



# **School Improvement Plan**

**Countryside Academy - Elementary**

**Countryside Academy**

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BENTON HARBOR, MI 49022

# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>School Data Analysis</b>	
Introduction.....	12
Student Enrollment Data.....	13
Student Achievement Data for All Students.....	15
Subgroup Student Achievement.....	18
Perception Data - Students.....	23
Perception Data – Parents/Guardians.....	25
Perception Data – Teachers/Staff.....	27

Other..... 29

**School Additional Requirements Diagnostic**

Introduction..... 31  
School Additional Requirements Diagnostic..... 32

**Health and Safety (HSAT) Diagnostic**

Introduction..... 35  
Health and Safety (HSAT)..... 36

**Title I Schoolwide Diagnostic**

Introduction..... 42  
Component 1: Comprehensive Needs Assessment..... 43  
Component 2: Schoolwide Reform Strategies ..... 45  
Component 3: Instruction by Highly Qualified Staff..... 46  
Component 4: Strategies to Attract Highly Qualified Teachers..... 47  
Component 5: High Quality and Ongoing Professional Development..... 48  
Component 6: Strategies to Increase Parental Involvement..... 49  
Component 7: Preschool Transition Strategies..... 51  
Component 8: Teacher Participation in Making Assessment Decisions..... 52  
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 53  
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 54

Evaluation: ..... 56

**School Improvement Plan 2013.2014**

Overview ..... 58

Goals Summary ..... 59

Goal 1: All students at Countryside Academy Elementary School will be proficient at grade level math expectations. 60

Goal 2: All students at Countryside Academy Elementary School will be proficient in reading/language arts. .... 62

Goal 3: All students at Countryside Academy will become proficient writers. .... 68

Goal 4: All teachers at Countryside Academy will become proficent teachers through positive classroom management..  
69

Goal 5: All studens at Countryside Elementary will become proficient in science ..... 70

Activity Summary by Funding Source ..... 72

Progress Notes ..... 79

## **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. <br><br> 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?**

Countryside Academy is located in Southwest, MI. We have about 320 Young Fives-5th students. We are a self-managed charter school. K-12 we are: 85% free/reduced lunch eligible, 8% special education, and 9% ELL. 90% of our students come from Benton Harbor Area schools. 50% of our students are African American, 35% White, and 10% are Hispanic. We out perform our composite district on MEAP. Our mission includes: Food, Agriculture, Environment, and Renewable Resources. One campus is Young Fives-2nd grade on 7 acres with small greenhouse and garden. 3rd-5th (12th) is on 75 acres with greenhouse, gardens, and livestock. Countryside Academy partnerships with local United Way and Rotary Club.



## **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.**

Countryside Academy's mission is to provide a unique, high quality, educational experience for all students. Utilizing FARE-based thematic curriculum and activities (Food, Agriculture, Renewable resources, and the Environment), we concentrate on the development of fundamental learning skills. With support of family involvement, we will prepare students academically and socially to be productive individuals.

Countryside Academy is a tuition-free, K - 12 public school serving approximately 500 students and their families in Southwest Michigan. We are located in Berrien County, three miles from Benton Harbor on a 75 acre site with a greenhouse, woods, ponds, and gardens. Countryside Academy's Early Learning Center at Millburg sits on 7.85 acres, which now houses Young 5's through 2nd Grade. Countryside Academy's mission is to provide a unique, high-quality, educational experience for all students. Utilizing food, agriculture, renewable resources, and the environment (FARE) based thematic curriculum and activities, we concentrate on the development of fundamental learning skills.

## **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.**

Countryside Academy Elementary received an A according to Mackinac Center for Public Policy for 2013. Overall ranking of 147 out of 2,360 schools. Countryside Academy received Academic State Champion according to Bridge Magazine. Out of 54 schools Countryside Academy was ranked 5th for charter schools and 38th overall. Bridge Magazines bases their award on test scores and family income.

Beating the Odds school the last three years. Reward school for 2011.2012. Fall above the 60%tile on the State of Michigan's Top to Bottom list. Increase in proficiency from Fall 2011 to 2012 MEAP.

Overall increase our proficiency rate on the MEAP in reading, math, science, and writing. Countryside would like to met the states ELPA AMAO #1 goal: Increase the number of students that gain four or more points from year to year on the spring ELPA.

## **Additional Information**

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

Countryside Academy staff is dedicated to the students. We strive to increase student proficiency through several different options. We provide targeted instruction and extra time for students that are performing below grade level.

# **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.**

All K-5 classroom teachers are true stakeholders. SIP meetings took place during professional development days. Teachers are apart of subject sub-SIP committees, grouped by content area goals. First the sub-committees completed the School Process Rubric and surveys. Then the sub-committees created goals along with objectives, strategies, and activities. The SIP plan was reviewed by the principal to finalize.

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

K-5 Classroom Teachers and Reading and Math Title I Staff. Content area subgroups were created classroom teacher were assigned by strength and background knowledge.

**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 plan will be given and discussed during the school's first professional development day Aug. 2014.

# 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?**

At this point in time Countryside Academy Elementary has been able maintain enrollment with no additional staff needed.

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

No issues in regards to recruitment due to student enrollment. Staff spend time recruiting families which in return increases our enrollment. The past three years we have an increase in enrollment due to recruiting efforts.

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

Student enrollment drives our school budget partly because we are a charter school but the last three years we have had a surplus at the end of the school year.

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

When student enrollment increases therefore Countryside can increase allocations in needed areas. Title I budget has the largest impact on resource allocations.

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

Depending on the budget surplus, planning and maintenance is based on surplus.

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

As our student enrollment increased the past three years (due to increase in transportation) the overall feeling is parent/guardian involvement has decreased. Parent Teacher conference averages have decrease about 5% the past three years.

We have had an increase in hispanic population this school year, which has increased our parent involvement.

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

Due to large number of new students we have redesigned our professional learning plan to meet the needs of behavior concerns and student performing below grade level.

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

Students are very transient meaning they have been in three different schools in a four year period. Majority of students that enroll tend to be one-two years behind academically.

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

We have MTSS/RTI for math and reading in place to help those students that are behind academically.

We are working with our local RESA implementing Student Achievement Framework.

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

Within the last two years, the number of attendance/ truancy cases have increased. We are working with national program and the local RESA School to Justice Program to decrease the number of truancy cases.

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

We contacting parents via phone and letter to prevent further absences. We hold attendance hearings with parents/students that have exceeded 16 unexcused absences. We are also working with our local ISD/RESA in regards to truant students.

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

This area includes data questions.

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

Depending on the grade level, overall reading would be the highest when looking at MEAP and Edperformance data. Overall our 5th graders have the overall highest proficiency in reading, math and science.

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

5th grade showed an increase in science from 5% to 17%  
5th grade showed an increase in reading from 59% to 70%

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

None  
5th grade Science State 17% and Countryside 17%  
5th grade Reading State Average 71% Countryside 70%

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

Those students have involved parents, excellent attendance, and enrolled at Countryside Academy as K or 1st graders.

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

MTSS/RTI, before/after school tutoring, the length of time students have been enrolled at Countryside Academy.

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

Our Edperformance data shows 3+ years students are meeting College, Work and Life achievement targets set by Central Michigan University.

2nd-8th graders who have been enrolled 3 or more years are meeting achievement targets specified by CMU.

