum, exploring other math curriculums and/or fine tuning MAISA. Having parents as partners in their children's education continues to be a priority. Finally, district teachers, K-5, need to be retrained on the BC Science kits.

28b. Summary

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

All of the challenges negatively impact student achievement. As a district we need to provide curriculum materials and resources that specifically address the standards, allowing teachers the time to engage students and improve achievement.

28c. Summary

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

These challenges will be addressed through the school improvement process through staff training, continued curriculum work (aligning, piloting, purchasing) and finding creative ways to increase parent involvement.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	North Shore serves grades 4-5 only. Students are assessed using NWEA, district assessments and state assessments in both reading and mathematics.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	https://goo.gl/UqgM9A	North Shore AER

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	North Shore serves grades 4-5 only.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	North Shore serves grades 4-5 only.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jerome Sardina High School Principal 600 Elkenburg Street South Haven, Michigan 49090 (269) 637-0502	

School Improvement Plan

North Shore Elementary

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

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was conducted by gathering various types of data achievement, process, and perception. 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 process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

DEMOGRAPHIC DATA

Data Reviewed:

South Haven Public Schools K - 12th Grade

Student Count: 2160

Graduation Rate: 75.63% Dropout Rate: 7.11% 2015 Graduation Cohort

Attendance Rate: 94.8%

Economically Disadvantaged Rate: 55.4%

Students with Disabilities: 13.4%

*Student counts based upon 2014-2015 (MISchool Data)

NORTH SHORE ELEMENTARY

2015 - 2016

There are 307 students at North Shore Elementary School. There are 149 (49%) males and 158 (51%) females. There are 219 (62%) White, 64 (21%) Hispanic, 3 (<1%) Asian, 1 (<1%) Native American, and 43 (14%) African- American students. There are less than 10 migrant students for each grade level. There are 56 (18%) students with disabilities. Eighty-eight percent (88%) of the students are receiving free/reduced lunches.

2014 - 2015

There are 303 students at North Shore Elementary School. There are 146 (48%) males and 157 (52%) females. There are 219 (61%) White, 51 (19%) Hispanic, 2 (1%) Asian, 2 (<1%) Native American, and 53 (17%) African- American students. There are less than 10 migrant student in each grade level.

2013-2014

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 (69%) of the students are receiving free/reduced lunches.

2012-2013

There are 334 students at North Shore Elementary School. There are 188 (56%) males and 146 (44%) females. There are 234 (70%) White.
SY 2016-2017

School Improvement Plan

North Shore Elementary

50 (15%) Hispanic, 2 (1%) Asian, 3 (1%) Native American, and 45 (13%) African- American students. There are less than 10 migrant students for each grade level. There are 53 (16%) students with disabilities. Sixty-nine percent (69%) of the students are receiving free/reduced lunches.

Conclusion on Student Data:

Student enrollment is declining. The demographics of the school is changing. There are less white students and more Hispanic students. The free/reduced lunch percentage has also risen. The number of special education students is increasing as well.

STAFF DATA

2015-2016

There are 18 full time teachers (PE teacher included) 1 full-time school social worker, 7 paraprofessionals, 1 administrator, 1 secretary, and other staff shared between buildings, including a library, 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.

2012-2013, 2013-2014, 2014-2015

There are 18 full time teachers (PE teacher included), 7 paraprofessionals, 1 administrator, 1 secretary, and other staff shared between buildings, including a library, 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.

Conclusion on Staff Data:

Staff turnover has remained relatively low. Most teachers in the building have more than 5 years experience teaching (17) and have served South Haven students for 5 or more years (15).

COMMUNITY DEMOGRAPHIC DATA

Total Population by Race & Gender

Race	Male	Female	% Total
------	------	--------	---------

White	1594	2003	81%
-------	------	------	-----

African A.	274	312	13%
------------	-----	-----	-----

Hispanic/	85	84	3%
-----------	----	----	----

Latino

2 or more	57	70	2%
-----------	----	----	----

racess

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.

South Haven offers an interesting array of cultural attractions. The Michigan Maritime Museum, host of the tall ship Friends Good Will, is

School Improvement Plan

North Shore Elementary

perhaps its most famous. The Michigan Maritime Museum also hosts an electrically powered river launch called the Lindy Lou. River launch boats were used in the 1890s to the 1930s to ferry passengers up the Black River to various resorts and parks. Visitors are able to buy tickets to ride either ship - the Lindy Lou stays on the river, while the Friends Good Will goes down the river and onto Lake Michigan.

The Historical Association of South Haven, which now operates out of the old Hartman School, which it is refurbishing, is devoted to documenting and retelling the city's rich history.

The Michigan Flywheelers Museum allows visitors to experience the life of early local farmers. Attractions include exhibits of antique flywheel engines and tractors, an old town area with an old jail, farm machinery shop and an exhibit building called "The Farm History Building". During the winter months the city's ice rink is open. There is a daily fee for entrance and for rental skates, and also season passes are available.

A staple restaurant in the heart of South Haven is Clementine's. The building was originally a bank but has since been renovated into a restaurant.

Conclusion on Community Data:

South Haven is a tourist community. There is less affordable housing and more low income housing. Demographics are changing due to this factor. Many homes within the city are occupied only during the summer.

PERCEPTION DATA

Data Reviewed:

Reviewed student, staff and parent survey data.

Conclusion on Staff Perceptions:

Staff Survey

Highest

Teachers do whatever it takes to help all students meet high academic standards.

Students receive regular feedback about what they need to do to improve

Lowest

The school uses a system to obtain a variety of perspectives when making decisions

Google forms

Anonymous survey's

North Shore Survey's about specific topics needing a decision

The staff works in teams across grade levels to help increase student achievement.

2 staff meetings per year replaced with 4-5 cross grade level meetings

Would love to have Late Start days to focus on PLC and cross grade level

Conclusion on Parent Perceptions:

Highest

School Improvement Plan

North Shore Elementary

The principal ensures that the school is a place for learning.

Lowest

I am informed about my child's progress at school.

Various ways to communicate with parents

Newsletters, digital email, reminder app), social media, facebook, twitter

I know what my child's teacher expects of my child

PBIS note

Planner check

Newsletters

Conclusion on Student Perceptions:

Highest

My principal treats me fairly

Lowest

I have choices in the way I learn.

Explain the question differently

Give examples of choices they may have...

I enjoy coming to school.

Morning Messages, Pledge, Positive Messages

PBIS Assembly January and April

Marking Period Reward (50 tickets)

Engaging Curriculum

All Staff (para's, recess, lunch, teachers) onboard with PBIS

I am challenged by the work my teacher asks me to do.

Conclusion on Community Perceptions:

No Community Perceptions Data has been gathered.

PROGRAM AND/OR PROCESS DATA

Data Reviewed:

The School Systems Review (rubric) - Michigan Department of Education

School Systems Review Findings:

North Shore Elementary has all items implemented in the School Systems Review, with the exception of 3. We have adopted MAISA curriculum in ELA and Math, but find that this has its weaknesses as well. We have a tiered system of interventions for reading, mathematics, and behavior. What is lacking is a socio-emotional component at the tier 1 level- foundation. Currently, there is no system to track behavior data. Data is used to drive instruction and to improve programs and services. North Shore has common planning which allows for grade

School Improvement Plan

North Shore Elementary

level teachers to meet and collaborate. We need to better utilize this time for grade level planning and sharing ideas. As part of the teacher contract, grade level PLCs meet 12 hours per year to review math data, assessments, and curriculum. Parent involvement is low. Parents attend parent teacher conferences at a 95% rate and will also attend activity/family night and field trips. However, parent participation is low for school-wide volunteer activities. Additionally, we need to actively seek parent, paraprofessional, and community participation on the school improvement team at the school and district levels.

School Systems Review Findings: Three Areas of Strength:

Based on the review of the school programs/process data three areas of strength are: system of intervention is in place to meet the needs of all students either below, at or above grade level. Reports of student data are effectively communicated to students and parents in manner that they can understand. Student involvement in the assessment process. Assessment data is used to place students, monitor progress and drive instruction.

