

2014 - 2015 H.H.Beam School Improvement Plan

H.H.Beam School Contact Information

School	H.H. Beam Elementary School	Courier Number	492
Address	200 Davis Park Drive	Phone Number	704-866-6618
	Gastonia, NC 28052	Fax Number	704-866-6320
School Website	http://www.gaston.k12.nc.us/Domain/27	Principal	Laura Paulk

H.H.Beam School: School Improvement Team Membership

From GS 115C-105.27: "The principal at each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personal, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot... Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff. "

Committee Positions	Name	Email Address	Date Elected
Principal	Laura Paulk	lspaulk@gaston.k12.nc.us	8/18/2014
Assistant Principal	Miranda Buchanon	mpbuchanon@gaston.k12.nc.us	8/18/2014
Teacher Representative	Kristi Bostick	krbostick@gaston.k12.nc.us	8/18/2014
Teacher Representative	Sabrina Smith	sabsmith@gaston.k12.nc.us	8/18/2014
Teacher Representative	Nicole Hallman	nshallman@gaston.k12.nc.us	8/18/2014
Teacher Representative	M.Alex Fitschen	marobinson@gaston.k12.nc.us	8/18/2014
Teacher Representative	Krista Hance	khhance@gaston.k12.nc.us	8/18/2014
Teacher Representative	Ryan McKenney	remckenney@gaston.k12.nc.us	8/18/2014
Teacher Representative	Danielle Baker	dmbaker@gaston.k12.nc.us	8/18/2014
Teacher Representative	Arthur Allen	alallen@gaston.k12.nc.us	8/18/2014
Teacher Representative	Kathy Herring	kdherring@gaston.k12.nc.us	8/18/2014
Teacher Representative			
Instructional Suport Representative	Karen Solis	kksolis@gaston.k12.nc.us	8/18/2014
Instructional Assistant	Greg Stalcup	gastalcup@gaston.k12.nc.us	8/18/2014
Parent Representative	Sandra McFalls		4/15/2014
Parent Representative			

Principal Signature: Laura Paulk

Date: 9/11/2014

Date Prepared: 9/8/2014

GCS Board Approval Signature: _____

Date: _____

2014 - 2016 H.H. Beam School Improvement Plan

Gaston County School's Values

Beliefs	Four C's
Safety	Commitment
Diversity	Community
Innovation	Communication
Collaboration	Choice
Excellence	

Gaston County School's Vision and Mission Statement

Vision: The vision of Gaston County Schools is to inspire success and a lifetime of learning

Mission: Through outstanding employees and community partners, Gaston County Schools provides innovative educational opportunities for all students in a safe and nurturing learning environment

H.H. Beam School's Mission and Vision Statement

Vision: The purpose of H.H. Beam Elementary is for each student to master the skills that will provide them with the foundation to become life-long learners and to become contributing members to society.

Mission: The direction of H. H. Beam Elementary School is to foster a positive and respectful learning environment in which we as teachers, parents and community collaborate to challenge students to reach optimal academic potential reflecting 21st century skills thereby creating life-long learners.

H.H.Beam School SMART GOALS

Based upon data analysis our focus will be upon the following outcomes:

1. Based on school focus area --- different for each school
- 2. AMO and Ready Accountability Model Targets ---- every school**