54% Reading

40% Math

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

Writing, Math and Science

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

For the 2013.2014 school year, we have negative trend:

4th graders decreased from 3rd grade in math (3%) and reading (5%).

5th graders decreased from 4th grade in math (8%)

This is an overall comparison not the same cohort of students. This data includes new students.

Our 3+ year students have maintained of 40% in math for 12.13 and 13.14 (CMU College, Work and Life Achievement Targets)

Our 3+ year students increased from 49% (12.13) to 54% (13.14) in regards to CMU's College, Work and Life Achievement Targets.

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

Math, Reading, Writing

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

Parent involvement, longer enrollment time at the academy, and excellent attendance.

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

poor attendance, newly enrolled to the academy (one or two years)

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

attendance, lack of parent communication, have not been exposed to the curriculum in years past/previous school, the student has attended several different schools in a two-four year time period.

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

We offer math and reading MTSS/RTI. Before and after school tutoring, summer school, retention if needed, data drop meeting following edperformance testing three times a year, planning based on unmet standards.

We are looking a math curriculum gaps including a new math program.

**School Improvement Plan**

Countryside Academy - Elementary

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## Subgroup Student Achievement

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

**Response:**

- African American or Black
- Hispanic or Latino
- Male
- English Language Learners (ELLs)

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

**Response:**

- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)

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

Reading: Female, Male, Economically Disadvantaged, ELL, ,Ethnic/Racial Minorities

Math: Economically Disadvantaged, Male, Female

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

Closing the Gap: All Grades and Subject Area:

2013 data shows no significant gaps between ethnicity, gender, ELL, Economically Disadvantaged.

Students with disabilities have the largest gap. Reading 54% all students to 9%, Math 23% all student and 8% with disabilities.

ELL students have a significant gap in Math compared to all students (ELL 7% and All students 23%)

Closing the Gap: (4th grade Reading)

In 2011 there was a 28 point difference between males and females. In 2012 there was a 6 point difference.

In 2011 there was a 35 point difference between blacks and whites. In 2012 there was a 18 point difference.

Proficiency:

In 5 areas (3rd grade math and reading, 4th grade math and reading, and 5th grade math) males had an increase in proficiency from 2011-2012 with an average of 14% points. 25 point gain in 4th grade reading.

### What other data support the findings?

Looking at 4th grade Edperformance reading and math (using national norms):

Math: 18 not proficient 11 Males and 7 Females (49 total 4th graders)

Reading: 9 not proficient 6 Males and 4 Females (49 total 4th graders)

Looking at 2nd grade Edperformance reading and math (using national norms)

Math: 6 not proficient 4 Males and 2 Females (54 total 2nd graders)

Reading: 9 not proficient 7 Males and 2 Females

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

When the 5th grade students started kindergarten 2008-2009 Countryside Academy purchased a new ELA program. Therefore majority of these students have received the instruction K-5.

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

Overall (3rd-5th) there has been a gain in proficiency from 2011-2012 on the MEAP. Our 3+ year students (in 2nd-4th grade) on average are meeting the college, work and life benchmark targets. 70% of our 5th graders were proficient on the MEAP Reading

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

Remains in our School Improvement Plan and maintain our ELA Reading Street Program. Implementation of Daily 5

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

**Response:**

- Female
- English Language Learners (ELLs)
- Students with Disabilities

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

**Response:**

- Students with Disabilities

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

Students with Disabilities in reading and math

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

Students with disabilities: Reading 26% (11.12), 13% (12.13), 9% (13.14)

All Students: Reading 52% (11.12), 56% (12.13), 54% (13.14)

Students with disabilities: Math 18% (11.12) 10% (12.13) 8% (13.14)

All Students: Math 24% (11.12), 26% (12.13), 23% (13.14)

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

NA

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

Unsure: 2011.2012 8% of SPED students, 2012.2013 8% of SPED students, 2013.2014 7% of SPED students.

We have two new SPED teachers. 2011.2012 one SPED teacher for K-12, 2012.2013 one SPED teacher additional hired Jan. 2013, 2013.2014 New 6th-12th SPED teacher along with K-5 SPED teacher that was hired Jan. 2013.

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

Our district (K-12) percentage of SPED students have remained with 7%-8% the past three years. Countryside elementary has had a change in enrollment with students with disabilities. Elementary students transition into jr. high and/or new enrollment of SPED students

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

Use of different research based programs used within the SPED program (Rewards, Reading Recovery) and transition to AIMSWeb assessment tool.

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

Typically all of our ELL students perform at the same proficiency level as most of our students. In some cases, our ELL students out score our non-ELL population. For example, 56% of our ELL population were proficient on MEAP reading compared to 54% of all students. ELL students need more assistants with math. 7% of our ELL population were proficient on the MEAP math while 23% of all students. According to the Spring WIDA 40% (12 out of 30) of ELL students are proficient (5 or above) which is above the state standards of 20%.



## School Improvement Plan

Countryside Academy - Elementary

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### 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.)?

We look at students case by case and determine their needs. Whats best for the students and determine the best schedule. Data Drop teams (classroom teacher, title I staff and sped teachers) work together to ensure that students receive the most support we can offer without losing too much classroom time as well.

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

Teachers complete the 31A forms and used as a tool during Data Drop meetings. At Risk students are provided Title I services for reading and/or math which is additional instructional time (4 days a week/30 min a day. And/Or summer school 6 weeks sessions (1-2 3 days a week and 3-6 4 days a week)

Data Drop meeting (3 x year) members are grade level teachers and Title I support services.

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

Before/After School Tutoring by the classroom teacher

Boys and Girls Club Transportation

Salvation Army Music Program

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

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

Send home information of community events and school opportunities, Announcements,

Label	Question	Value
	What is the total FTE count of teachers in your school?	18.8

Label	Question	Value
	How many teachers have been teaching 0-3 years?	7.0

## School Improvement Plan

Countryside Academy - Elementary

Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	3.0

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

Little Impact: Countryside has a good range of teaching experience. Typically we pair teacher by grade level. Placing a more experienced teacher with a less experienced teacher. 10 of our classroom teachers began their career at Countryside as a paraprofessional or part time teacher

Reviewing the achievement data (proficiency and growth data) by grade level and teaching experience, teachers are within a few % points of each other.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	26.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	56.0

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

Little Impact: No one staff member was out for an extend period of time.

## Perception Data - Students

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

2013.2014

Purpose and Direction 2.88 out of 3 and Teaching and Assessing for Learning 2.63 out of 3

2012.2013

Purpose and Direction 2.84 out of 3

Teaching and Assessing for Learning 2.8 out of 3

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

2013.2014

Purpose and Direction increased (not significantly)

2012.2013

no data available at this time-data will be available 2013.2014

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

2013.2014

Governance and Leadership (2.41 out of 3)

2012.2013

Governance and Leadership 2.58 out of 3

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

2013.2014

4 out of 5 areas decreased from 12.13 to 13.14. The decline ranges from .17-21. Resources and Support Systems decreased the most (.21 points)

2012.2013

no data available at this time- will have data for 2013.2014 school

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

2013.2014

SY 2014-2015

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## School Improvement Plan

Countryside Academy - Elementary

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Lowest area: Governance and Leadership

Within that section, the question in regards to "adults treating students with respect" scored the lowest 2.04. Which continues to be a trend the last two years.

Also within that section, the question in regards to "teachers want me to do my best" scored the highest 2.92. Which continues to be a trend the last two years.