School Systems Review Findings: Three Areas for Improvement:

Based on the review of school programs/process data three areas for improvement include: collective responsibility, impact of professional learning, and cohesive curriculum. These three sections are partially implemented where the other sections are fully implemented.

Additional Program/Process Data Conclusions, if applicable:

N/A

Onsite Program Review and/or Audit Feedback:

N/A

STUDENT ACHIEVEMENT DATA

State's Top to Bottom List Ranking 2013 - 2014 (no top to bottom rankings calculated for 2014-15)

Percentile by building:

Lincoln - 41

Maple Grove - 42

North Shore - 53

Baseline - 22 (Focus School)

LC Mohr - 12 (Focus School)

Areas in Which the School is Meeting State Proficiency Targets:

North Shore is below the state average in all core content areas.

Areas in Which the School is Not Meeting State Proficiency Targets:

North Shore is below the state average in ELA, Math, Science, and Social Studies.

Last Three Years of the School's Scorecard Results (Aggregate and Disaggregate):

2013-2014- Overall School Status: Yellow

2012-2013- Overall School Status: Yellow

2011-2012- Did not make AYP

Data Reviewed:

2010 - 2014 MEAP Data, 2015 M-Step Data, Spring 2015 NWEA - Math & Reading

READING

3rd MEAP Reading

2010 Aggregate = 60%

2011 Aggregate = 61%

2012 Aggregate = 67%

ELA: 3rd Grade MEAP/M-STEP Proficiency - LE

2014 Aggregate = 75%

2015 Aggregate = 41%

Decrease of = 34%

ELA: 3rd Grade MEAP/M-STEP Proficiency- MG

2014 Aggregate = 60%

2015 Aggregate = 35%

Decrease of = 25%

ELA: 4th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 59%

2011 Aggregate = 59%

2012 Aggregate = 66%

2014 Aggregate = 70%

2015 Aggregate = 43%

Decrease of = 27%

ELA: 5th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 68%

2011 Aggregate = 63%

2012 Aggregate = 66%

2014 Aggregate = 75%

2015 Aggregate = 35%

Decrease of = 40%

ELA: 6th Grade MEAP/M-STEP Proficiency

2010 Aggregate = 60%

2011 Aggregate = 65%

2012 Aggregate = 63%

2014 Aggregate = 66%

2015 Aggregate = 32%

School Improvement Plan

North Shore Elementary

Decrease of = 34%

ELA: 3rd Grade MEAP/M-STEP Proficiency - Subgroup: Gender - LE

2015 Males = 35%

2015 Females = 46%

Discrepancy = 11%

ELA: 3rd Grade MEAP/M-STEP Proficiency - Subgroup: Gender - MG

2015 Males = 35%

2015 Females = 35%

Discrepancy = 0%

ELA: 4th Grade MEAP/M-STEP Proficiency - Subgroup: Gender

2015 Males = 41%

2015 Females = 46%

Discrepancy = 5%

ELA: 5th Grade MEAP/M-STEP Proficiency - Subgroup: Gender

2015 Males = 35%

2015 Females = 36%

Discrepancy = 1%

ELA: 6th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 29%

2015 Females = 34%

Discrepancy = 5%

3rd Economically Disadvantaged (ED) Reading

2011 2012 2013

ED = 55% 60% 61%

Non-ED = 72% 85% 71%

Discrepancy = 17% 25% 10%

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%

School Improvement Plan

North Shore Elementary

6th Economically Disadvantaged (ED) Reading

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

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged = 71%
2015 Non-Educationally Disadvantaged = 33%
Discrepancy = 38%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2015 Educationally Disadvantaged = 26%
2015 Non-Educationally Disadvantaged = 50%
Discrepancy = 14%

ELA: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 41%
2015 Non-Educationally Disadvantaged = 49%
Discrepancy = 8%

ELA: 5th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 22%
2015 Non-Educationally Disadvantaged = 63%
Discrepancy = 41%

ELA: 6th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 28%
2015 Non-Educationally Disadvantaged = 38%
Discrepancy = 10%

3rd Students with Disabilities (SWD) Reading

	2011	2012	2013
SWD =	13%	0%	<10
SWOD =	67%	74%	66%
Discrepancy =	54%	74%	---

4th Students with Disabilities (SWD) Reading

	2011	2012	2013
SWD =	26%	25%	33%
SWOD =	64%	70%	74%

School Improvement Plan

North Shore Elementary

Discrepancy = 38% 50% 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 2103

SWD = 12% 22% 43%

SWOD = 70% 69% 71%

Discrepancy = 58% 47% 28%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - LE

2015 Students with Disabilities = 45%

2015 Students without Disabilities = 13%

Discrepancy = 32%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2015 Students with Disabilities = 11%

2015 Students without Disabilities = 38%

Discrepancy = 27%

ELA: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 9%

2015 Students without Disabilities = 50%

Discrepancy = 41%

ELA: 5th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 0%

2015 Students without Disabilities = 40%

Discrepancy = 40%

ELA: 6th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 0%

2015 Students without Disabilities = 35%

Discrepancy = 35%

3rd Limited English Proficient (LEP) Reading

2011 2012 2013

LEP = 50% 64% 52%

Non-LEP = 62% 67% 67%

School Improvement Plan

North Shore Elementary

Discrepancy = 12% 3% 15%

4th Limited English Proficient (LEP) Reading

2011 2012 2013

LEP = 24% 71% 53%

Non-LEP = 64% 65% 73%

Discrepancy = 40% 6% 20%

]

5th Limited English Proficient (LEP) Reading

2011 2012 2013

LEP = N/A 40% 64%

Non-LEP- 63% 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%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient = 42%

2015 Non-Limited English Proficient = 33%

Discrepancy = 9%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

2015 Limited English Proficient = 31%

2015 Non-Limited English Proficient = 36%

Discrepancy = 5%

ELA: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 33%

2015 Non-Limited English Proficient = 45%

Discrepancy = 12%

ELA: 5th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 7%

2015 Non-Limited English Proficient = 38%

Discrepancy = 31%

School Improvement Plan

North Shore Elementary

ELA: 6th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 23%

2015 Non-Limited English Proficient = 33%

Discrepancy = 10%

3rd Ethnicities Reading

2011 2012 2013

White= 64% 69% 71%

African American= 58% 54% 48%

Hispanic = 60% 65% 55%

Discrepancy =AA6%, H4% AA15%, H4% AA23%, H13%

4th Ethnicities Reading

2011 2012 2013

White= 69% 66% 79%

African American = 38% 40% 38%

Hispanic = 33% 71% 65%

Discrepancy = AA31% H36% AA26% H+5% AA41%, H14%

5th Ethnicities Reading

2011 2012 2013

White = 68% 74% 80%

African American = 50% 57% 71%

Hispanic = 52% 41% 58%

Discrepancy = AA 18% H 16% AA17% H18% AA9%, H22%

6th Ethnicities Reading

2011 2012 2013

White = 66% 71% 76%

African American = 78% 43% 50%

Hispanic = 40% 50% 42%

Discrepancy = AA 12% H 26% AA28% H7% AA26%, H34%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (27) = 46%

2015 Asian Proficient (1) = 100%

2015 Black Proficient (12) = 17%

2015 Hispanic Proficient (10) = 40%

2015 Multi-Racial Proficient (3) = 67%

Discrepancy (White & black) = 29%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - MG

