



# **School Improvement Plan**

Beacon Day Treatment Center

Southgate Community School District

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## **Introduction**

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

# **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?**

Beacon Day Treatment is a Center-Based Program located in Wayne County and operated by Southgate Community Schools. During the 2014-2015 school year, the program will move building locations from River Rouge, MI to the city of Southgate.

Our mission at Beacon Day Treatment is to challenge and empower all students to overcome obstacles by acquiring the skills and self-confidence necessary to experience success, recognize their potential, and meet the demands of the future. To this end, a dynamic, individualized educational and treatment program is provided in a positive, caring environment by people who are dedicated to excellence.

## **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.**

A primary goal of Beacon's program is to create an educational environment that will encourage the behavioral and academic growth of the student. To meet this goal, it is necessary to establish policies that outline the expectations for all students.

The long term goal for all students at Beacon is to return successfully to their community schools.

### **PROGRAM GOALS**

1. To develop students' positive behavior and interaction.
2. To develop students' academic skills and achievement levels.
3. To work with parents to improve students' behavioral and academic performance.
4. To prepare students for a successful return to the community school.



## **Notable Achievements and Areas of Improvement**

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

Over the last several years our MEAP scores in ELA and Math have been below the state average in most areas. Beacon Day Treatment continues to closely examine student achievement in the areas of Reading and Math and has instituted new initiatives to address our achievement gap. Our building has participated in county and district initiatives and implemented various strategies that provide teachers with ongoing information about student progress. Additionally, a Response to Intervention Model has been implemented into the structure of the program to address students' academic deficits and achievement levels. During the 2014-2015 school year, the building will be staffed with a Read/Literacy and Math Interventionist. Students with significant deficits in these areas and more than a two year achievement gap will be referred to receive additional support and intervention services.

As a school district, Math is our challenge. While the state average is increasing in many areas, our students' overall performance is declining. As a result of this trend math has been named our district/building initiative for the 2014-15 school year. We are committed as a district/building to spend time and resources to help our students be successful in Math. We will be concentrating our time and resources on Math. The school district has contracted with Strategic Intervention Solutions to provide all K-8 teachers with interventions to help our students be successful in Math. There will be sessions dedicated to providing hands-on, authentic professional development, classroom observation, coaching and modeling sessions. This program will help teachers transition from a "one size fits all" math instructional model to a hands-on, interactive workshop model in order to integrate critical Common Core Standards and Practice. Our goal is that teachers will have a deep understanding of the CCSS, the mathematical practice standards, but also an understanding for the the importance of numeracy development and layers in which students create mathematical thinking and application.

Additionally, the same trends in our student performance levels are found on both the ACT and MME.

## **Additional Information**

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

### SERVICES PROVIDED:

1. A five-step Social Learning Program provides a positive framework for the presentation of school rules and individual behavior goals. Points, coupled with encouragement and recognition, are used throughout the day to reinforce appropriate behavior. Point sheets provide parents with a daily account of performance and progress.
2. Weekly Individual Counseling sessions provide all students with the opportunity to develop a positive relationship with an adult in the program. Students learn to set realistic goals and evaluate them, as well as develop expressive, problem-solving and decision-making skills.
3. Students meet daily in small Affective Groups to discuss concerns, develop age-appropriate relationships, learn expressive skills, and practice various problem-solving and decision-making strategies.
4. Family Counseling is primarily provided in groups with other families to familiarize parents with the program, to explore additional parenting skills, exchange information and insure consistency between home and school.
5. Academic Instruction is provided in small groups; classes include Reading, English, Social Studies, Mathematics and Science. All credits obtained are transferable to the community school. Supplementary classes and curriculums are offered throughout the year.
6. Behavioral and Academic Goals are assessed and reviewed with parents quarterly. Community School Reviews are held each semester to give students the opportunity to inform their local district of their progress and achievements.
7. Behavior Management Interventions are an integral part of the program. When a student becomes disruptive to the learning process, a series of time-out interventions, both in and out of the classroom, are implemented. At each intervention, the student is given the opportunity to regain behavioral control through life-space counseling to secure a successful return to the classroom.
8. Students become involved in the Transition Process when they begin preparation for their return to the community school district. The process involves participation in group sessions designed to address problems and issues related to leaving Beacon, as well as a scheduled visit to the community school.