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

The student achievement framework goal will improve student satisfaction in regards to governance and leadership. The SAF will set common expectations and major/minor offences which should lead to an increase student feeling like they are treated fairly.

## Perception Data – Parents/Guardians

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

2013.2014

Purpose and Direction 4.4

Governance and Leadership 4.26

2012.2013

Using results for continuous Improvement average of 4

Resources and Support Systems average of 3.88

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

2013.2014

All areas show an increase from 12.13 to 13.14. The largest increase is Purpose and Direction (+.43 ) and Governance and Leadership (+.43)

2012.2013

no data available at this time will have data 2013.2014

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

2013.2014

Teaching and Assessing for Learning (4.1) and Resources and Support Systems (4.2)

2012.2013

Governance and Leadership average 3.77

Purpose and Direction average 3.81

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

2013.2014

No decrease at this time. All sections show an increase (+.17- +.43)

2012.2013

no data at this time will have data 2013.2014

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

2013.2014

SY 2014-2015

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## School Improvement Plan

Countryside Academy - Elementary

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During the 13.14 school year we have made parents more aware of opportunities for their child and families.

2012.2013

Our lowest areas, scored a 3.81 and 3.77 out of 4. But looking at the individual questions under disagree it looks like we need to involve students and parents in regards to review and revising stages when planning.

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

2013.2014

The largest (9 votes) about of disagree/strongly disagree falls under Teaching and Assessing for Learning #13 "All of my child's teachers meet his/her learning needs by individualizing instruction. Our technology plan is to increase use of technology devices (allowing students to bring their own devices) to reach all learners.

2012.2013

In regards to Purpose and Direction area, the schools mission statement needs to be shared more often with the parents. Ask for parent input on how we can ensure the school is fulfilling the purpose of the school.

In regards to Governance and Leadership area, 1 disagreed vote for 2 questions which determines little change is needed

## Perception Data – Teachers/Staff

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

2013.2014

Governance and Leadership (4.2) and Purpose and Direction (4.19)

2012.2013

Purpose and Direction 4.06

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

2013.2014

All sections increase from 12.13 data. Increase ranges from +.08-.22.

2012.2013

no data available- but will have comparison for 2013.2014 school year

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

2013.2014

Teaching and Assessing for Learning 3.81 (but slight increase from the pervious year)

2012.2013

Teaching and Assessing for Learning 3.72

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

2013.2014

No decrease when comparing 12.13 to 13.14 but some areas might not have increased enough. For example, the lowest scoring section (teaching and assessing for learning) increased only .08 points.

2012.2013

no data available- but will have data for 2013.2014 school year

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

2013.2014

Again this year, the lowest rated question address teachers use of technology as instructional resource. Staff might feel they and/or others might not use the provided technology to the fullest ability.

2012.2013

The lowest rated questions address teachers use of technologies as instructional resources. This issues has been addressed. Each

## School Improvement Plan

Countryside Academy - Elementary

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classroom teacher is equipped with Ipad projection system and Countryside has hired a technology coach



## 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.)**

no

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

All staff review curriculum, instruction and assessment tools. SIP sub-committees by core subject areas and principal make the final decision

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

Professional Development Agendas, Data Drop Agenda, Teacher input, Pre and Post Curriculum test

# **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	Edperformance/Scantron (fall, winter, and spring)	

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	www.countrysideacademy.org	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Does Not Apply K-5 School Improvement Plan	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Does not apply K-5 School Improvement Plan	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ed Nickel- Business Manager 4800 Meadowbrook Rd Benton Harbor MI 49022 269.944.3319 ext. 107	

## School Improvement Plan

Countryside Academy - Elementary

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	School Professional Development Calendar 2014.2015 School Year	

# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

## Health and Safety (HSAT)

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

	Statement or Question	Response	Rating
<b>Question 1</b>	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 2</b>	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 3</b>	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	No	N/A

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

	Statement or Question	Response	Rating
<b>Question 5</b>	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 6</b>	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A



## School Improvement Plan

Countryside Academy - Elementary

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

## School Improvement Plan

Countryside Academy - Elementary

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

## School Improvement Plan

Countryside Academy - Elementary

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 24</b>	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 25</b>	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 30</b>	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 31</b>	Our school has a parent education program.	No	N/A

## School Improvement Plan

Countryside Academy - Elementary

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

All K-5 teaching staff were split into groups. Groups were split by building, grade level and experience level. Each group completed 3 or more areas of the Comprehensive Needs assessment. Groups discussed each question sharing input and thoughts. Following the session the results were given to each group to review and make changes if needed.

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

The highest section was Personnel Qualification (4) and the lowest section was Operational and Resource Management (2). Again this school year, Family Involvement is considered an area of improvement. (2.33)

Operational and Resource Management was a 4 during the 12.13 school year (one of the top sections) but is now the lowest. The schedule didn't allow for collaboration (during the day) among staff members this school year. Administration and staff members are time for collaboration is important aspect of student achievement.

Community Involvement has increased over the past two years. The school has built partnerships with outside organizations and business. Community leaders have discovered that Countryside Academy has created a sound educational system for the students in the community.

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

Parent/Family Involvement: Will create a family/parent committee for 2014.2015 school year that includes ELL teacher, Title I staff and classroom teachers. Listed under creating a positive classroom culture.

Operational and Resource Management: SIP goals included extended instructional time. Decisions regarding the allocation of instructional time and planning time will include data and focused on the attainment of school goals. School leaders will include collaborative team planning time within the school.

### **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?**

Goals address the needs of all students especially this students who are below grade level.

All goals are to increase proficiency in reading, math, and science and social studies. Using Marzano's High Yield Instructional Strategies. Students who are below grade level are offered extend time instructional time. Target instruction in math and reading via Title I.

## School Improvement Plan

Countryside Academy - Elementary

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Countryside Academy offers all ELL students an opportunity to expand their reading, writing, listening, and speaking skills through our ELL program.



## **Component 2: Schoolwide Reform Strategies**

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

Marzano's High-Yield Instructional Strategies: Students will be comparing, classifying, creating metaphors and creating analogies.  
Differentiated Instruction: reach students with different learning styles, different abilities to absorb information and different ways of expressing what they have learned. The ability to make thinking visible.

### **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).**

SIP provides an increase instructional time based on data and research based strategies.

SIP provides research-based methods like Marzano's High-Yield Instructional strategies, differentiated instruction and increased instructional time.