2015 Primary/Majority Ethnicity Proficient (55) = 38%

School Improvement Plan

North Shore Elementary

2015 Asian Proficient (1) = 100%

2015 Black Proficient (8) = 25%

2015 Hispanic Proficient (19) = 26%

2015 Multi-Racial Proficient (3) = 33%

Discrepancy (White & Hispanic) = 8%

ELA: 4TH Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (85) = 48%

2015 Asian Proficient (2) = 0%

2015 Black Proficient (17) = 12%

2015 Hispanic Proficient (31) = 48%

2015 Multi-Racial Proficient (8) = 50%

Discrepancy (White & Hispanic) = 0%

ELA: 5th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (101) = 43%

2015 American Indian (2) = 0%

2015 Asian Proficient (0) = n/a

2015 Black Proficient (17) = 29%

2015 Hispanic Proficient (26) = 23%

2015 Multi-Racial Proficient (10) = 10%

Discrepancy (White & Hispanic) = 20%

ELA: 6th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (91) = 35%

2015 Asian Proficient (2) = 50%

2015 Black Proficient (12) = 42%

2015 Hispanic Proficient (22) = 36%

2015 Multi-Racial Proficient (11) = 19%

Discrepancy (White & Hispanic) = 1 %

3rd Migrant Reading

2011- Less than 10/No data

2012- Less than 10/No data

2013- Less than 10/No data

4th Migrant Reading

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

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

2013 Migrant = Less than 10/No data

5th Migrant Reading

School Improvement Plan

North Shore Elementary

2011 Migrant = Less than 10/No data

2012 Migrant = Less than 10/No data

2013 Migrant = Less than 10/No data

6th Migrant Reading

2011 Migrant = No data

2012 Migrant = No data

2013 Migrant = No data

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - LE

2015 Migrant Proficient = 50%

2015 Non-Migrant Proficient = 41%

Discrepancy = 09%

ELA: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - MG

2015 Migrant Proficient = 75%

2015 Non-Migrant Proficient = 35%

Discrepancy = 40%

ELA: 4th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

2015 Non-Migrant Proficient = 43%

Discrepancy = 43%

ELA: 5th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

2015 Non-Migrant Proficient = 36%

Discrepancy = 36%

ELA: 6th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

2015 Non-Migrant Proficient = 32%

Discrepancy = 32%

LOCAL READING DATA:

Reading (Local): 3rd Grade - LE

Assessment

NWEA Reading

Year

Spring 2015

% of students > 80th percentile

12%

Reading (Local): 3rd Grade - MG

School Improvement Plan

North Shore Elementary

Assessment	NWEA Reading
Year	Spring 2015
% of students > 80th percentile	7%

Reading (Local): 4th Grade

Assessment	NWEA Reading
Year	Spring 2015
% of students > 80th percentile	14%

Reading (Local): 5th Grade

Assessment	NWEA Reading
Year	Spring 2015
% of students > 80th percentile	1%

Reading (Local): 6th Grade

Assessment	NWEA Reading
Year	Spring 2015
% of students > 80th percentile	6%

Specific Reading Strands with Proficiency (Overall and/or Consistently)

North Shore

Claim 1: Reading - 42%

Claim 2: Writing - 42%

Claim 3: Listening - 55%

Claim 4: Research & Inquiry - 39%

MATHEMATICS

3rd MEAP Math

2010 Aggregate= 24%

2011 Aggregate= 33%

2012 Aggregate= 46%

Increase or Decrease= +9%, +13%

4th MEAP Math

2010 Aggregate= 24%

2011 Aggregate= 22%

2012 Aggregate= 33%

2013 Aggregate= 38%

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

School Improvement Plan

North Shore Elementary

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%

Mathematics: 3rd Grade State Assessment Proficiency - LE

2014 Aggregate (MEAP) = 54%

2015 Aggregate (MSTEP) = 43%

Decrease of = 9%

Mathematics: 3rd Grade State Assessment Proficiency - MG

2014 Aggregate (MEAP) = 40%

2015 Aggregate (MSTEP) = 53%

Increase of = 13%

Mathematics: 4th Grade State Assessment Proficiency

2014 Aggregate (MEAP) = 37%

2015 Aggregate (MSTEP) = 38%

Increase of = 1%

Mathematics: 5th Grade State Assessment Proficiency

2014 Aggregate (MEAP) = 48%

2015 Aggregate (MSTEP) = 34%

Decrease of = 14%

Mathematics: 6th Grade State Assessment Proficiency

2014 Aggregate (MEAP) = 29%

2015 Aggregate (MSTEP) = 25%

Decrease of = 4%

MEAP Sub-Group Data Percent Proficient

3rd Gender Math	2011	2012	2013
Males	24%	40%	46%
Females	25%	26%	46%

School Improvement Plan

North Shore Elementary

Discrepancy = 1% 14% 0%

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%

Females 10% 36% 31%

Discrepancy = 2% 4% 4%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Gender - LE

2015 Males = 38%

2015 Females = 46%

Discrepancy = 8%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Gender - MG

2015 Males = 47%

2015 Females = 60%

Discrepancy = 13%

Mathematics: 4th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 41%

2015 Females = 46%

Discrepancy = 5%

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 36%

2015 Females = 35%

Discrepancy = 1%

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 26%

2015 Females = 25%

Discrepancy = 1%

School Improvement Plan

North Shore Elementary

3rd Economically Disadvantaged (ED) Math

2011 2012 2013

ED	17%	27%	41%
Non-ED	38%	48%	59%
Discrepancy =	21%	21%	18%

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%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged = 35%

2015 Non-Educationally Disadvantaged = 71%

Discrepancy = 36%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2015 Educationally Disadvantaged = 40%

2015 Non-Educationally Disadvantaged = 75%

Discrepancy= 35%

Mathematics: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 33%

2015 Non-Educationally Disadvantaged = 50%

Discrepancy = 17%

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

School Improvement Plan

North Shore Elementary

2015 Educationally Disadvantaged = 26%
2015 Non-Educationally Disadvantaged = 51%
Discrepancy = 25%

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 42%
2015 Non-Educationally Disadvantaged = 16%
Discrepancy = 26%

3rd Students with Disabilities (SWD) Math

	2011	2012	2013
SWD =	0%	15%	40%
SWOD =	27%	34%	47%
Discrepancy =	27%	19%	7%

4th Students with Disabilities (SWD) Math

	2011	2012	2013
SWD =	0%	< 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%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - LE

2015 Students with Disabilities = 0%
2015 Students without Disabilities = 49%
Discrepancy = 49%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2015 Students with Disabilities = 11%
2015 Students without Disabilities = 58%
Discrepancy = 47%

Mathematics: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

School Improvement Plan

North Shore Elementary

2015 Students with Disabilities = 43%

2015 Students without Disabilities = 9%

Discrepancy = 34%

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 0%

2015 Students without Disabilities = 38%

Discrepancy = 38%

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 0%

2015 Students without Disabilities = 28%

Discrepancy = 28%

3rd Limited English Proficient (LEP) Math

2011 2012 2013

LEP = 17% 23% 52%

Non-LEP = 25% 34% 45%

Discrepancy = 8% 11% 7%

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 = N/A 25% 40%

Non-LEP = 26% 41% 53%

Discrepancy = 16% 13% 13%

6th Limited English Proficient (LEP) Math

2011 2012 2013

LEP = 8% 23% 0%

Non-LEP = 11% 36% 36%

Discrepancy = 3% 13% 36%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient = 17%

2015 Non-Limited English Proficient = 46%

Discrepancy = 29%

School Improvement Plan

North Shore Elementary

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

2015 Limited English Proficient = 31%

2015 Non-Limited English Proficient = 58%

Discrepancy = 27%

Mathematics: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 19%

2015 Non-Limited English Proficient = 41%

Discrepancy = 22%

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 14%

2015 Non-Limited English Proficient = 36%

Discrepancy = 22%

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 0%

2015 Non-Limited English Proficient = 28%

Discrepancy = 28%

3rd Ethnicities Math

2011 2012 2013

White = 28% 40% 49%

African American = 8% 0% 16%

Hispanic = 11% 22% 52%

Discrepancy= AA20%, H17% AA40%, H18% AA33%, H3%

4th Ethnicities Math

2011 2012 2013

White: 29% 37% 48%

AA = 0% 0% 0%

Hispanic 11% 29% 24%

Discrepancy = AA 29% H 18% AA37% H8%

5th Ethnicities Math

2011 2012 2013

White 29% 45% 54%

African American 23% 27% 0%

Hispanic 17% 28% 45%

Discrepancy = AA 6% H 12% AA18% H17% AA54% H9%

6th Ethnicities Math

2011 2012 2013

School Improvement Plan

North Shore Elementary

White 11% 39% 41%

African American 13% 22% 11%

Hispanic 10% 24% 14%

Discrepancy = AA 2% H 1% AA17% H25% AA31% H3%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (37) = 54%