# **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.**

Beacon Day Treatment's School Improvement Plan is developed by stakeholders in the building and the community. The committee meets on the last Wednesday of each month and is facilitated by the building administrators. The following staff/community members represent the professional staff at Beacon Day Treatment and were asked serve on the committee:

Core Team Members:

- (K-12) Teachers
- School Social Workers
- Teacher Consultant
- Reading/Literacy Interventionist
- Math Interventionist
- Program Assistants
- Behavior Specialists
- Building Administrators
- Parents

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

The following staff/community members represent the professional staff at Beacon Day Treatment and were asked serve on the committee:

Core Team Members:

- (K-12) Teachers
- School Social Workers
- Teacher Consultant
- Reading/Literacy Interventionist
- Math Interventionist
- Program Assistants
- Behavior Specialists
- Building Administrators
- Parents

**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 school improvement plan is shared with all stakeholders at various meetings and available to staff throughout the building to view. Stakeholders are encouraged to contact a committee representative if they have any questions or concerns regarding the improvement plan.

# **School Data Analysis**

## **Introduction**

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



## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. Teacher FTE is calculated based on the number of students enrolled in the program.

### **How do student enrollment trends affect staff recruitment?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. Teacher FTE is calculated based on the number of students enrolled in the program.

### **How do student enrollment trends affect budget?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. The annual budget is calculated and approved by Wayne County personnel and based on the number of students enrolled in the program.

### **How do student enrollment trends affect resource allocations?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. The annual budget is calculated and approved by Wayne County personnel and based on the number of students enrolled in the program.

### **How do student enrollment trends affect facility planning and maintenance?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. Facility planning/rent is calculated based on the number of students enrolled in the program.

### **How do student enrollment trends affect parent/guardian involvement?**

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. Beacon Day treatment is seen as a temporary placement for students; therefore, our parent involvement is relatively short. The long term goal for all students at Beacon is to return successfully to their community schools.

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

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area.

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

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. The student enrollment generally changes 50% each school year. Our population is constantly transitioning.

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

As a Wayne County - Center Based Program, student enrollment is based on student referrals from 25 districts in our catchment area. No action can be taken. This challenge is indicative of a county center based program.

**What are the challenges you noticed based on student attendance?**

Students in a Day Treatment - Center Based Program are often referred to our program having experienced long term, chronic school attendance issues.

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

As a part of our therapeutic treatment program, students receive assistance from school social workers and teachers on improving their school attendance.

## **Student Achievement Data for All Students**

This area includes data questions.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students that perform in the top 30% of the building's population are typically preparing to return to his/her local school district partial or full day.

### **What factors or causes contributed to improved student achievement?**

Students in a Day Treatment Program focus on improving overall school/social behaviors. This is a contributing factor to the improvement of some students academic achievement.

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

Appropriate, positive school behavior increases students' time in the instructional setting. In turn, students receive more access to daily instruction.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in

Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students demonstrate small gains throughout the school year due to individual deficits.

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

Due to the severity of their of their disability, as evidenced by the referral to a Day treatment Program, students have significant deficits in Reading and Math. Students that perform in the bottom 30% of the building's population are typically new to the program, have poor attendance and high incidents of suspension.

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

Students in a Day Treatment Program focus on improving overall school/social behaviors. Those students that continue to struggle with maintaining appropriate school behaviors have difficulties remaining in the learning environment. These students receive inconsistent access to the curriculum.

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

Appropriate, positive school behavior increases students' time in the instructional setting. In turn, students receive reduced/inconsistent access to daily instruction.

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

Certified professionals/staff in the program continue to work on appropriate classroom/social behaviors with students in hopes of students utilizing skills to avail themselves to increased academic instruction opportunities.