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

The comprehensive needs assessment findings

### **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.**

ELL students receive interventions via certified ELL teacher

Students who are performing below grade receive additional targeted instruction. Small group 30 min/ 4-5 days a week. Students are placed into intervention groups based on assessment data (NWEA and AIMSweb)

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

Data-Growth Data. Examine fall to spring. Progress monitoring bi-weekly with AIMSweb.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The past 5 years, Countryside Academy as only hired teacher certified paraprofessionals. Paraprofessionals that hold a valid teaching certificate.	Highly Qualified Staff

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

## Component 4: Strategies to Attract Highly Qualified Teachers

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

one of out 20

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

6 classroom teachers 10-20 years

3 classroom teachers 5-10 years

3 classroom teachers 4-1 years

Title I staff

1 20+ years

2 3-5 years

1 1 year

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

Longevity Pay to staff members who remain 5 years or more. Up to \$1,000 per year

Bonus to staff members with surplus funds

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

Longevity Pay to staff members who remain 5 years or more. Up to \$1,000 per year

Bonus to staff members with surplus funds

### 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?

NA

## Component 5: High Quality and Ongoing Professional Development

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

Go Math/New Math Program Increase reading and writing proficiency  
 Daily 5- Increase reading and writing proficiency  
 Whole Brain-Increase positive classroom learning environment  
 Student Achievement Framework/Classroom/School Wide Expectations-Tier II student behavior  
 Team Planning/Grade Level Time- Comprehensive Needs Assessment (Operational and Resource Management)

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

Daily 5: Spring 2014 Introduction professional development, Fall 2014 follow-up session prepare classroom, Winter 2015 Implementation of Cafe (assessment to Daily 5), Classroom Observations, Teacher Evaluations,

Whole Brain: Summer 2013 2 staff members were trained and used during 13.14 school year, majority of other staff members have asked for training, Fall 2014 training for staff, Teacher Evaluations, Classroom Observations and Walk Throughs

Go Math: Fall 2014 training, online modules,

Monthly PLC per building (Daily 5, Go Math, Whole Brain)

Data Drops following testing sessions to review students data

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		14.15 PD Calendar Countryside Academy El.

## Component 6: Strategies to Increase Parental Involvement

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

1. Parents will be able to express interest in serving on the Parent School Improvement Committee via School-Parent compact.
2. Parents will be invited to attend Parent-School committee meetings. Staff will explain the SIP process and allow parents to provided input.
3. Staff will make changes if needed and provide Parent-School Committee with final copy.

Parents are surveyed one time during the school year via email.

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

Parents from the Parent-School committee will be able provide input during planning stages and as the strategies and activities implemented.

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

Parents of the Parent-School committee will be provided information including data. Parents of those students participating in activities and strategies will be surveyed.

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		Parent Involvement Policy

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

Parents will be included on the Parent-School Committee which includes SIP and planning of school functions

Parents on the Parent-School Committee will be included in the evaluation of the SIP

Parent of the committee will help identify barriers

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

Review of data: Review percentage of parents attending parent/teacher conferences, Parent participation rate at school events/functions, Parent attendance rate at Parent-School Committee meetings

Input: Yearly parent surveys

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

Parent-School Committee will review results of data and surveys in the spring 2015. Parent-School Committee will make recommendations for the 2015.2016 school year and SIP Goals.

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

School-Parent Compact was developed using the state sample. Parents have provided input in the past. The compact has been slightly revised following fall 2013 Parent Involvement professional development session.

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

Teachers provide parents a copy of the compact along with an explanation of the document. Parents are asked to sign the document and return it to school. In the future, parents will be asked if they are filling to participate on the school improvement committee or other parent committees. The documents are kept in the principals office.

Teachers explain the document to the students following the parent's signature.

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

NA

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

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

Parents are provided parent friendly reports and additional school created documents to explain proficiency levels and students growth.

## **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?**

Local head start classrooms visit our kindergarten classrooms. Head start teachers meet with our kindergarten teachers to review curriculum.

**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?**

NA

## **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?**

Teachers provide feedback during our data drops which takes place three times a year. Teachers/Grade Teams create their own assessments based on curriculum.

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

During professional development days, teachers analyze MEAP data upon release of the information. Teachers analyze data three times a year following each teaching session to help drive instruction.



## **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.**

Following each testing session (fall, winter and spring), Title I staff and grade level classroom teachers meet to review testing data and placed into tiers. Students placed into tier 3 receive additional research base targeted instruction.

### **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 are placed into tiers by the end of Sept and are receiving Title I services by Oct. 1st. Students can move in and out of tiers as needed based on classroom and Title I services progress monitoring data. All students are assessed again in Jan. at the end of the testing session students can move in/out of tiers.

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

Daily 5, Cooperative Learning, Graphic Organizers, Leveled Text, Flexible Grouping, Small Groups, Technology, Team Teaching

## **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.**

Title I, Title II A and 31A funds support our RTI/MTSS intervention program. Our intervention program offers extended time to those students below grade level. Additional instructional level instruction.

Title I School Wide- RTI/MTSS for reading and math, summer school, paraprofessionals (some certified teachers) 31A- before/after school tutoring, Young Fives Program, transportation to the local boys/girls club, summer school Title III- Consolidated with local RESA/ISD

**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.**

1. Complete Comprehensive Needs Assessments to determine need
2. Listed funds will support School-Wide Reform Strategies created in the SIP based on the CNA. SIP activities and strategies will include Title I and State sources.
3. Current (and future) professional staff are highly qualified. All staff is funded via Title I and state funds
4. Countryside Academy attracts high quality, highly qualified teachers by posting positions on Applirtrack via local Berrien RESA. Retain and decrease turnover with mentoring and establishing evaluation/observation process. Use of Title I and State funds to retain staff and offer programs
5. High-Quality and On-Going Professional Development are identified within the SIP. Professional development will be provided by local RESA staff, master teachers, and other enlisted agencies. Professional Development calendar is attached to SIP. Use of Title I and State funds to professional development.
6. Increase Parental Involvement: Focus for the 2014.2015 school year. Parent Involvement policy, School-Parent Compact, Annual Parent Survey.  
2014.2015 create a Parent-School committee which will be apart of the SIP and planning of school events. Increase parent involvement by removing barriers.
7. Preschool Transition: NA
8. Teachers participate in assessment decisions three or more times a year. Assessments data is used to instructional decisions
9. Students that are having difficulty mastering standards receive additional support via MTSS/RTI
10. Title I and state funds are used to support students achievement. Via MTSS/RTI and highly qualified teachers. Two reading interventionist and two math interventionist

**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.**

NA



## **Evaluation:**

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

Review of spring data, which includes looking at student growth data from fall to spring and spring to spring. Not just looking at individual student data but whole group program data. Data that is used to evaluate staff members that are operating school-wide programs (classroom teachers and support staff/Title I).

State Program Evaluation tool to evaluate one strategy.

### **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.**

State assessments are used to evaluate staff, Title I/RTI programs and curriculum but is only one data point and weighted differently than other assessments (NWEA) that the district utilizes.

For example, the past two-three years state and local assessments indicate lower proficiency levels in math. Staff worked on math curriculum, increase of math facts and place value for two years. Data standard indicated place value as an overall weak standard. Countryside Academy will transition math programs fall 2014. Go Math offers differentiated learning and tier support.

### **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.**

Countryside Academy no longer has one particular subgroups significantly below all students or comparable subgroups. Large number of economically disadvantaged students participate in our MTSS/RTI programs.

2013.2014 school year data showed one area on concern, the number of students not

### **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?**

Comprehensive Needs Assessment: Compare year to year data. Make needed adjustments to SIP.

Data Review: Review end of the year data (student proficiency data and student growth data)

# **School Improvement Plan 2013.2014**

## Overview

### Plan Name

School Improvement Plan 2013.2014

### 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	All students at Countryside Academy Elementary School will be proficient at grade level math expectations	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$163289
2	All students at Countryside Academy Elementary School will be proficient in reading/language arts.	Objectives: 4 Strategies: 4 Activities: 15	Academic	\$155971
3	All students at Countryside Academy will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
4	All teachers at Countryside Academy will become proficient teachers through positive classroom management..	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$600
5	All students at Countryside Elementary will become proficient in science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$3200

## Goal 1: All students at Countryside Academy Elementary School will be proficient at grade level math expectations

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 20% increase of Black or African-American students will demonstrate a proficiency at grade level in Mathematics by 10/31/2013 as measured by MEAP 2013/2014 Test.