2015 Asian Proficient (1) = 100%

2015 Black Proficient (12) = 8 %

2015 Hispanic Proficient (10) = 30%

2015 Multi-Racial Proficient (3) = 67%

Discrepancy (White & Black) = 46 %

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Ethnicities - MG

2015 Primary/Majority Ethnicity Proficient (55) = 58%

2015 Asian Proficient (1) = 100%

2015 Black Proficient (7) = 43%

2015 Hispanic Proficient (19) = 32%

2015 Multi-Racial Proficient (3) = 100%

Discrepancy (White & Hispanic) = 26 %

Mathematics: 4TH Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (84) = 50%

2015 Asian Proficient (2) = 50%

2015 Black Proficient (17) = 0 %

2015 Hispanic Proficient (31) = 39%

2015 Multi-Racial Proficient (3) = 38%

Discrepancy (White & Hispanic) = 11 %

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (102) = 50%

2015 Asian Proficient (0) = 0%

2015 American Indian/Native American (2) = 50%

2015 Black Proficient (17) = 12%

2015 Hispanic Proficient (26) = 38%

2015 Multi-Racial Proficient (10) = 20%

Discrepancy (White & Hispanic) = 12 %

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (91) = 29%

2015 Asian Proficient (2) = 100%

2015 American Indian/Native American (0) = n/a

School Improvement Plan

North Shore Elementary

2015 Black Proficient (12) = 8%

2015 Hispanic Proficient (22) = 18%

2015 Multi-Racial Proficient (11) = 18%

Discrepancy (White & Hispanic) = 11 %

3rd Migrant Math

2011 Migrant = < 10/No data

2012 Migrant = < 10/No data

2013 Migrant = <10/No data

4th Migrant Math

2011 Migrant = < 10/No data

2012 Migrant = < 10/No data

2013 Migrant = <10/No data

5th Migrant Math

2011 Migrant = No data

2012 Migrant = <10/No data

2013 Migrant = <10/No data

6th Migrant Math

2011 Migrant = < 10/No data

2012 Migrant = < 10/No data

2013 Migrant = <10/No data

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Migrant - LE

2015 Migrant Proficient = 50%

2015 Non-Migrant Proficient = 33%

Discrepancy = 17%

Mathematics: 3rd Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 50%

2015 Non-Migrant Proficient = 53%

Discrepancy = 3%

Mathematics: 4th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

2015 Non-Migrant Proficient = 38%

Discrepancy = 38%

Mathematics: 5th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

School Improvement Plan

North Shore Elementary

2015 Non-Migrant Proficient = 34%

Discrepancy = 34%

Mathematics: 6th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 0%

2015 Non-Migrant Proficient = 26%

Discrepancy = 26%

Local Data: Mathematics

Mathematics (Local): 3rd Grade - LE

Assessment: NWEA Math

Year: Spring 2015

% of students > 80th percentile: 11%

Mathematics (Local): 4th Grade

Assessment: NWEA Math

Year: Spring 2015

% of students > 80th percentile: 19%

Mathematics (Local): 5th Grade

Assessment: NWEA Math

Year: Spring 2015

% of students > 80th percentile: 13%

Mathematics (Local): 6th Grade

Assessment: NWEA Math

Year: Spring 2015

% of students > 80th percentile: 7%

Specific Mathematics Strands with Proficiency (Overall and/or Consistently)

Lincoln Elementary

Claim 1: Concepts & Procedures: 54%

Claim 2: Problem Solving: 41%

Claim 3: Communicating Reasoning: 34%

Claim 4: Modeling & Analyzing: 27%

Problem Solving & Analysis: 33%

Maple Grove Elementary

Claim 1: Concepts & Procedures: 60%

Claim 2: Problem Solving: 47%

Claim 3: Communicating Reasoning: 37%

Claim 4: Modeling & Analyzing: 27%

School Improvement Plan

North Shore Elementary

Problem Solving & Analysis: 36%

North Shore Elementary - 4th Grade

Claim 1: Concepts & Procedures: 54%

Claim 2: Problem Solving: 33%

Claim 3: Communicating Reasoning: 32%

Claim 4: Modeling & Analyzing: 16%

Problem Solving & Analysis: 21%

North Shore Elementary - 5th Grade

Claim 1: Concepts & Procedures: 48%

Claim 2: Problem Solving: 33%

Claim 3: Communicating Reasoning: 26%

Claim 4: Modeling & Analyzing: 26%

Problem Solving & Analysis: 29%

Baseline Middle School - 6th Grade math

Claim 1: Concepts & Procedures: 44%

Claim 2: Problem Solving: 26%

Claim 3: Communicating Reasoning: 23%

Claim 4: Modeling & Analyzing: 18%

Problem Solving & Analysis: 21%

Specific math strands with lowest proficiency.

Modeling & Analysis, Communicating Reasoning, and Problem Solving & Analysis have the lowest proficiency.

WRITING

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%

School Improvement Plan

North Shore Elementary

(Percent of questions answered correctly)

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - LE

2015 Aggregate = 42%

Writing ELA Claim #2: 3rd Grade M-STEP Proficiency - MG

2015 Aggregate = 42%

Writing ELA Claim #2: 4th Grade M-STEP Proficiency

2015 Aggregate = 42%

Writing ELA Claim #2: 5th Grade M-STEP Proficiency

2015 Aggregate = 48%

Writing ELA Claim #2: 6th Grade M-STEP Proficiency

2015 Aggregate = 45%

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%

Writing Claim #2: 3rd Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender -LE

2015 Males = 44%

2015 Females = 49%

Discrepancy = 5%

Writing Claim #2: 3rd Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender_ - MG

2015 Males = 39%

2015 Females = 44%

Discrepancy = 5%

Writing Claim #2: 4th Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender

2015 Males = 39%

2015 Females = 44%

Discrepancy = 5%

School Improvement Plan

North Shore Elementary

Writing Claim #2: 5th Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender

2015 Males = 46%

2015 Females = 50%

Discrepancy = 4%

Writing Claim #2: 6th Grade M-STEP Percent of Items Answered Correctly - Subgroup: Gender

2015 Males = 41%

2015 Females = 49%

Discrepancy = 8%

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

2011 2012 2013

ED 25% 39% 45%

Non-ED 49% 65% 71%

Discrepancy = 24% 26% 26%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - LE

2015 Educationally Disadvantaged = 44%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED) - MG

2015 Educationally Disadvantaged = 41%

Writing: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 39%

Writing: 5th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 46%

Writing: 6th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 43%

4th Students with Disabilities (SWD) Writing

2011 2012 2013

SWD = 0% 6% 8%

SWOD = 28% 33% 44%

School Improvement Plan

North Shore Elementary

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%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - LE

2015 Students with Disabilities = 25%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD) - MG

2015 Students with Disabilities = 26%

Writing: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 25%

Writing: 5th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 28%

Writing: 6th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 31%

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%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - LE

2015 Limited English Proficient = 35%

Writing: 3rd Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP) - MG

School Improvement Plan

North Shore Elementary

2015 Limited English Proficient = 45%

Writing: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 35%

Writing: 5th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 44%

Writing: 6th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 39%

4th Ethnicities Writing

2011 2012 2013

White = 31% 30% 43%

African American = 14% 27% 10%

Hispanic = 4% 28% 40%

Discrepancy = AA17%, H27% AA3%, H2% AA33%, H30%

7th Ethnicities Writing

2011 2012 2013

White = 36% 50% 62%

African American = 43% 63% 33%

Hispanic = 25% 43% 48%

Writing: 3rd Grade Percent of Items Answered Correctly - Subgroup: Ethnicities - LE