School Name	School Code	Subject	Subgroup	Target	Denominator	Percent	Met Target	Used Alternate	Used Improvement	Used Confidence Interval
H H Beam Elementary	360492	Attendance	ALL	90	42538	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	AIG	95	12	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Participation	ALL	95	288	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	BLCK	95	100	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	EDS	95	255	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	HISP	95	48	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	LEP	95	19	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Participation	MULT	95	18	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Participation	SWD	95	37	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Participation	WHTE	95	119	>95	Y			
H H Beam Elementary	360492	Math Grades 3-8 Performance	AIG	92.5	12	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Performance	ALL	48.1	253	26.1	N			
H H Beam Elementary	360492	Math Grades 3-8 Performance	BLCK	30	90	14.4	N			
H H Beam Elementary	360492	Math Grades 3-8 Performance	EDS	34.9	224	24.6	N			
H H Beam Elementary	360492	Math Grades 3-8 Performance	HISP	39.4	41	39	Y			Y
H H Beam Elementary	360492	Math Grades 3-8 Performance	LEP	25.7	15	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Performance	MULT	47.8	17	*	I			
H H Beam Elementary	360492	Math Grades 3-8 Performance	SWD	21.2	30	<5	N			
H H Beam Elementary	360492	Math Grades 3-8 Performance	WHTE	58.4	102	31.4	N			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	AIG	95	12	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	ALL	95	288	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	BLCK	95	100	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	EDS	95	255	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	HISP	95	48	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	LEP	95	19	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	MULT	95	18	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	SWD	95	37	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Participation	WHTE	95	119	>95	Y			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	AIG	91.6	12	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	ALL	49.5	253	20.9	N			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	BLCK	33	90	14.4	N			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	EDS	35.8	224	18.8	N			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	HISP	35.9	41	22	N			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	LEP	18.5	15	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	MULT	51.1	17	*	I			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	SWD	21.6	30	<5	N			
H H Beam Elementary	360492	Reading Grades 3-8 Performance	WHTE	60.9	102	27.5	N			
H H Beam Elementary	360492	Science Grades 5&8 Participation	AIG	95	5	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Participation	ALL	95	97	>95	Y			
H H Beam Elementary	360492	Science Grades 5&8 Participation	BLCK	95	32	>95	Y			
H H Beam Elementary	360492	Science Grades 5&8 Participation	EDS	95	81	>95	Y			

School Name	School Code	Subject	Subgroup	Target	Denominator	Percent	Met Target	Used Alternate	Used Improvement	Used Confidence Interval
H H Beam Elementary	360492	Science Grades 5&8 Participation	HISP	95	15	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Participation	LEP	95	6	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Participation	MULT	95	9	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Participation	SWD	95	13	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Participation	WHITE	95	39	>95	Y			
H H Beam Elementary	360492	Science Grades 5&8 Performance	AIG	93.7	5	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Performance	ALL	57	88	13.6	N			
H H Beam Elementary	360492	Science Grades 5&8 Performance	BLCK	39.3	29	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Performance	EDS	43.8	73	11	N			
H H Beam Elementary	360492	Science Grades 5&8 Performance	HISP	45.6	13	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Performance	MULT	58.7	9	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Performance	SWD	28.5	10	*	I			
H H Beam Elementary	360492	Science Grades 5&8 Performance	WHITE	68.2	35	22.9	N			

Gaston County Schools Strategic Goals

Goal 1: Every student will graduate prepared for post-secondary opportunities

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| Focus Area | 1.1 Increase the graduation rate |
| | 1.2 Increase students completing Career and Technical Education courses and opportunities |
| | 1.3 Increase the number of students who graduate from high school with post-secondary credit |

Goal 2: Every member of our diverse student population has the opportunity for individualized instruction.

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| Focus Area | 2.1 Increase the percentage of students reading on or above grade level by the end of the third grade |
| | 2.2 Increase the strategies and tools available to ensure success of all students |
| | 2.3 Increase opportunities for a wide variety of academic choices |

Goal 3: Every employee is capable and committed to the education of the whole child.

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| Focus Area | 3.1 Attract and retain a high qualified workforce in all schools, including high-needs areas, through increased incentives. |
| | 3.2 Provide employees increased access to quality, research-based professional development |
| | 3.3 Survey students annually to determine the level of administrator-student relationships, teacher-student relationships, and overall school classroom climate |

Goal 4: Every school has up-to-date technology to support teaching and learning.

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| Focus Area | 4.1 Ensure all schools have sufficient wireless coverage |
| | 4.2 Increase the use of technology as a communication tool for all stakeholders |
| | 4.3 Increase the number of teachers and students who effectively use digital learning tools |

Goal 5: Every student has the opportunity to learn in a safe school environment.

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| Focus Area | 5.1 Increase facility safety features |
| | 5.2 Increase anti-bullying efforts at every school |
| | 5.3 Increase community resources to maximize student support systems |