## Subgroup Student Achievement

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

**Response:**

- White
- Male
- Students with Disabilities

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

**Response:**

- Students with Disabilities

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

The achievement gap is closing for Reading.

**How do you know the achievement gap is closing?\***

Data from Benchmark Assessments administered three times throughout the school year indicates the achievement gap is closing for Reading, specifically in Phonemic Awareness and Reading Comprehension.

**What other data support the findings?**

N/A

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

N/A

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

Individual student behavioral data indicates during the 2013-14 school year there has been a decline in overall time spent out of class and suspension rates. This data reflects students' achievement and exposure to the general curriculum.

**What actions could be taken to continue this positive trend?**

Teachers and support staff should continue to place a strong emphasis on addressing student deficits in the areas of Reading and Math. Additionally, all professional development will focus on differentiated instruction and student engagement.

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

**Response:**

- African American or Black
- Male
- Students with Disabilities

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

**Response:**

- African American or Black
- Male
- Students with Disabilities

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

The achievement gap is greater for Math.

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

Annual State Standardized assessments a growth in the achievement gap.

**What other data support the findings?\***

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

Our Day treatment population consists of 100% students with disabilities. All students receive access to Day Treatment and special education services, supports and interventions.

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

N/A

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

At this time, there are no extended learning opportunities available for students in the Day Treatment Program.

| Label | Question   | Value |
|-------|--|-------|
|       | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 0.0   |

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

N/A

| Label | Question  | Value |
|-------|---|-------|
|       | What is the total FTE count of teachers in your school? | 22.0  |

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| Label | Question  | Value |
|-------|---|-------|
|       | How many teachers have been teaching 0-3 years? | 9.0   |

| Label | Question  | Value |
|-------|---|-------|
|       | How many teachers have been teaching 4-8 years? | 4.0   |

| Label | Question   | Value |
|-------|--|-------|
|       | How many teachers have been teaching 9-15 years? | 14.0  |

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

### What impact might this data have on student achievement?

Our building consists of staff newer to the field of education. Individuals seek out professional development on a regular basis. The individual needs and achievement of students is reviewed and considered when selecting appropriate training etc., to attend.

| Label | Question  | Value |
|-------|---|-------|
|       | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 52.5  |

| Label | Question   | Value |
|-------|--|-------|
|       | Indicate the total number of days for teacher absences due to illness. | 250.5 |

### What impact might this data have on student achievement?

Inconsistency in staff attendance interferes with students' understanding/coverage of content, which in turn impacts achievement.



## **Perception Data - Students**

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

After surveying the student population at Beacon Day, results indicated an overall level of student satisfaction. Students were pleased with the program and its built in positive reinforcement and the recent addition of elective courses. Students are looking forward to moving into the new building for the 2014-15 school year.

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

After surveying the student population at Beacon Day, results indicated there is a positive trend/attitude in the selection of course choices. Beacon has recently expanded its high school electives courses.

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

After surveying the student population at Beacon Day, students expressed dissatisfaction in the lunch portion/sizes that were served daily.

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

N/A

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

After surveying the student population at Beacon Day, results indicated an overall level of student satisfaction across all areas.

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

Administrators have discussed students' concerns with food service and new procedures have been developed to meet the needs of students.

## **Perception Data – Parents/Guardians**

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

After surveying the parents at Beacon Day, results indicated an overall level of student satisfaction in the areas of building climate/culture and the staffs' willingness to assist. Parents are looking forward to moving into the new building for the 2014-15 school year.

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

After surveying the parents at Beacon Day, results indicated an overall trend in increasing the satisfaction level of academic rigor and distribution of homework to students.

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

After surveying the parents at Beacon Day, results indicated dissatisfaction in the lack of homework students receive throughout the school year.

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

After surveying the parents at Beacon Day, results indicated dissatisfaction in the lack of homework students receive throughout the school year.

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

Parents appreciate the existence of a specialized center program equipped to help their sons and daughters.

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

A parent group will be developed to increase the level of involvement. Regular Parent Meetings will be facilitated by the program's Clinical Consultant. Meetings will address topics that support student academic and behavioral growth.