2015 Primary/Majority Ethnicity Proficient (37) = 50%

2015 Asian Proficient (1) = 69%

2015 Black Proficient (12) = 34%

2015 Hispanic Proficient (10) = 46%

2015 Multi-Racial Proficient (3) = 58%

Discrepancy (White & Hispanic) = 4%

Writing: 3rd Grade Percent of Items Answered Correctly - Subgroup: Ethnicities - MG

2015 Primary/Majority Ethnicity Proficient (55) = 47%

2015 Asian Proficient (1) = 75%

2015 Black Proficient (8) = 36%

2015 Hispanic Proficient (19) = 39%

2015 Multi-Racial Proficient (3) = 55%

Discrepancy (White & Hispanic) = 8%

Writing: 4TH Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (85) = 45%

2015 Asian Proficient (2) = 30%

School Improvement Plan

North Shore Elementary

2015 Black Proficient (17) = 29%

2015 Hispanic Proficient (31) = 41%

2015 Multi-Racial Proficient (8) = 40%

Discrepancy (White & Hispanic) = 4%

Writing: 5TH Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (101) = 50%

2015 American Indian/Alaskan (2) = 53%

2015 Black Proficient (17) = 43%

2015 Hispanic Proficient (26) = 48%

2015 Multi-Racial Proficient (10) = 44%

Discrepancy (White & Hispanic) = 2%

Writing: 6th Grade Percent of Items Answered Correctly - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (91) = 46%

2015 Black Proficient (12) = 41%

2015 Hispanic Proficient (22) = 45%

2015 Asian Proficient (2) = 53%

2015 Multi-Racial Proficient (11) = 45%

Discrepancy (White & Hispanic) = 1%

4th Migrant Writing

2011 Migrant = < 10/No Data

2012 Migrant = < 10/No Data

2013 Migrant = < 10/No Data

7th Migrant Writing

2011 Migrant = <10/No Data

2012 Migrant = <10/No Data

2013 Migrant = <10/No Data

Writing: 4th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 29%

Writing: 5th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 37%

Writing: 6th Grade M-STEP Proficiency - Subgroup: Migrant

2015 Migrant Proficient = 40%

Local Data: Writing

School Improvement Plan

North Shore Elementary

Writing (Local): 4th Grade

Assessment: MAISA Writing Units

Year: 2015

Proficient: North Shore does not collect this data.

Writing (Local): 5th Grade

Assessment: MAISA Writing Units

Year: 2015

Proficient: North Shore does not collect this data.

Specific Writing Strands with Lowest Proficiency (Overall and/or Consistently)

[Click here to enter lowest THREE writing strands.](#)

SCIENCE

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%

11th MME Science

2010 Aggregate = 66%

2011 Aggregate = 66%

2012 Aggregate = 27%

2013 Aggregate = 27%

Increase or Decrease= 0%, -39%, 0%

Science: 4th Grade M-STEP Proficiency

2014 Aggregate = n/a

2015 Aggregate = 15%

Science: 7th Grade M-STEP Proficiency

2014 Aggregate = n/a

School Improvement Plan

North Shore Elementary

2015 Aggregate = 13%

Science: High School Science Proficiency

2014 Aggregate = n/a

2015 Aggregate = 37%

Science: 4th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 22%

2015 Females = 10%

Discrepancy = 12%

Science: 7th Grade M-STEP Proficiency - Subgroup: Gender

2015 Males = 17%

2015 Females = 11%

Discrepancy = 6%

Science: 11th Grade MME Proficiency - Subgroup: Gender

2015 Males = 32%

2015 Females = 41%

Discrepancy = 9%

Science: 4th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 11%

2015 Non-Educationally Disadvantaged = 25%

Discrepancy = 14%

Science: 7th Grade M-STEP Proficiency - Subgroup: Economically Disadvantaged (ED)

2015 Educationally Disadvantaged = 11%

2015 Non-Educationally Disadvantaged = 20%

Discrepancy = 9%

Science: 4th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 14%

2015 Students without Disabilities = 16%

Discrepancy = 2%

Science: 7th Grade M-STEP Proficiency - Subgroup: Students with Disabilities (SWD)

2015 Students with Disabilities = 0%

2015 Students without Disabilities = 15%

Discrepancy = 15%

Science: 4th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 18%

School Improvement Plan

North Shore Elementary

2015 Non-Limited English Proficient = 0%

Discrepancy = 18%

Science: 7th Grade M-STEP Proficiency - Subgroup: Limited English Proficient (LEP)

2015 Limited English Proficient = 0%

2015 Non-Limited English Proficient = 15%

Discrepancy = 15%

Science: 4th Grade M-STEP Proficiency - Subgroup: Ethnicities

2015 Primary/Majority Ethnicity Proficient (84) = 19%

2015 Asian Proficient (1) = 100%

2015 Black Proficient (17) = 0%

2015 Hispanic Proficient (31) = 10%

2015 Multiracial Proficient (2) = 25%

2015 American Indian/Native Alaskan Proficient (0) = n/a

2015 Discrepancy (White & Hispanic) = 9%

North Shore - 4th Grade Science - MTSTEP Science - Percentage of questions answered correctly

Science Processes: 68%

Physical Science: 64%

Life Science: 64%

Earth Science: 69%

Baseline Middle School - 7th Grade Science - MTSTEP Science - Percentage of questions answered correctly

Science Processes: 66%

Physical Science: 60%

Life Science: 49%

Earth Science: 55%

South Haven High School - MSTEP Science - Percentage of questions answered correctly

Science Processes: 66%

Physical Science: 60%

Life Science: 49%

Earth Science:

Local Data: Science

Science (Local): 4th Grade

Assessment: Battle Creek Science Kits

Year: 2015

Proficient: North Shore does not collect this data.

Science (Local): 5th Grade

School Improvement Plan

North Shore Elementary

Assessment: Battle Creek Science Kits

Year: 2015

Proficient: North Shore does not collect this data.

Specific Science Strands with Lowest Proficiency (Overall and/or Consistently)

Science Processes, Life Science, and Physical Science have the lowest proficiency percentage.

SOCIAL STUDIES

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%

Social Studies: 5th Grade MEAP/MSTEP Proficiency

2014 Aggregate = 16%

2015 Aggregate = 14%

Decrease of = 2%

Social Students: 5th Grade MSTEP Proficiency by Strand

U.S. History & Geography 44%

Geography 50%

History 48%

Civics & Government 50%

Economics 31%

Discourse & Decision Making 51%

Social Studies (Local): 4th Grade

Assessment: McMillan/McGraw Hill Unit Assessments

Year: 2015

Proficient: North Shore does not collect this data.

Social Studies (Local): 5th Grade

Assessment: Harcourt Unit Assessments

Year: 2015

Proficient: North Shore does not collect this data

School Improvement Plan

North Shore Elementary

SOCIAL SKILLS/ SOCIO-EMOTIONAL INTERVENTION DATA

Number of Students Provided Social Worker Intervention by Service Type:

Teacher Tier I Support Requests- 39 students (13%)

Individual Sessions- 52 students (17%)

Group Participation- 42 students (14%)

Parent Meetings/Concerns- 29 students (9%)

Crisis Response (behavioral/emotional)- 11 students (4%)

Each classroom received 5 social work lessons

These categories are not mutually exclusive and students who received multiple types of services were counted in each category.