### Strategy 1:

EdPerformance - EdPerformance scores will be used to identify students who will be placed in the Response to Intervention Program, MTSS (Multi-Tiered Systems of Support) to receive Tier 2 and Tier 3 instruction.

Research Cited: Web-Based Learning: Theory, Research, and Practice, by O'Neil, Harold F., DR., Mat 2006. Integrating Assessment Technology for a Comprehensive Solution, Scantron Corporation 2005. Applying Technology to Achieve and Sustain Adequate Yearly Progress, 2005 Scantron Corporation.

Tier:

Activity - EdPerformance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement team, including teachers and the math interventionists, will use the EdPerformance scores and classroom performance records to identify students in need of math support and/or Summer School participation.	Academic Support Program			09/03/2013	06/01/2014	\$0	No Funding Required	Principal Teachers Interventionists Parapro

Activity - Exit Exam	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will test each student at the end of the year to assess mastery of grade level content.	Other			05/01/2014	06/04/2014	\$0	No Funding Required	Teachers

### Strategy 2:

Interventions and Differentiated Instruction - Staff will provide strategies for students at risk of not achieving the math content expectations, i.e. summer school, paraprofessionals, after school programs, study skills, Rtl, math tutoring lab, reduced class size.

Research Cited: I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and their is an expectation that all teachers will design lessons and assessments that engage their students.

Tier:



## School Improvement Plan

Countryside Academy - Elementary

Activity - Class Size Reduction/Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First and second grade classes use ability based flex grouping to reduce class size. K-5 students who have been identified as low performing in math will be pulled to work in small groups (no more than eight students) four days per week for 30 minutes per day with the math interventionist, using the curriculum Number Worlds.	Other			09/03/2013	06/04/2014	\$48494	Title I Part A, Title II Part A	Math Interventionists Teachers Paraprofessionals
Activity - Data Drop Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three data drop meetings a year following each testing session to review EdPerformance data. Students are grouped into Title 1 services and a plan is developed for each student who is not at benchmark. A Smart Goal is developed for each group of students who are not meeting grade level expectations.	Academic Support Program			09/03/2013	06/04/2014	\$450	Other	Principal Teachers Intervention Staff Substitute Teachers
Activity - Paraprofessional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will assist in Tier 2 instruction by working with students in small groups or one-on-one for interventions.	Academic Support Program			09/03/2013	06/04/2014	\$103529	Title I Part A	Paraprofessionals Teachers
Activity - Study Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be available before and after school for 30 minutes to assist at risk students and parents with math as needed	Academic Support Program			09/03/2013	06/04/2014	\$0	No Funding Required	Teachers Principal
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer academic program for K-incoming 6th graders who score below grade level in math (or reading) on EdPerformance, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$9816	Title I Part A, Title I Part A, Title I Part A	Summer School Teachers Paraprofessional Principal
Activity - Use of consumable Math materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Countryside Academy - Elementary

Teachers will use consumable materials related to the Common Core to provide instruction in math (i.e. student workbooks). Math interventionists will use the consumable math materials from the curriculum Number Worlds.	Direct Instruction			09/03/2013	06/04/2014	\$700	Title I Part A, Title I Part A	Teachers Paraprofessionals Interventionists Principals
Activity - Classroom Teachers/Intervention Staff Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention teachers will attend professional development- creating performance tasks, common core, 21st Century needs Mathematics Instructional Shifts Performance Tasks 101 6/18/2013	Professional Learning			06/10/2013	06/12/2015	\$300	Title II Part A	Sarah Brookshire, Hilary Fureny, Melissa Doellinger, Bartels

## Goal 2: All students at Countryside Academy Elementary School will be proficient in reading/language arts.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 18% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Male students will demonstrate a proficiency on Reading MEAP assessment. in English Language Arts by 02/18/2014 as measured by the state standardized Reading assessment.

### Strategy 1:

Interventions - Staff will provide interventions for the students at risk of not achieving the grade level Reading expectations, i.e., summer school, paraprofessionals, RTI, after school programs, and differentiated instruction.

Research Cited: International Reading Association, Fiona James, Dec. 2004; Response to Intervention: Guidelines for Parents and Practitioners, by James B. hale, Ph.D. <http://www.wrightslaw.com/idea/art/rti.hale.pdf>; Evidence-Based Reading Practices for Response to Intervention, Edited by Diane Haager, Ph.D., Janette Klingner, Ph.D., & Sharon Vaughn, Ph.D.

Web-Based Learning: Theory, Research, and Practice, by O'Neil, Harold f., JR., May 2006. Integrating Assessment Technology for a Comprehensive Solution, Scantron Corporation 2005. Applying Technology to Achieve and Sustain Adequate Yearly Progress, 2005 Scantron Corporation.

Writing Across the Curriculum, Beryl Bennett, 1991; Because Writing Matters: Improving Student Writing in Our Schools, National Writing Project, Carl Nagin, Feb. 2006

SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler, Northwest Regional Educational Laboratory, Sept. 2002.

**School Improvement Plan**

Countryside Academy - Elementary

Summer School, Research Brief, The Principal's Partnership, Dr. Karen Walker, University of Maine, Farmington, Nov. 2004.

Tier:

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials Books/Tapes	Academic Support Program			09/01/2010	08/31/2015	\$300	Title I Part A	K-5 teachers and staff, Reading and ELA Content Committee Members, and Principal

**Measurable Objective 2:**

A 20% increase of All Students will demonstrate a proficiency on Reading MEAP assessment in English Language Arts by 02/18/2014 as measured by the state standardized Reading assessment 2013.

**Strategy 1:**

Interventions - Staff will provide intervention strategies for students at risk of not achieving the Reading standards, i.e., summer school, paraprofessionals, and after school programs.

Research Cited: International Reading Association, Fiona James, Dec. 2004; Response to Intervention: Guidelines for Parents and Practitioners, by James B. hale, Ph.D. <http://www.wrightslaw.com/idea/art/rti.hale.pdf>; Evidence-Based Reading Practices for Response to Intervention, Edited by Diane Haager, Ph.D., Janette Klingner, Ph.D., & Sharon Vaughn, Ph.D.

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Writing Across the Curriculum, Beryl Bennett, 1991; Because Writing Matters: Improving Student Writing in Our Schools, National Writing Project, Carl Nagin, Feb. 2006

SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler, Northwest Regional Educational Laboratory, Sept. 2002.

Summer School, Research Brief, The Principal's Partnership, Dr. Karen Walker, University of Maine, Farmington, Nov. 2004.

Tier:

Activity - Response to Intervention k-2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Countryside Academy - Elementary

Continue training in Response to Intervention	Academic Support Program			09/01/2010	08/31/2015	\$29485	Title II Part A, Title I Part A	All K-5 teachers and staff, Reading Content Committee Members, Principal
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Activity - Increase of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will attend Tech Camp and/or Ipad for the classroom at local RESA-increase technology use in the classroom	Technology			08/01/2013	08/29/2014	\$1280	Title I Part A, Title I Part A	Elementary Teachers, Elementary Principal

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bottom 20% of 1st grade students will receive Reading Recovery instruction 5 days a week for 30 min.	Academic Support Program			09/03/2013	06/09/2016	\$10000	Section 31a	Beth VanTuyle, 1st grade classroom, teacher Principal

### Measurable Objective 3:

A 15% increase of All Students will demonstrate a proficiency on Reading MEAP assessment 2013 in English Language Arts by 02/18/2014 as measured by the state standardized Reading assessment 2013.