Homework expectations were shared with classroom teachers and support staff.

## **Perception Data – Teachers/Staff**

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

Staff members appreciate the TEAM aspect that has been embedded within the program's structure.

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

Staff appreciate the planning time that has been provided.

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

After surveying the staff at Beacon Day, results indicated dissatisfaction in the level of communication between staff and administrators.

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

After surveying the staff at Beacon Day, results indicated dissatisfaction in the level of communication between staff and administrators.

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

Staff are hesitant to adopt several new initiatives to increase student achievement.

## Other

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

N/A

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

Currently, administrators, district officials and lead classroom teachers are involved in this process.

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

Currently, the Curriculum Committee is working on the Curriculum Alignment Project and using the CCSS to build this document.

# School Additional Requirements Diagnostic

## **Introduction**

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

## School Additional Requirements Diagnostic

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

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | <p>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.</p> <p>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.</p> | Yes      |         |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
|       | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes      | Leslie Hainrihar, Superintendent<br>734-246-4600 |            |

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| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | No       |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | No       |         |            |

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



# **Beacon's School Improvement Plan 2014**

## Overview

### Plan Name

Beacon's School Improvement Plan 2014

### 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 | Math - Academics    | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic  | \$10000       |
| 2 | Reading - Academics | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic  | \$10000       |
| 3 | Science - Academic  | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic  | \$10000       |

## Goal 1: Math - Academics

### Measurable Objective 1:

29% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by achieving a level 1 or 2 in Mathematics by 06/12/2015 as measured by MEAP.

### Strategy 1:

Learning Targets - Learning Targets

Teachers will focus on using student-friendly Learning Targets in math so students know what they are expected to learn or accomplish in a lesson. These targets will be shared meaningfully so that students can see and direct their efforts toward. Used properly these will help teachers plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of all students.

Research Cited: Learning Targets by Carol M. Moss, and Susan M. Brookhart. This book helps teachers ensure that each lesson is meaningful. This guide helps unify teachers, principals, and central-office administration to create a culture of evidence-based, results-oriented practice. This book includes strategies for designing learning targets that promote higher-order thinking that helps guide summative assessment and grading.

Tier:

| Activity - Professional Development   | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Professional Development<br>Professional Development will include the 5 days of District Provided Professional Development.<br>Professional Development will focus on "Best Practices" and "Differentiated Instruction".<br>Professional Development will include sessions for every math teacher K-8, from "Strategic Intervention Solutions". These sessions will highlight the best mathematical practices.<br>Professional Development will include sessions, including coaching from Michal Taylor of "Michalangelo Enterprises LLC" for all ELA teachers in grades 3, 4, and 5.<br>Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.<br>Professional Development will include an optional after-school book study for "Learning Targets".<br>Professional Development may also include conferences or workshops that cover best practice instruction in math. | Professional Learning |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | Teachers<br>Teacher Consultants<br>/Interventionists<br>SLD Coordinator<br>Program Assistants<br>Administrators |

**Strategy 2:**

Differentiated Instruction - Differentiated Instruction

Teachers will focus on differentiating math instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

| Activity - Classroom Instruction   | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|------------------------------|
| Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target. | Academic Support Program |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | All certified teaching staff |

**Goal 2: Reading - Academics**

**Measurable Objective 1:**

48% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by achieving a level 1 or 2 in Reading by 06/12/2015 as measured by the MEAP.

**Strategy 1:**

Learning Targets - Learning Targets

Teachers will focus on using student-friendly Learning Targets in English Language Arts so students know what they are expected to learn or accomplish in a lesson. These targets will be shared meaningfully so that students can see and direct their efforts toward. Used properly these will help teachers plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of all students.

Research Cited: Learning Targets by Carol M. Moss, and Susan M. Brookhart. This book helps teachers ensure that each lesson is meaningful. This guide helps unify teachers, principals, and central-office administration to create a culture of evidence-based, results-oriented practice. This book includes strategies for designing learning targets that promote higher-order thinking that helps guide summative assessment and grading.