48% of group members showed decreased absences during second semester

29% of group members showed decreased suspensions during second semester

79% of group members showed decreased office discipline referrals

Not all students who participated in group qualified via universal screening, but for those who did qualify by screening:

45% of those identified as at-risk in the fall, no longer qualified as at-risk during the spring screening

For those who were identified as at-risk in the fall and then again in the spring:

55% showed a decrease in the number of "critical events" displayed

45% showed an increase in adaptive behaviors (appropriate or pro-social behaviors)

45% showed a decrease in maladaptive behaviors (inappropriate or problem behaviors)

During the spring screening 17 "new" students were identified as meeting at-risk criteria who were not identified in the fall. I think this, coupled with the fact that 45% of the students participated in group moved out of the at-risk category, supports the need for multiple screenings and group formations throughout the year.

****It should be noted that I excluded 6 students from the data because two teachers did not complete the spring screening so I did not have comparison data for those students.

SUMMARY

Overall Areas of Priority Based on Data

Curriculum pilot & purchase ELA, curriculum pilot Math, curriculum refinement MAISA Math, Professional

Development for ELA purchase, Curriculum Purchase Professional Development for PBIS, Professional Development for Battle Creek Science Kits

Areas of Priority

The top areas of priority are Reading and Math. North Shore will pilot & purchase ELA curriculum as well as pilot Eureka, while refining MAISA math units. While these things are important, student behavior and addressing their needs so students can learn is also a top priority. Staff need to be trained on how to effectively deal with kids in trauma and using a proactive approach in assisting children to develop appropriate socio-emotional skills. As well, with behavior incidents rising, we need to be able to better track discipline. SWIS will help do that. Identified staff need training on this.

Conclusions Drawn

Based on the State and local data reviewed above in each of the content areas, the school team has selected the following broad goal areas for the school improvement plan:

- All students will be proficient in Reading.
- All students will be proficient in Math.
- All students will be proficient in Writing.
- All students will be proficient in Science.

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

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. Student achievement is low. Curriculum, professional development, PBIS and parental involvement are all areas that have been identified as needing improvement at all levels.

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 goal 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. 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 mathematics.
3. All students will be proficient in writing.
4. All students will be proficient in science.

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

- Curriculum Pilot & Purchase for ELA
- Grade Level PLCs
- School-wide PBIS
- Guided Reading
- Scaffolded Retelling

MATH

- Develop & Align Math Curriculum
- Tiered Math Intervention

WRITING

- Develop & Align Writing Assessments & Rubrics
- Pilot & Purchase an ELA Curriculum

SCIENCE

- Hands-On Science

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 of instruction:

The current curriculum has gaps. The curriculum pilot allows us to review material that may be more students focused and lead to greater student outcomes in both ELA and mathematics.

Writing Assessments and Rubrics help us assess teaching and learning to improve upon what we are doing.

PLCs provide quality time to be set aside for teacher to collaborate and ensure that student needs are being met through pilots and how to fill in gaps for current curriculum.

Scaffolded Retelling improves the quality of instruction by meeting students where they are and moving them forward in their comprehension.

Quantity of instruction

Science has not been taught with fidelity. Having re-training ensures that all teachers know how to use the kits and holding teachers accountable to teach the district curriculum which is aligned to science standards.

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

Low writing scores- Assess the writing so we know where improvements need to be made.

Low reading, writing, and math scores- Explore new curriculums to determine whether or not they are aligned and meet students needs.

Low reading- Using retell scaffolds to improve comprehension, SRA corrective reading

Low science- Using Battle Creek Science Kits to teach science & retraining teachers.

Behavior & Socio-emotional Data: Additional School-wide PBIS

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.

Leveled Literacy Intervention

Moby Max Math Intervention

Moving with Math Intervention

Retell Scaffolds

SRA Corrective Reading

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 not 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/enrichment.

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. Of the 18 full time teachers employed at North Shore, only 1 teacher was replaced during the 2015-2016 school year = 6%.

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

North Shore is home to 18 FTE teachers. Six (6) teachers have more than 20 years teaching experience = 33%. Eight (8) teachers have been teaching 11-20 years = 44%. Only four (4) teachers have 5 or less 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 1 teacher and paraprofessionals to assist at-risk learners
- Opportunities for teacher leadership
- Developmentally appropriate literacy using LLI and Accelerated Reader Programs
- High quality Professional Development
- One to one initiative
- Academically Talented Program
- iCreate (MAC) Lab

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

- Job postings
- University contacts/recruiting
- Offer competitive salary and benefits
- District partnerships with WMU and LMC
- Passed bond
- RAM Pride
- Staff Recognition
- Grow teacher leaders

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.

Component 5: High Quality and Ongoing Professional Development

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

Trauma Informed Schools
Leveled Literacy Interventions
ELA Professional Development
Eureka Math Module Training
SRA Corrective Reading
SWIS
Battle Creek Science

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

Professional learning will be sustained and ongoing because of job embedded coaching that will be provided in all areas.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		NS 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 are invited to attend the school improvement meetings through monthly newsletters. Parents have also had opportunity to provide input through the PTO meetings and surveys. During the 2015-2016 school year, Coffee and Conversations, a parental advisory group met 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 invited to school improvement meetings, PTO, and Coffee and Conversations activities. They will be provided with opportunities to give input and feedback regarding activities and program initiatives through surveys and activities. We will continue to seek creative ways to improve parental involvement. Additionally, parents will be invited to attend a reading night and STEM night at the school.

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 participation in school improvement meetings, PTO meetings, parent teacher conferences, open house, perception surveys, gathering and analyzing data, participation in 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		NS Parent Engagement 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 Standards & Assessments and with monitoring their child's progress by beginning our academic year with an Open House. Sign-In forms are used for documentation 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 distribute material outlining the Common Core State Standards. The materials 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 card, with documentation of Dibels reading and NWEA assessment

School Improvement Plan

North Shore Elementary

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 and the Parent Advisory Council to promote monthly activities that foster parental involvement via Parent Workshops centered around 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, parents 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

School Improvement Plan

North Shore Elementary

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 parents 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 programs/activities.

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

North Shore jointly developed the School Parent Compact during the development of the schoolwide plan. The compact is 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 is shared with each parent on an individual basis 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 signature are not required, it is common practice for all parties involved to sign the contract, 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: North Shore serves grades 4-5 only.

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

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 and interpret the reports. The letter also encourages parents to call with any questions or concerns. Additionally, data meetings are held annually to explain the testing results, qualifying criteria for Title 1 services and intervention program.

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 plans for 5th grade students to walk to the middle school for their transition visit. Students tour the building, listen to a short presentation, and then participate in a question/answer session with middle school students and staff.

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: North Shore serves grade 4-5 only.

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-based 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. Some content area needs for Science and Social Studies are addressed through reading.

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.

All 4th grade classes employed the use of Chromebooks. Teacher utilized program such as MobyMax and IXL. These programs provide a place test for students and then assigns practice based on the outcome of the assessment. This further individualizes learning within the classroom.

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

School Improvement Plan

North Shore Elementary

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.

School Improvement 2016-2017

Overview

Plan Name

School Improvement 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at North Shore Elementary will be proficient in Reading.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$67790
2	All students at North Shore Elementary will be proficient in Mathematics.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$5000
3	All students at North Shore Elementary will be proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$1500
4	All students at North Shore Elementary will be proficient in Science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500

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

Measurable Objective 1:

A 5% 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 06/09/2017 as measured by state and local assessments..

Strategy 1:

Curriculum Pilot & Purchase - Specified teachers will pilot various ELA curriculum to determine which curriculum will best meet students' needs in ELA.

Category: English/Language Arts

Research Cited: Ralph T. Putnam and Hilda Borko. Educational Researcher. Vol. 29, No. 1 (Jan. - Feb., 2000), pp. 4-15.