2014 - 2015 H.H.Beam School Improvement Plan

Smart Goal # 1	School Improvement Team decides what the focus will be		
Strategic Plan Goal: Math	Goal 1		
Strategic Plan Goal focus area: Math Small Groups/Math Workshop	1.1, 1.2		
Current Status: At the end of the 2013-2014 school year, 26.1% of 253 students were proficient in math.			
School Interim Goal 2014-2015: Increase the number of students proficient in math by 20% in the 2014-2015 school year.			
School Goal 2014-2016: Increase the number of students proficient in math by 20% each year.			
Data Used: End of Year Test Scores, GCS Benchmarks			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Enhance identification of targeted math small groups based on common assessment/benchmark/Star math in all grade level math workshops.	Grade Level Teachers	Star Math, benchmarks, common assessments	During PLC meetings and after benchmark assessments, and at MOY monitoring window.
Identify and implement research based remediation and acceleration resources for the math small groups.	Danielle Baker, Marcia Rauch, Laura Paulk, Miranda Buchanon, Dianne Price, and grade level teachers	Walkthroughs during math small groups, Lesson Plans,	Ongoing and at SIP Monitoring Dates
Targeted after school tutoring by teachers in grades 2-5 during the last half of each grading period.	Grade level tutors, grade level teachers, Laura Paulk, Miranda Buchanon, Marcia Rauch, Danielle Baker	Star Math, benchmarks, common assessments	After each tutoring cycle
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
All grade level teachers	Ongoing professional development on effective use of math workshop.	Danielle Baker, Marcia Rauch, Diane Price,	1x per month September 2014 - March 2014

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments: 9/9/14 DA Approved.			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments: What are the measure that you will use to identify students for the tutoring sessions and how do students get off the tutoring list? DAJ;9/23/2014			
Title I Director Signature/Date/Comments(Title I Schools Only): 9/12/14 - SBullard - Approved			
Monitoring Date 1: November 12, 2014			
What did the data tell you? List your data and be specific.			
Did the strategie(s) lead you toward your goal? How do you know?			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			
Do the strategies need to be changed? If so, describe your process.			
Chief Accountability Officer Signature/Date/Comments:			
Peer Signature/Comments:			

Monitoring Date # 2: February 4, 2015	
What did the data tell you? List your data and be specific.	
Did the strategie(s) lead you toward your goal? How do you know?	
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?	
Do the strategies need to be changed? If so, describe your process.	
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

2014 - 2015 H.H.Beam School Improvement Plan

Smart Goal # 2		Ready Accountability and AMO Targets	
Strategic Plan Goal: Literacy		Goal 2	
Strategic Plan Goal focus area: Literacy Small Groups/Readers' Worksh		2.1, 2.2	
Current Status: At the end of the 2013-2014 school year, 20.9% of 253 students were proficient in reading.			
School Interim Goal 2014-2015: Increase the number of students proficient in reading by 28% in the 2014-2015 school year.			
School Goal 2014-2016: Increase the number of students proficient in reading by 25% each year after 2014-2015.			
Data Used: End of Year Test Scores, GCS Benchmarks			
Strategies(Action Steps)	Implementation Team	What Data will you collect	When will you monitor?
Collaborate with parents to increase home reading through the training and use of Big Universe in the home.	Grade level teachers, Danielle Baker, Christine Ballard, Laura Paulk, Miranda Buchanon	usage reports on Big Universe, parent survey	SIP monitoring schedule
Teachers will observe Model Lessons and participate in classroom coaching sessions with reading specialists for feedback and implementing more effective use of small groups. Flexing of students in classrooms will be explored with some teachers.	Danielle Baker, Laura Paulk, Miranda Buchanon, Grade Level Teachers, Outside specialist	Lesson plan, anecdotal notes, walkthroughs, teacher followup on coaching sessions	SIP monitoring schedule
Targeted after school tutoring by teachers in grades 2-5 during the last half of each grading period.	Grade level tutors, grade level teachers, Laura Paulk, Mlranda Buchanon, Marcia Rauch, Danielle Baker	mClass data, benchmarks, common assessments	After each tutoring cycle
Professional Development - Identify the professional development required to successfully implement the strategies listed above			
Staff/group participants	Professional Learning/Activities	Trainer	Date Completed
Grade level teachers	Ongoing Professional Development focused on remediation and acceleration in literacy small groups.	Danielle Baker, Laura Paulk, Miranda Buchanon, Grade Level Teachers	5/1/2015

Total Number of Staff Members:			
Number of Staff Members Approving Plan:		% of Staff Members Approving Plan:	
District Level Approval of School Improvement Plan			
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments: 9/9/14 DA Approved.			
Assistant Superintendent for Administration Signature/Date /Comments:			
Chief Accountability Officer Signature/Date/Comments: What are the measure that you will use to identify students for the tutoring sessions and how do students get off the tutoring list? DAJ;9/23/2014			
Title I Director Signature/Date/Comments(Title I Schools Only):			
Monitoring Date 1: November 12, 2014			
What did the data tell you? List your data and be specific.			
Did the strategie(s) lead you toward your goal? How do you know?			
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?			
Do the strategies need to be changed? If so, describe your process.			
Chief Accountability Officer Signature/Date/Comments:			
Peer Signature/Comments:			