Tier:

| Activity - Professional Development   | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Professional Development<br>Professional Development will include the 5 days of District Provided Professional Development.<br>Professional Development will focus on “Best Practices” and “Differentiated Instruction”.<br>Professional Development will include sessions, including coaching from Michal Taylor of “Michelangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5.<br>Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.<br>Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland.<br>Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts.<br>Professional Development will include an optional after-school book study for “Learning Targets”. | Professional Learning |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | Teachers<br>Teacher Consultants<br>/Interventionists/<br>SLD<br>Coordinator<br>Program Assistants<br>Administrators |

**Strategy 2:**

Differentiated Instruction - Differentiated Instruction

Teachers will focus on differentiating ELA instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child’s learning needs and preferences in order to maximize learning.

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Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:

| Activity - Classroom Instruction   | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|------------------------------|
| <p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p> | Academic Support Program |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | All certified teaching staff |

## Goal 3: Science - Academic

### Measurable Objective 1:

31% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by achieving a level 1 or 2 in Science by 06/12/2015 as measured by the MEAP.

### Strategy 1:

Learning Targets - Learning Targets

Teachers will focus on using student-friendly Learning Targets in science so students know what they are expected to learn or accomplish in a lesson. These targets

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will be shared meaningfully so that students can see and direct their efforts toward. Used properly these will help teachers plan, monitor, assess, and improve the quality of learning opportunities to raise the achievement of all students.

Research Cited: Learning Targets by Carol M. Moss, and Susan M. Brookhart. This book helps teachers ensure that each lesson is meaningful. This guide helps unify teachers, principals, and central-office administration to create a culture of evidence-based, results-oriented practice. This book includes strategies for designing learning targets that promote higher-order thinking that helps guide summative assessment and grading.

Tier:

| Activity - Professional Development  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Professional Development<br>Professional Development will include the 5 days of District Provided Professional Development.<br>Professional Development will focus on "Best Practices" and "Differentiated Instruction".<br>Professional Development will include "Data Walks" for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.<br>Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland.<br>Professional Development may also include conferences or workshops that cover best practice instruction in Science.<br>Professional Development will include an optional after-school book study for "Learning Targets". | Professional Learning |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | Teachers<br>Program Assistants<br>Teachers Consultants<br>Interventionists<br>SLD Coordinator<br>Administrators |

### Strategy 2:

Differentiated Instruction - Differentiated Instruction

Teachers will focus on differentiating science instruction in order to improve student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.

Research Cited: The Differentiated Classroom: Responding to the Needs of All Learners and Leading & Managing a Differentiated Classroom by Carol Ann Tomlinson. These books help teachers learn how to address student differences thoughtfully and proactively. The focus is on what it means for a teacher to effectively differentiate for students while staying responsive and focused on students. Carol helps teachers plan for differentiation with ease into classroom practice. This approach to teaching advocates for active planning for student differences in classrooms.

Tier:



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| Activity - Classroom Instruction   | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|------------------------------|
| <p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p> | Academic Support Program |      |       | 09/02/2014 | 06/12/2015 | \$5000            | Special Education | All certified teaching staff |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Special Education

| Activity Name         | Activity Description   | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible            |
|-----------------------|--|--------------------------|------|-------|------------|------------|-------------------|------------------------------|
| Classroom Instruction | <p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in math. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. Teachers will differentiate instruction as needed to help all students become proficient in math. Teachers will focus on the Common Core State Standards, and the 8 mathematical practices in order to further help student achievement. Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p> | Academic Support Program |      |       | 09/02/2014 | 06/12/2015 | \$5000            | All certified teaching staff |