Tier: Tier 1

Activity - ELA Curriculum Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specified classroom teachers will pilot various ELA curriculum.	Curriculum Development, Professional Learning, Materials	Tier 1	Getting Ready	09/06/2016	01/27/2017	\$0	No Funding Required	Specified classroom teachers, building principal, director of instruction

Activity - ELA Curriculum Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELA curriculum council will choose an ELA curriculum to purchase upon school board approval after the curriculum pilot has concluded and the staff has had the opportunity to provide adequate input.	Materials	Tier 1	Getting Ready	01/02/2017	06/09/2017	\$60000	Title I Part A	Building principal, district ELA curriculum council, director of instruction

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

North Shore Elementary

All classroom teachers will receive training on the new ELA curriculum.	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/09/2017	\$3000	General Fund	Building principal, classroom teachers, director of instruction
---	-----------------------	--------	---------------	------------	------------	--------	--------------	---

Strategy 2:

Grade Level PLCs - Grade level teachers will meet 2x/month during planning time to continue to gather resources, share successes, share the work of the ELA pilot curriculum and work on aligning MAISA and/or the newly purchased ELA curriculum.

Category: English/Language Arts

Research Cited: Andrews, D., & Lewis, M. (2002). The experience of a professional community: Teachers developing a new image of themselves and their workplace. *Educational Research*, 44(3), 237–254.

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level teams will meet during planning time 2x/month to discuss the ELA pilot, curriculum materials and resources, teaching practices, etc...	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, grade level staff, director of instruction, instructional coaches

Strategy 3:

Tiered Interventions - Classroom teachers, Title 1 staff, and at-risk staff will work together to provide an additional 30-60 minutes of daily, non-core reading instruction to students that are not proficient or meeting benchmark standards. Instruction will focus on the 5 big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as have an increased focus on non-fiction reading.

Category: English/Language Arts

Research Cited: RTI- Tiered Interventions

Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. *Journal of Psychoeducational Assessment*, 23, 362–380.

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>

School Improvement Plan

North Shore Elementary

Tier: Tier 1

Activity - Leveled Literacy Intervention (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LLI Blue Kits were purchased in the spring for classroom teachers to share. Classroom teachers will be trained on the use of the LLI system. Students that are not proficient or not meeting grade level benchmarks will participate in guided reading instruction with specific focus on the 5 big ideas in reading using non-fiction reading texts and strategies through Tier 1, classroom instruction.	Supplemental Materials, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, Title 1 and At-risk staff, classroom teachers, instructional coaches, director of instruction
Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who qualify for Tier 2 interventions will be administered a placement test to see if they will place into corrective reading. If so, they will receive direct instruction that will assist with fluency and decoding. The staff will be trained on administering the assessments and instructional delivery. They will also receive additional support through coaching from the VBISD.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 2	Implement	08/25/2016	06/09/2017	\$740	General Fund	Building principal, title 1/at-risk staff, director of instruction

Strategy 4:

Schoolwide Positive Behavioral Interventions and Supports - A school social worker/counselor will help to implement a schoolwide Positive Behavioral Intervention Support program to help improve the culture of the school and increase feelings of safety; thereby positively impacting student achievement.

The social worker/counselor will case manage those identified, at-risk students, schedule behavioral meetings to work with staff and parents to implement interventions that will help the student remove socio-emotional and/or environmental factors that are barriers to student achievement.

Category: School Culture

Research Cited: Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. Journal of Positive Behavior Interventions.

Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions.

School Improvement Plan

North Shore Elementary

Tier: Tier 1

Activity - Socio-Emotional Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will teach and model lessons that deal with anger, making good decisions, etc... These lessons will be taught 1x/week for 30 minutes in each general education classroom.	Behavioral Support Program, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1200	General Fund	Building principal, school social worker, classroom teachers, director of instruction
Activity - Trauma Informed Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training on recognizing the signs of trauma and how to effectively deal with children who have experienced trauma.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/02/2016	\$1500	General Fund	Building principal, school social worker, director of instruction
Activity - Behavior Screener	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will participate in administering a behavior screener 3x/year to identify students for Tier 2 social skills groups.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$350	General Fund	Building principal, school social worker, classroom teachers
Activity - SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building will use the SWIS program to track behavior to monitor the overall school environment. Specific staff will be trained on using the SWIS program.	Professional Learning, Behavioral Support Program, Technology	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$1000	General Fund	Building principal, school social worker, director of instruction

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

Measurable Objective 1:

A 5% 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 06/09/2017 as measured by state and local assessments..

Strategy 1:

Develop & Align Core Mathematics Curriculum & Assessments - The math committee will meet and move forward on the MAISA units and Illuminate DnA assessments, while piloting the Eureka math modules. The units for 2nd semester need refining and further discussion regarding assessments.

Category: Mathematics

Research Cited: Aligned Curriculum

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

Tier: Tier 1

Activity - Eureka Math Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teacher Leaders will receive Module training for the Eureka Math Program. They will use this training to help facilitate the building pilots. All classroom teachers will pilot Modules from the Eureka Math Program. Additionally, the math committee will meet to prepare for the pilot, gathering materials, creating folders, etc...for ease of use.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	02/03/2017	\$3000	General Fund	Building principal, director of instruction, grade level team leaders, classroom teachers

Activity - Continuous Curriculum/Assessment Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level math curriculum will be under continuous review with the addition of IlluminateDnA to help guide further curriculum development, pacing and common assessments.	Curriculum Development, Professional Learning, Materials, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/09/2017	\$1500	General Fund	Building principal, curriculum committees and/or grade level staff, instructional coaches, director of Instruction

School Improvement Plan

North Shore Elementary

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	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, instructional coach

Activity - Daily Math Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in a daily math review to retain math skills and concepts already learned and to be introduced to new concepts and skills. Materials will need to be purchased and copied for teacher and student use.	Supplemental Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	General Fund	Building principal, director of instruction, classroom teachers

Strategy 2:

Tiered Intervention - Teachers will provide 30-60 minutes of non-core instruction in mathematics to students who are not proficient or have not met benchmark standards. This includes using explicit mathematics instruction to build number sense, basic fact fluency, and utilizing manipulatives.

Category:

Research Cited: RTI- Tiered Interventions

Bollman, K. A., Silbergliitt, B., & Gibbons, K. A. (2007). The St. Croix River education district model: Incorporating systems-level organization and a multi-tiered problem-solving process for intervention delivery. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 319–330). New York, NY: Springer.

Tier:

Activity - MobyMax Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6 classrooms will pilot MobyMax as an all class intervention 4x/week: 3- 4th grade classrooms and 3-5th grade classrooms.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, instructional coach, classroom teachers

Activity - Moving with Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

North Shore Elementary

All students who qualify for Tier 2 math interventions will participate in the Moving with Math program during math interventions using a pull-out model.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, title 1 staff, director of instruction
---	--------------------------	--------	---------------	------------	------------	-----	---------------------	--

Goal 3: All students at North Shore Elementary will be proficient in Writing.

Measurable Objective 1:

A 5% 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 06/09/2017 as measured by state and local assessments..

Strategy 1:

Writing Rubrics - Teachers will seek and select rubrics to score students' writing. Teachers will score at least 3 writing pieces per year to monitor students progress in writing.

Category: English/Language Arts

Research Cited: From Assessment and Grading in Classrooms (p. 201), by Susan M. Brookhart and Anthony J. Nitko, 2008, Upper Saddle River, NJ: Pearson Education.

Tier: Tier 1

Activity - Implement MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will implement 3-4 of the MAISA Writing Units.	Other	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Director of Instruction, Building Principal, Literacy Coach

Activity - Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in the writing process to further develop their writing skills. Teacher will teach the writing process and use some grade level time to review and develop scoring rubrics.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/09/2017	\$1500	General Fund	Building principal, classroom teachers, director of instruction

School Improvement Plan

North Shore Elementary

Strategy 2:

Curriculum Pilot & Purchase - Specified teachers will pilot various ELA curriculum to determine which curriculum will meet students' needs in ELA.

Category: English/Language Arts

Research Cited: Ralph T. Putnam and Hilda Borko. Educational Researcher. Vol. 29, No. 1 (Jan. - Feb., 2000), pp. 4-15.