Monitoring Date 2: February 4, 2015	
What did the data tell you? List your data and be specific.	
Did the strategie(s) lead you toward your goal? How do you know?	
Are the strategies being faithfully implemented? How do you know? What will you do if they're not?	
Do the strategies need to be changed? If so, describe your process.	
Assistant Superintendent for Elementary and Secondary School Signature/Date/Comments:	
Assistant Superintendent for Administration Signature/Date /Comments:	
Chief Accountability Officer Signature/Date/Comments:	

Compliance Statements

1. Describe your plan to provide duty-free lunch to all teachers: Teacher will continue to eat lunch with their students at lunch as in the past. Teachers have been invited to consider and submit ways that duty-free lunch might be provided in the future.

2. Describe your plan to provide planning time for each regular classroom teacher each week, with the goal of 5 hours per week. Teachers are provided with 2.5 hours of planning time each week.

3. Physical activity is not denied to any students as a means of discipline, nor physical activity used as a form of punishment (K-8 only): Teachers and teacher assistants will be reminded of this policy at the Back to School staff meeting.

4. Each student participates in an average of 30 minutes per day of physical activity outside of the physical education class (K -8 only). Teachers will be given suggestions on how to make time in the day for physical activity.

Title I Statewide Project Summary: Needs Assessment

Provide an explanation of the Comprehensive Needs Assessment which reflects statutory requirements. Schools must address particularly the needs of low-achieving children and those at risk of not meeting state student achievement standards. Refer to the SIP profile or plan for any of these items (note page numbers).

Important note: Components 1-9 on the Title I Compliance Statements of the School Improvement Plan must refer to this needs assessment.

1. Summary of Comprehensive needs summary

School Demographics:

Staff: HH Beam has 27 classroom teachers in grades K-5 and 5 teacher assistants that serve grades K. There is one full time ESL teacher and one ½ time AIG teacher, two and ½ EC teachers, one math teacher, one instructional facilitator, one behavior lab teacher and one literacy teacher. All teachers and teacher assistants are considered highly qualified.

Students: HH Beam currently enrolls 575 PreK-5 students. The student ethnicity groups include: 31% Black, 46% White, 17% Hispanic, 1% American Indian, 5% other. Our free and reduced-price lunch status is currently 91%.

Student Achievement:

mClass Reading 3D: Based on 2013 BOY mClass Reading 3D results: K-46% proficient on DIBELS and 39% proficient on TRC; 1-58% proficient on DIBELS and 45% proficient on TRC; 2-61% proficient on DIBELS and 46% proficient on TRC; 3-47% proficient on DIBELS and 43% on TRC.

K Math Benchmark and STAR Math: Based on the 2013 K BOY math benchmark and 1-5 STAR Math results: K- 0% proficient, 1 - 59% proficient, 2 - 37% proficient, 3- 43% proficiency, 4- 43% proficient, and 5 – 62% proficient.

12-13 EOG: Based on the 2012-13 EOG assessment results, HH Beam's students met 20 out of 25 (80%) Federal AMO targets and 23 out of 30 (77%) State AMO targets. The school did not meet expected growth. The students scored 25% proficiency in reading, 31% proficiency in Math, and 17% proficiency in Science. Overall, 3rd grade scored 29% proficiency (MA-32.3%, RD-25.8%), 4th grade scored 27.3% proficiency (MA-29.3%, RD-25.3%), and 5th grade scored 24.1% proficiency (MA-31.6%, RD-23.7%, SC-17.1%). The overall subgroup proficiencies were: All-26.6% (MA-31.0%, RD-25.0%, SC-17.1%), Female-27.6%, Male-25.6%, Black-16% (MA-20%, RD-14%), Hispanic-34.7%, More than 2 Races-16.7%, White-33.3% (MA-38.4%, RD-30.4%, SC-25.0%), ED-25.1% (MA-28.9%, RD-23.8%, SC-16.7%), LEP-10.3%, SWD-13.1% (MA-10.5%, RD-13.2%) and AIG-88.1%.