### Strategy 1:

Interventions - Staff will provide interventions for the students at risk of not achieving the grade level Reading expectations, i.e., summer school, paraprofessionals, RTI, after school programs, and differentiated instruction.

Research Cited: International Reading Association, Fiona James, Dec. 2004; Response to Intervention: Guidelines for Parents and Practitioners, by James B. hale, Ph.D. <http://www.wrightslaw.com/idea/art/rti.hale.pdf>; Evidence-Based Reading Practices for Response to Intervention, Edited by Diane Haager, Ph.D., Janette Klingner, Ph.D., & Sharon Vaughn, Ph.D.

Web-Based Learning: Theory, Research, and Practice, by O'Neil, Harold f., JR., May 2006. Integrating Assessment Technology for a Comprehensive Solution, Scantron Corporation 2005. Applying Technology to Achieve and Sustain Adequate Yearly Progress, 2005 Scantron Corporation.

Writing Across the Curriculum, Beryl Bennett, 1991; Because Writing Matters: Improving Student Writing in Our Schools, National Writing Project, Carl Nagin, Feb. 2006

## School Improvement Plan

Countryside Academy - Elementary

SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler, Northwest Regional Educational Laboratory, Sept. 2002.  
Summer School, Research Brief, The Principal's Partnership, Dr. Karen Walker, University of Maine, Farmington, Nov. 2004.

Tier:

Activity - Response to Intervention Staff Member	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuing response to intervention training- K-2 Grade Small Group/One-on-One 4 days a week/30min Remedial skills Myside Walks Intervention Program	Academic Support Program			09/01/2010	08/31/2015	\$48500	Title I School Improvement (ISI)	All K-5 teachers and staff, Reading Content Committee Members, and Principal

### Measurable Objective 4:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Reading MEAP assessment 2013 in English Language Arts by 02/18/2014 as measured by the state standardized Reading assessment 2013.

### Strategy 1:

Interventions - Staff will provide intervention strategies for students at risk of not achieving the Reading expectations, i.e., summer school, paraprofessionals, after school programs, RTI, and differentiated instruction.

Research Cited: International Reading Association, Fiona James, Dec. 2004; Response to Intervention: Guidelines for Parents and Practitioners, by James B. hale, Ph.D. <http://www.wrightslaw.com/idea/art/rti.hale.pdf>; Evidence-Based Reading Practices for Response to Intervention, Edited by Diane Haager, Ph.D., Janette Klingner, Ph.D., & Sharon Vaughn, Ph.D.

Web-Based Learning: Theory, Research, and Practice, by O'Neil, Harold f., JR., May 2006. Integrating Assessment Technology for a Comprehensive Solution, Scantron Corporation 2005. Applying Technology to Achieve and Sustain Adequate Yearly Progress, 2005 Scantron Corporation.

Writing Across the Curriculum, Beryl Bennett, 1991; Because Writing Matters: Improving Student Writing in Our Schools, National Writing Project, Carl Nagin, Feb. 2006

SUMMER SCHOOL PROGRAMS: A Look at the Research, Implications for Practice, and Program Sampler, Northwest Regional Educational Laboratory, Sept. 2002.  
Summer School, Research Brief, The Principal's Partnership, Dr. Karen Walker, University of Maine, Farmington, Nov. 2004.

Tier:

Activity - Response to Intervention PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Countryside Academy - Elementary

Continue RTI training-Ignite Conference	Professional Learning			09/01/2010	08/31/2015	\$772	Title I Part A, Title I Part A	All K-5 students and staff, Reading Content Committee Members, Principal
<b>Activity - Data Drop Meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
3 data drop meetings a year following each testing session (fall, winter and spring to Edperformance. Group students into Title I services and develop instructional plan for each student who is not at benchmark. Develop a SMART goal for each group of students. Review of unmet CCSS which will help drive classroom and small group instruction.	Academic Support Program			09/30/2011	05/31/2015	\$450	Other	Principal, Title I staff, classroom teachers Meetings included all respective Title I staff and grade level teachers.
<b>Activity - Paraprofessional Assistants</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Paraprofessional assistants to work with students one on one or in small group for interventions.	Academic Support Program			09/01/2010	08/31/2015	\$25361	Title I Part A	Classroom teachers, Principal
<b>Activity - Study Skills/After School Programs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be available before and after school for 30 minutes to assist at risk students and parents with reading as needed.  Students attending the program will receive assistance with reading as needed from program staff.	Academic Support Program			09/01/2010	06/30/2015	\$0	No Funding Required	Teachers and Principal
<b>Activity - Use of Scott Foresman Reading Street series</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All K-5 teachers will use the Scott Foresman Reading Street Series for ELA instruction.	Academic Support Program			09/01/2010	06/30/2015	\$800	Title I Part A	All K-5 teachers, principal

## School Improvement Plan

Countryside Academy - Elementary

Activity - Elementary summer school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be tested in reading each spring using Ed performance Series test in Reading and math. Using cut scores identified by Ed Performance at each grade level to be indicative of MEAP success, those scoring below cut score will be identified for participation in the summer program by the Elementary Principal of the program coordinator. In addition, teacher recommendation based on formal and informal testing will be cross referenced with Ed Performance results to determine eligible students. This includes Ed Performance Skills Connection.	Academic Support Program			06/21/2010	10/10/2015	\$3500	Section 31a	Summer school instructors
Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School instructors and teachers will use Study Island for individualized skills practice and assessments.	Academic Support Program			06/21/2010	10/29/2015	\$3136	Title I Part A	Curriculum Director, principal, teachers and summer school staff
Activity - Professional Learning Community Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly building meetings to discuss and assess instructional practice including data analysis.	Academic Support Program			09/06/2011	08/31/2015	\$0	No Funding Required	Principal, K-5 teachers and Title I Staff
Activity - Intervention Staff Member	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd-6th grade reading intervention 5 days a week/30 min. Small groups/one-on-one. Working on remedial skills. Using MySideWalks Reading Intervention program	Academic Support Program			09/05/2011	06/05/2015	\$31167	Title I Part A	Reading Intervention Teacher Elementary Principal
Activity - Summer School Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Countryside Academy - Elementary

Material for summer school program	Other			07/08/2013	08/16/2013	\$1220	Title I Part A	Summer School Teaching Staff, Technology Coordinator, elementary principal
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### Goal 3: All students at Countryside Academy will become proficient writers.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 10% increase of Fourth grade Male students will demonstrate a proficiency at grade level writing expectations in English Language Arts by 10/01/2013 as measured by MEAP 2013 .

#### Strategy 1:

Cross-Curricular Writing - Students will use writing skills across all subject areas. Examples include note-taking, journal entries in Science, Math and Social Studies.

Research Cited: Writing Across the Curriculum, Beryl Bennett, 1991

Tier:

Activity - Math Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught math concepts and then demonstrate understanding by journaling in their own words in a math notebook.	Direct Instruction			09/03/2013	06/04/2014	\$0	No Funding Required	General Ed Teachers and Interventionists

Activity - Writing in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use writing in Social Studies for research, reader response, note-taking and preparation for in-class presentations.	Direct Instruction			09/03/2013	06/04/2014	\$0	No Funding Required	General Education Teachers

#### Strategy 2:

School Wide Sequential Writing Map - Teachers will collaborate to create a school wide sequential writing map to provide consistency from grade level to grade level through the use of uniform graphic organizers based on common core writing tasks.