Tier: Tier 1

Activity - ELA Curriculum Pilot	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specified classroom teachers will pilot various ELA curriculum.	Materials	Tier 1	Getting Ready	09/06/2016	02/03/2017	\$0	No Funding Required	Specified classroom teachers, building principal, director of instruction

Activity - ELA Curriculum Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELA curriculum council will choose an ELA curriculum to purchase upon school board approval.	Curriculum Development, Materials, Teacher Collaboration	Tier 1		01/02/2017	06/09/2017	\$0	No Funding Required	Building principal, district ELA curriculum council, director of instruction

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will receive training on the new ELA curriculum.	Professional Learning	Tier 1		01/02/2017	06/09/2017	\$0	No Funding Required	Building principal, classroom teachers, director of instruction

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

Measurable Objective 1:

A 5% 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 06/09/2017 as measured by state and local assessments..

School Improvement Plan

North Shore Elementary

Strategy 1:

Hands-On Science - All classroom teachers will use the Battle Creek Science Kits to teach science.

Category: Science

Research Cited: Breddeman, Ted, "Effects of Activity-Based Elementary Science on Student Outcomes: A Quantitative Synthesis," Review of Educational Research 53(4):499-518, Winter 1983.

Tier: Tier 1

Activity - Battle Creek Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in learning science through the use of the Battle Creek Science Kits. Teachers will receive refresher training on the kits, review M-Step data and be provided with updates regarding the Next Generation Science Standards.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, classroom teachers, director of instruction
Activity - STEM/Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and parents will be invited to attend a STEM/Science Night	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	Other	Building principal, classroom teachers, science committee, director of instruction
Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building principal will monitor the implementation of teaching science using the BCAMS Kits at the 4th grade level.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	No Funding Required	Building principal, classroom teachers, director of instruction

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Socio-Emotional Lessons	The school social worker will teach and model lessons that deal with anger, making good decisions, etc... These lessons will be taught 1x/week for 30 minutes in each general education classroom.	Behavioral Support Program, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1200	Building principal, school social worker, classroom teachers, director of instruction
SWIS	The building will use the SWIS program to track behavior to monitor the overall school environment. Specific staff will be trained on using the SWIS program.	Professional Learning, Behavioral Support Program, Technology	Tier 1	Getting Ready	08/01/2016	06/09/2017	\$1000	Building principal, school social worker, director of instruction
Eureka Math Pilot	Grade Level Teacher Leaders will receive Module training for the Eureka Math Program. They will use this training to help facilitate the building pilots. All classroom teachers will pilot Modules from the Eureka Math Program. Additionally, the math committee will meet to prepare for the pilot, gathering materials, creating folders, etc...for ease of use.	Professional Learning, Materials, Teacher Collaboration	Tier 1	Getting Ready	08/01/2016	02/03/2017	\$3000	Building principal, director of instruction, grade level team leaders, classroom teachers
Writing Process	Students will be involved in the writing process to further develop their writing skills. Teacher will teach the writing process and use some grade level time to review and develop scoring rubrics.	Professional Learning, Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/09/2017	\$1500	Building principal, classroom teachers, director of instruction

School Improvement Plan

North Shore Elementary

Continuous Curriculum/Assessment Work	Grade level math curriculum will be under continuous review with the addition of IlluminateDnA to help guide further curriculum development, pacing and common assessments.	Curriculum Development, Professional Learning, Materials, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/09/2017	\$1500	Building principal, curriculum committees and/or grade level staff, instructional coaches, director of instruction
Daily Math Review	All students will participate in a daily math review to retain math skills and concepts already learned and to be introduced to new concepts and skills. Materials will need to be purchased and copied for teacher and student use.	Supplemental Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	Building principal, director of instruction, classroom teachers
Corrective Reading	Students who qualify for Tier 2 interventions will be administered a placement test to see if they will place into corrective reading. If so, they will receive direct instruction that will assist with fluency and decoding. The staff will be trained on administering the assessments and instructional delivery. They will also receive additional support through coaching from the VBISD.	Supplemental Materials, Professional Learning, Academic Support Program	Tier 2	Implement	08/25/2016	06/09/2017	\$740	Building principal, title 1/at-risk staff, director of instruction
Professional Development	All classroom teachers will receive training on the new ELA curriculum.	Professional Learning	Tier 1	Getting Ready	01/02/2017	06/09/2017	\$3000	Building principal, classroom teachers, director of instruction
Trauma Informed Schools	All staff will receive training on recognizing the signs of trauma and how to effectively deal with children who have experienced trauma.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/02/2016	\$1500	Building principal, school social worker, director of instruction
Behavior Screener	All classroom teachers will participate in administering a behavior screener 3x/year to identify students for Tier 2 social skills groups.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$350	Building principal, school social worker, classroom teachers

Other

School Improvement Plan

North Shore Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM/Science Night	All students and parents will be invited to attend a STEM/Science Night	Parent Involvement	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$500	Building principal, classroom teachers, science committee, director of instruction

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Curriculum Purchase	The district ELA curriculum council will choose an ELA curriculum to purchase upon school board approval after the curriculum pilot has concluded and the staff has had the opportunity to provide adequate input.	Materials	Tier 1	Getting Ready	01/02/2017	06/09/2017	\$60000	Building principal, district ELA curriculum council, director of instruction

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All classroom teachers will receive training on the new ELA curriculum.	Professional Learning	Tier 1		01/02/2017	06/09/2017	\$0	Building principal, classroom teachers, director of instruction
Moving with Math	All students who qualify for Tier 2 math interventions will participate in the Moving with Math program during math interventions using a pull-out model.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/09/2017	\$0	Building principal, title 1 staff, director of instruction
ELA Curriculum Purchase	The district ELA curriculum council will choose an ELA curriculum to purchase upon school board approval.	Curriculum Development, Materials, Teacher Collaboration	Tier 1		01/02/2017	06/09/2017	\$0	Building principal, district ELA curriculum council, director of instruction

School Improvement Plan

North Shore Elementary

Professional Learning	Grade Level teams will meet during planning time 2x/month to discuss the ELA pilot, curriculum materials and resources, teaching practices, etc...	Professional Learning	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Building principal, grade level staff, director of instructional coaches
Monitor Implementation	The building principal will monitor the implementation of teaching science using the BCAMS Kits at the 4th grade level.	Walkthrough	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Building principal, classroom teachers, director of instruction
Leveled Literacy Intervention (LLI)	LLI Blue Kits were purchased in the spring for classroom teachers to share. Classroom teachers will be trained on the use of the LLI system. Students that are not proficient or not meeting grade level benchmarks will participate in guided reading instruction with specific focus on the 5 big ideas in reading using non-fiction reading texts and strategies through Tier 1, classroom instruction.	Supplemental Materials, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$0	Building principal, Title 1 and At-risk staff, classroom teachers, instructional coaches, director of instruction
ELA Curriculum Pilot	Specified classroom teachers will pilot various ELA curriculum.	Materials	Tier 1	Getting Ready	09/06/2016	02/03/2017	\$0	Specified classroom teachers, building principal, director of instruction
ELA Curriculum Pilot	Specified classroom teachers will pilot various ELA curriculum.	Curriculum Development, Professional Learning, Materials	Tier 1	Getting Ready	09/06/2016	01/27/2017	\$0	Specified classroom teachers, building principal, director of instruction
Monitor Curriculum Delivery	Monitor curriculum delivery of mathematics by walkthroughs, collect data and discuss with staff.	Walkthrough	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Building principal, instructional coach
Battle Creek Science	All students will participate in learning science through the use of the Battle Creek Science Kits. Teachers will receive refresher training on the kits, review M-Step data and be provided with updates regarding the Next Generation Science Standards.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Building principal, classroom teachers, director of instruction

School Improvement Plan

North Shore Elementary

Implement MAISA Writing Units	Classroom teachers will implement 3-4 of the MAISA Writing Units.	Other	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Director of Instruction, Building Principal, Literacy Coach
MobyMax Intervention	6 classrooms will pilot MobyMax as an all class intervention 4x/week: 3- 4th grade classrooms and 3-5th grade classrooms.	Supplemental Materials, Academic Support Program	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Building principal, instructional coach, classroom teachers