Areas of Need: (1) According to the K DIBELS score students need additional support in letter naming and first sound fluency. (2) According to the 2nd grade DIBELS and TRC score there is a drop between DIBELS skills proficiency and TRC proficiency which should be addressed. (3) According to the 1st grade STAR math students need additional support in the area of numeration; and, 3rd grade students need additional support in multiplication, fractions and decimals. (4) Fraction and geometry concepts in math and vocabulary in science are our weakest areas especially in 5th grade. (5) Reading comprehension skills need to be targeted in 4th and 5th grade."

2. School wide Reform Strategies-Teachers will identify students below grade level in reading and math throughout the year utilizing the tier plans in MTSS. The students that are determined to be performing below grade level proficiency will be targeted for small group direct instruction within the classroom. Based on the Critical Needs Assessment (CNA), phonemic awareness and phonics will be the focus of reading instruction for Kindergarten using the Fountas and Pinnell phonics and reading program and Florida Center Reading Research (FCRR) small group interventions strategies. Grades 1-5 will focus on reading fluency, stamina, comprehension and vocabulary through Readers/Writers Workshop, Words Their Way (3-5), FCRR small group intervention strategies. The Title I literacy teacher will provide additional reading support outside the classroom in grades K-2 for those students performing below grade level in reading. Based on the CNA, in math K-2 will focus on numeration through Investigations and small group math instruction utilizing games and manipulatives. Grades 3-5 will focus on fractions and geometry concepts through Investigations, guided math, and small group math instruction utilizing Pearson SuccessNet and manipulatives. We will increase our reading instruction block to 120 minutes including content integration in order to support Reading and Science scores. mClass Reading 3D, STAR, and common assessments will be used to monitor student progress for each goal and discussed in grade level PLC sessions. Teachers will also be trained in STEM instruction in order to increase Math and Science scores.

mClass will be used in all grades (K-5) to help improve reading skills. STAR Reading, STAR Math, and Classworks will be used to reinforce curriculum in the testing format. Technology will be used as a method of differentiation to meet student needs. The Composer program will continue for the 2nd and 3rd grades in an effort to seek out and encourage students who have the potential to qualify for the AIG program. Small groups will be used in reading and math instruction. Each classroom would be equipped as a 21st century classroom (Smart Board, LCD projector, iPad, interactive response systems (upper grades), document camera, and other technologies as they are identified).

3. Instruction by a highly qualified professional staff- To ensure that highly qualified teachers instruct students, there is a collaborative effort between the District and the school to recruit, hire and assign quality teachers. There is a commitment by all to get the right teachers on board in the correct assignment. This requires a review of credentials at the school and District Level. Currently 100% of the staff population is considered Highly Qualified by the state of North Carolina.

4. High quality and ongoing professional development- Professional development opportunities are aligned to the results of the comprehensive needs assessment. Teachers and staff participate in various, ongoing staff development activities designed to facilitate district and school-wide initiatives. Professional development plans reflect research-based instruction and best teaching practices. The areas of focus are MTSS, literacy, mathematics, differentiation, and technology. All sessions are conducted by professionals trained and/or experienced in the area in which they are presenting. All training is evaluated in terms of student achievement and staff evaluations

5. Strategies to attract high quality teachers to high needs schools- Strategies to attract and retain highly qualified teachers include: planning block 3 days a week, common planning time, 2 grade-level planning days, technology resources, mentors to support new teachers, quarterly socials, and curriculum support provided by a full-time Instructional Facilitator and literacy teacher, and grade-level PLC teams. We recognize our Teacher of the Year, Beginning Teacher of the Year, and ongoing staff recognitions at faculty meetings.

6. Strategies to increase parent involvement- A parent involvement committee coordinates family activities. This committee consists of staff and parents. A variety of family activities are provided to build stronger home-school relationships. HH Beam's strategies are based on the needs defined in the CNA that focus on parent involvement at the classroom level as well as the school level. Strategies include (1) creating leadership opportunities for parents on PAC, SIT, and mentor/volunteers (2) parent events/workshops around STEM, reading strategies, and math games. Teachers are expected to maintain ongoing communication with parents and document parent contacts to ensure that all parents receive frequent interaction. Parent conferences are conducted twice a year and on an as-needed basis. The school web page keeps parents updated and offer opportunities for two-way communication through emails. School-Home communication occurs through phone system (English and Spanish), monthly newsletters, and notes to parents in student agendas/folders. A parent resource room provides parents with access to materials that they can use with their children at home.