Research Cited: Research-Based Support for Schoolwide's Writing Fundamentals Program; Accessed on 2/18/13

[www.schoolwidefundamentals.com/RawMedia/WF\\_Research09.pdf](http://www.schoolwidefundamentals.com/RawMedia/WF_Research09.pdf)



## School Improvement Plan

Countryside Academy - Elementary

Tier:

Activity - Using a Venn Diagram	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to organize ideas using a Venn Diagram before writing an essay to compare and contrast	Direct Instruction			09/03/2013	06/04/2014	\$0	No Funding Required	General Education Teachers

### Goal 4: All teachers at Countryside Academy will become proficient teachers through positive classroom management..

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

complete a portfolio or performance Teachers will demonstrate a positive learning environment by 06/06/2014 as measured by Teacher observations, evaluations and walk throughs and a reduction of referrals by 50% from 2012.2013 school year..

#### Strategy 1:

Positive Behavior Support - Teachers will utilize CHAMPS and PBIS on a daily basis. (Develop better behavior management strategies, effective classroom management procedures, positive behavior support and RTI, design and implement better school improvement plans)

Building leaders participate in the local RESA Student Achievement Framework cohort starting spring 2013-spring 2014

Research Cited: safe and civil schools

Tier:

Activity - CHAMPS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers will be trained in CHAMPS	Professional Learning			07/29/2012	06/05/2015	\$600	Title II Part A	elementary principal elementary teachers (Smith, additional classroom teachers)

Activity - PBIS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Countryside Academy - Elementary

Team of teacher will be trained in PBIS	Professional Learning			08/03/2012	06/05/2015	\$0	Other	elementary principal elementary teachers on Student Achievement Framework Team
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Activity - Parent and Family Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of positive parent communication via mailed post cards/parent phone calls or notes home.	Parent Involvement			09/03/2013	06/12/2015	\$0	No Funding Required	Classroom teachers

## Goal 5: All students at Countryside Elementary will become proficient in science

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 20% increase of Kindergarten, First and Second 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 Science by 10/31/2013 as measured by 2014 5th grade MEAP.

### Strategy 1:

Differentiated Instruction/Increase Instructional Time - Staff will make use of science text during core instructional time.

Research Cited: I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and their is an expectation that all teachers will design lessons and assessments that engage their students.

Tier:

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer academic program for 3rd-incoming 6th graders who score below grade level in science, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$0	Other	Summer School Teachers Paraprofessional Principal

## School Improvement Plan

Countryside Academy - Elementary

Activity - Differentiated Instruction/Debbie Silver PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Finding the Rhythm for Differentiated Instruction- reaching 21st Century Learners Engage students from all backgrounds	Professional Learning			06/10/2013	06/13/2014	\$400	Title II Part A	Classroom teachers (Bartels)

### Strategy 2:

Increase of Vocabulary - Teachers will increase the use of science vocabulary terms

Research Cited: Bridging the Vocabulary Gap Tanya Christ and X. Christin Wang [www.naeyc.org/yc/pastissues](http://www.naeyc.org/yc/pastissues).

Tier:

Activity - Science Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers Science Kit training	Academic Support Program			06/08/2012	06/05/2015	\$300	Title I Part A	elementary teachers, elementary principal

Activity - Science Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science materials for students and teachers	Academic Support Program			09/03/2012	06/05/2015	\$2500	Title I Part A	elementary teachers and principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	Bottom 20% of 1st grade students will receive Reading Recovery instruction 5 days a week for 30 min.	Academic Support Program			09/03/2013	06/09/2016	\$10000	Beth VanTuyle, 1st grade classroom, teacher Principal
Elementary summer school	All students will be tested in reading each spring using Ed performance Series test in Reading and math. Using cut scores identified by Ed Performance at each grade level to be indicative of MEAP success, those scoring below cut score will be identified for participation in the summer program by the Elementary Principal of the program coordinator. In addition, teacher recommendation based on formal and informal testing will be cross referenced with Ed Performance results to determine eligible students. This includes Ed Performance Skills Connection.	Academic Support Program			06/21/2010	10/10/2015	\$3500	Summer school instructors

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention k-2	Continue training in Response to Intervention	Academic Support Program			09/01/2010	08/31/2015	\$14177	All K-5 teachers and staff, Reading Content Committee Members, Principal
Differentiated Instruction/Debbie Silver PD	Finding the Rhythm for Differentiated Instruction-reaching 21st Century Learners Engage students from all backgrounds	Professional Learning			06/10/2013	06/13/2014	\$400	Classroom teachers (Bartels)

# School Improvement Plan

Countryside Academy - Elementary

CHAMPS PD	Several teachers will be trained in CHAMPS	Professional Learning			07/29/2012	06/05/2015	\$600	elementary principal elementary teachers (Smith, additional classroom teachers)
Classroom Teachers/Intervention Staff Professional Development	Math Intervention teachers will attend professional development- creating performance tasks, common core, 21st Century needs Mathematics Instructional Shifts Performance Tasks 101 6/18/2013	Professional Learning			06/10/2013	06/12/2015	\$300	Sarah Brookshire, Hilary Fureny, Melissa Doellinger, Bartels
Class Size Reduction/Math Intervention	First and second grade classes use ability based flex grouping to reduce class size. K-5 students who have been identified as low performing in math will be pulled to work in small groups (no more than eight students) four days per week for 30 minutes per day with the math interventionist, using the curriculum Number Worlds.	Other			09/03/2013	06/04/2014	\$17327	Math Interventionists Teachers Paraprofessionals

## Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Scott Foresman Reading Street series	All K-5 teachers will use the Scott Foresman Reading Street Series for ELA instruction.	Academic Support Program			09/01/2010	06/30/2015	\$800	All K-5 teachers, principal
Summer School Materials	Material for summer school program	Other			07/08/2013	08/16/2013	\$1220	Summer School Teaching Staff, Technology Coordinator, elementary principal
Science Kits	New teachers Science Kit training	Academic Support Program			06/08/2012	06/05/2015	\$300	elementary teachers, elementary principal

## School Improvement Plan

Countryside Academy - Elementary

Summer School	Summer academic program for K-incoming 6th graders who score below grade level in math (or reading) on EdPerformance, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$1781	Summer School Teachers Paraprofessional Principal
Summer School	Summer academic program for K-incoming 6th graders who score below grade level in math (or reading) on EdPerformance, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$7635	Summer School Teachers Paraprofessional Principal
Class Size Reduction/Math Intervention	First and second grade classes use ability based flex grouping to reduce class size. K-5 students who have been identified as low performing in math will be pulled to work in small groups (no more than eight students) four days per week for 30 minutes per day with the math interventionist, using the curriculum Number Worlds.	Other			09/03/2013	06/04/2014	\$31167	Math Interventionists Teachers Paraprofessionals
Summer School	Summer academic program for K-incoming 6th graders who score below grade level in math (or reading) on EdPerformance, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$400	Summer School Teachers Paraprofessional Principal
Increase of Technology	Teacher will attend Tech Camp and/or Ipad for the classroom at local RESA-increase technology use in the classroom	Technology			08/01/2013	08/29/2014	\$240	Elementary Teachers, Elementary Principal
Use of consumable Math materials	Teachers will use consumable materials related to the Common Core to provide instruction in math (i.e. student workbooks). Math interventionists will use the consumable math materials from the curriculum Number Worlds.	Direct Instruction			09/03/2013	06/04/2014	\$400	Teachers Paraprofessionals Interventionists Principals
Response to Intervention PD	Continue RTI training-Ignite Conference	Professional Learning			09/01/2010	08/31/2015	\$520	All K-5 students and staff, Reading Content Committee Members, Principal