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|                                 |   |                              |  |  |                   |                   |               |  |
|---------------------------------|---|------------------------------|--|--|-------------------|-------------------|---------------|--|
| <p>Professional Development</p> | <p>Professional Development<br/>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.<br/>Professional Develop will include a coaching day for Science teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in Science.<br/>Professional Development will include an optional after-school book study for “Learning Targets”.</p>   | <p>Professional Learning</p> |  |  | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$5000</p> | <p>Teachers<br/>Program Assistants<br/>Teachers<br/>Consultants<br/>/Interventionists<br/>SLD Coordinator<br/>Administrators</p> |
| <p>Professional Development</p> | <p>Professional Development<br/>Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions, including coaching from Michal Taylor of “Michelangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5.<br/>Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction.<br/>Professional Develop will include a coaching day for ELA teachers to practice the strategy of Socratic Circles with author Matt Copeland. Professional Development may also include conferences or workshops that cover best practice instruction in English Language Arts.<br/>Professional Development will include an optional after-school book study for “Learning Targets”.</p> | <p>Professional Learning</p> |  |  | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$5000</p> | <p>Teachers<br/>Teacher<br/>Consultants<br/>/Interventionists/<br/>SLD Coordinator<br/>Program Assistants<br/>Administrators</p> |

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|                       |  |                          |  |  |            |            |        |                              |
|-----------------------|--|--------------------------|--|--|------------|------------|--------|------------------------------|
| Classroom Instruction | <p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in Science. These strategies will include: generating and testing hypotheses, identifying similarities and differences, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension in content-area nonfiction texts.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in Science. Teachers will focus on the current GLCE's and HSCE's while beginning to prepare for the "Next Generation of Science Standards" in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p> | Academic Support Program |  |  | 09/02/2014 | 06/12/2015 | \$5000 | All certified teaching staff |
|-----------------------|--|--------------------------|--|--|------------|------------|--------|------------------------------|

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|                       |  |                          |  |  |            |            |        |                              |
|-----------------------|--|--------------------------|--|--|------------|------------|--------|------------------------------|
| Classroom Instruction | <p>Classroom teachers will focus on using best practice strategies daily to help students become proficient in English Language Arts. These strategies will include: generating and testing hypotheses, nonlinguistic representation, and cooperative learning. 6-12 Teachers will use the strategy of Socratic Circles to help engage students in inquiry and critical thinking to help increase reading comprehension, listening and speaking skills.</p> <p>Teachers will differentiate instruction as needed to help all students become proficient in ELA. Teachers will focus on the Common Core State Standards, and the major shifts in order to further help student achievement.</p> <p>Teachers will use strategies, such as flexible grouping, centers, and tiered assignments. Teachers may differentiate: through content, process, product, and learning environment. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning.</p> <p>Classroom teachers will focus on using a description of what the student is going to learn and regularly communicate this to students in developmentally appropriate language that the all students can easily understand. Teachers will frame this description from the point of view of a student. This description should include criteria that students can use to judge how close they are to the target.</p> | Academic Support Program |  |  | 09/02/2014 | 06/12/2015 | \$5000 | All certified teaching staff |
|-----------------------|--|--------------------------|--|--|------------|------------|--------|------------------------------|

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|---------------------------------|--|------------------------------|--|--|-------------------|-------------------|---------------|--|
| <p>Professional Development</p> | <p>Professional Development<br/>         Professional Development will include the 5 days of District Provided Professional Development. Professional Development will focus on “Best Practices” and “Differentiated Instruction”. Professional Development will include sessions for every math teacher K-8, from “Strategic Intervention Solutions”. These sessions will highlight the best mathematical practices. Professional Development will include sessions, including coaching from Michal Taylor of “Michalangelo Enterprises LLC” for all ELA teachers in grades 3, 4, and 5. Professional Development will include “Data Walks” for all administrators. These sessions will be focused on a highly efficient process that guides school leaders in the collection, compilation, and disaggregation of data regarding curriculum and instruction. Professional Development will include an optional after-school book study for “Learning Targets”. Professional Development may also include conferences or workshops that cover best practice instruction in math.</p> | <p>Professional Learning</p> |  |  | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$5000</p> | <p>Teachers<br/>         Teacher Consultants<br/>         /Interventionists<br/>         SLD Coordinator<br/>         Program Assistants<br/>         Administrators</p> |
|---------------------------------|--|------------------------------|--|--|-------------------|-------------------|---------------|--|