7. Preschool transition strategies - HH Beam has two terminal grades which require transition. Pre-K students transition to Kindergarten and 5th grade students transition to Middle School. Pre-K students transition plan allows each K student the opportunity to experience Kindergarten. Students in Pre-K will begin to eat in the cafeteria in May, replacing the homestyle meals of the classroom. Pre-K students will visit the Kindergarten classrooms and will also have time to interact with other K students at recess. Community Pre-K programs within our school lines are invited to participate in with our transition activities along with our school-based Pre-K programs. Fifth grade students will visit the middle school to which he/she is assigned in preparation for the first middle school year. On Awards Day, 5th grade students will hear from a speaker who will speak to the importance of High School graduation and Middle School participation.

8. Including teachers in decisions regarding the use of assessment- Teachers are given the opportunity to participate in decision making through membership on the School Improvement Team (SIT), the Multi-Tiered Systems of Support (MTSS) team, grade level PLC teams, school-level committees, staff meetings, and formal and informal surveys. As we implement MTSS, teachers and PLC teams will use multiple sources of data to create and implement tier plans to maximize our curriculum to meet the needs of all students. Teacher progress monitor student progress through mClass, STAR, and common assessments, and other informal assessments and analyze the data to determine changes to curriculum and instructional plans.

9. Activities for children experiencing difficulty-Students who experience difficulty will be supported in a variety of ways. Using multiple data points from informal and formal assessments, report cards, and teacher/parent input, teachers will write a tier plan for any student who is not performing at grade level according to MTSS guidelines. Teachers will regularly update the tier plans to indicate if the strategies are effective. Tier plan interventions allow the classroom teachers to gather data about a student's progress in the identified area(s) of need. Reading and math small group instruction will be the standard for all regular classrooms. Students who are experiencing difficulty will also have access to tutoring. Teachers will target specific students for after school tutoring grades 2, 3, 4, and 5 quarterly. Tutors will focus on remediation of specific skills taught in the semester. H.H. Beam will use CHAMPS as the school-wide system for student management.

School Improvement Team Approval of School Improvement Plan

Committee Positions	Name	Signature	Date
Principal	Laura Paulk		9/11/2014
Assistant Principal	Miranda Buchanon		9/11/2014
Teacher Representative	Kristi Bostick		9/11/2014
Teacher Representative	Sabrina Smith		9/11/2014
Teacher Representative	Nicole Hallman		9/11/2014
Teacher Representative	M.Alex Fitschen		9/11/2014
Teacher Representative	Krista Hance		9/11/2014
Teacher Representative	Ryan McKenney		9/11/2014
Teacher Representative	Danielle Baker		9/11/2014
Teacher Representative	Arthur Allen		9/11/2014
Teacher Representative	Kathy Herring		9/11/2014
Teacher Representative			
Instructional Support Representative	Karen Solis		9/11/2014
Instructional Assistant	Greg Stalcup		9/11/2014
Parent Representative	Sandra McFalls		9/11/2014
Parent Representative			

School Improvement Team Approval of School Improvement Plan

Committee Positions	Name	Signature	Date
Principal	Laura Paulk		
Assistant Principal	Miranda Buchanon		
Teacher Representative	Kristi Bostick		
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Parent Representative	Sandra McFalls		
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School Improvement Team Approval of School Improvement Plan

Committee Positions	Name	Signature	Date
Principal			
Assistant Principal			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Teacher Representative			
Instructional Support Representative			
Instructional Assistant			
Parent Representative			
Parent Representative			

School Improvement Team Approval of School Improvement Plan

Committee Positions	Name	Signature	Date
Principal	Laura Paulk		
Assistant Principal	Miranda Buchanon		
Teacher Representative	Kristi Bostick		
Teacher Representative	Sabrina Smith		
Teacher Representative	Nicole Hallman		
Teacher Representative	M.Alex Fitschen		
Teacher Representative	Krista Hance		
Teacher Representative	Ryan McKenney		
Teacher Representative	Danielle Baker		
Teacher Representative	Arthur Allen		
Teacher Representative	Kathy Herring		
Teacher Representative			
Instructional Support Representative	Karen Solis		
Instructional Assistant	Greg Stalcup		
Parent Representative	Sandra McFalls		
Parent Representative			