# School Improvement Plan

Countryside Academy - Elementary

Response to Intervention PD	Continue RTI training-Ignite Conference	Professional Learning			09/01/2010	08/31/2015	\$252	All K-5 students and staff, Reading Content Committee Members, Principal
Paraprofessional Assistants	Paraprofessionals will assist in Tier 2 instruction by working with students in small groups or one-on-one for interventions.	Academic Support Program			09/03/2013	06/04/2014	\$103529	Paraprofessionals Teachers
Use of consumable Math materials	Teachers will use consumable materials related to the Common Core to provide instruction in math (i.e. student workbooks). Math interventionists will use the consumable math materials from the curriculum Number Worlds.	Direct Instruction			09/03/2013	06/04/2014	\$300	Teachers Paraprofessionals Interventionists Principals
Paraprofessional Assistants	Paraprofessional assistants to work with students one on one or in small group for interventions.	Academic Support Program			09/01/2010	08/31/2015	\$25361	Classroom teachers, Principal
Science Materials	Science materials for students and teachers	Academic Support Program			09/03/2012	06/05/2015	\$2500	elementary teachers and principal
Response to Intervention	Materials Books/Tapes	Academic Support Program			09/01/2010	08/31/2015	\$300	K-5 teachers and staff, Reading and ELA Content Committee Members, and Principal
Increase of Technology	Teacher will attend Tech Camp and/or Ipad for the classroom at local RESA-increase technology use in the classroom	Technology			08/01/2013	08/29/2014	\$1040	Elementary Teachers, Elementary Principal
Response to Intervention k-2	Continue training in Response to Intervention	Academic Support Program			09/01/2010	08/31/2015	\$15308	All K-5 teachers and staff, Reading Content Committee Members, Principal

## School Improvement Plan

Countryside Academy - Elementary

Study Island	Summer School instructors and teachers will use Study Island for individualized skills practice and assessments.	Academic Support Program			06/21/2010	10/29/2015	\$3136	Curriculum Director, principal, teachers and summer school staff
Intervention Staff Member	3rd-6th grade reading intervention 5 days a week/30 min. Small groups/one-on-one. Working on remedial skills. Using MySideWalks Reading Intervention program	Academic Support Program			09/05/2011	06/05/2015	\$31167	Reading Intervention Teacher Elementary Principal

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention Staff Member	Continuing response to intervention training- K-2 Grade Small Group/One-on-One 4 days a week/30min Remedial skills Myside Walks Intervention Program	Academic Support Program			09/01/2010	08/31/2015	\$48500	All K-5 teachers and staff, Reading Content Committee Members, and Principal

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Journaling	Students will be taught math concepts and then demonstrate understanding by journaling in their own words in a math notebook.	Direct Instruction			09/03/2013	06/04/2014	\$0	General Ed Teachers and Interventionists
Parent and Family Involvement	Increase the number of positive parent communication via mailed post cards/parent phone calls or notes home.	Parent Involvement			09/03/2013	06/12/2015	\$0	Classroom teachers
Using a Venn Diagram	Students will learn how to organize ideas using a Venn Diagram before writing an essay to compare and contrast	Direct Instruction			09/03/2013	06/04/2014	\$0	General Education Teachers
Study Skills	Teachers will be available before and after school for 30 minutes to assist at risk students and parents with math as needed	Academic Support Program			09/03/2013	06/04/2014	\$0	Teachers Principal



## School Improvement Plan

Countryside Academy - Elementary

Professional Learning Community Meetings	Monthly building meetings to discuss and assess instructional practice including data analysis.	Academic Support Program			09/06/2011	08/31/2015	\$0	Principal, K-5 teachers and Title I Staff
Study Skills/After School Programs	Teachers will be available before and after school for 30 minutes to assist at risk students and parents with reading as needed.  Students attending the program will receive assistance with reading as needed from program staff.	Academic Support Program			09/01/2010	06/30/2015	\$0	Teachers and Principal
EdPerformance	The School Improvement team, including teachers and the math interventionists, will use the EdPerformance scores and classroom performance records to identify students in need of math support and/or Summer School participation.	Academic Support Program			09/03/2013	06/01/2014	\$0	Principal Teachers Interventionists Parapro
Exit Exam	Teachers will test each student at the end of the year to assess mastery of grade level content.	Other			05/01/2014	06/04/2014	\$0	Teachers
Writing in Social Studies	Use writing in Social Studies for research, reader response, note-taking and preparation for in-class presentations.	Direct Instruction			09/03/2013	06/04/2014	\$0	General Education Teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Summer academic program for 3rd-incoming 6th graders who score below grade level in science, tested at-risk on MEAP, have been identified as a possible retention, or as decided by parents and staff.	Academic Support Program			07/01/2014	08/22/2014	\$0	Summer School Teachers Paraprofessional Principal
Data Drop Meetings	Three data drop meetings a year following each testing session to review EdPerformance data. Students are grouped into Title 1 services and a plan is developed for each student who is not at benchmark. A Smart Goal is developed for each group of students who are not meeting grade level expectations.	Academic Support Program			09/03/2013	06/04/2014	\$450	Principal Teachers Intervention Staff Substitute Teachers

**School Improvement Plan**

Countryside Academy - Elementary

PBIS PD	Team of teacher will be trained in PBIS	Professional Learning			08/03/2012	06/05/2015	\$0	elementary principal elementary teachers on Student Achievement Framework Team
Data Drop Meetings	3 data drop meetings a year following each testing session (fall, winter and spring to Edperformance. Group students into Title I services and develop instructional plan for each student who is not at benchmark. Develop a SMART goal for each group of students. Review of unmet CCSS which will help drive classroom and small group instruction.	Academic Support Program			09/30/2011	05/31/2015	\$450	Principal, Title I staff, classroom teachers Meetings included all respective Title I staff and grade level teachers.

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	A 20% increase of Black or African-American students will demonstrate a proficiency at grade level in Mathematics by 10/31/2013 as measured by MEAP 2013/2014 Test.	Not Met	Only 8% of our Black/African American population are proficient on the 2013 MEAP	March 31, 2014	Mrs. Sarah R Brookshire
Objective	A 20% increase of Black or African-American students will demonstrate a proficiency at grade level in Mathematics by 10/31/2013 as measured by MEAP 2013/2014 Test.	Not Met	The only significant gap noted in MEAP Scores were with ethnicity. We are using these strategies and activities as improvement for all students.	February 18, 2013	Mrs. Linda A Douglas
Objective	A 20% increase of Kindergarten, First and Second 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 Science by 10/31/2013 as measured by 2014 5th grade MEAP.	Met	12% increase in science from Fall 2012 to Fall 2013	March 31, 2014	Mrs. Sarah R Brookshire