

1. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Boyce Elementary School School Improvement Plan 2023-24

Goal 1: All Boyce students will be proficient in Reading

Strategy: Instructional staff will implement Reading Wonders during a non-negotiable 90 minute per day. This will include whole group instruction, independent reading time and differentiated small group instruction.

Measurable Objective:

- 55% of 3rd, 4th, and 5th grade students will demonstrate a proficiency in achievement in reading by 6/7/2024 as measured by M-STEP.
- 80% of all students will demonstrate a proficiency in achievement in reading by 6/7/2024 as measured by Acadience Composite Score.
- 60% of all students will demonstrate proficiency by meeting their end of the year projected RIT score in reading by 6/7/2024 as measured by NWEA.
- 55% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in reading by 6/7/2024 as measured by M-STEP.
- 55% of 3rd, 4th, and 5th grade students with disabilities will demonstrate a proficiency in achievement in reading by 6/7/2024 as measured by M-STEP.

Activities

- Grade Level Problem Solving Meetings
- Response to Intervention (WIN time)
- Paraprofessional Support
- Literacy Essentials
- PLC work time
- Take Home Reading
- Classroom Libraries
- MTSS/PBIS supports
- 5D+ of Teaching and Learning
- Curriculum Nights
- Individual Reading Plans
- 100% Conference Contact

Goal 2: All Boyce students will be proficient in Math

Strategy: Instructional staff will implement Into Math for 60 minutes per day. This will include whole group instruction, independent work and differentiated small group instruction.

Measurable Objective:

- 45% of 3rd, 4th, and 5th grade students will demonstrate a proficiency in achievement in mathematics by 6/7/2024 as measured by M-STEP.
- 60% of all students will demonstrate proficiency by meeting their end of the year projected RIT score in mathematics by 6/7/2024 as measured by NWEA.
- 80% of all students will demonstrate a proficiency in achievement in mathematics by 6/7/2024 as measured by unit math tests.
- 45% of 3rd, 4th, and 5th grade economically disadvantaged students will demonstrate a proficiency in achievement in mathematics by 6/7/2024 as measured by M-STEP.
- 45% of 3rd, 4th, and 5th grade students with disabilities will demonstrate a proficiency in achievement in mathematics by 6/7/2024 as measured by M-STEP.

Activities

- Response to Intervention (WIN time 4th/5th)
- Paraprofessional Support
- PLC work time (4th/5th)
- MTSS/PBIS supports
- 5D+ of Teaching and Learning
- Curriculum Nights
- Number Talks
- 100% Conference Contact

Goal 3: All Boyce students will make positive behavior choices.

Strategy: All staff will consistently implement a proactive and positive approach to school and classroom management which includes teaching expectations through planned and explicit lessons. Staff will teach expectations according to building schedule, based on data, and use lessons written by staff. This proactive approach will be documented and shared with all stakeholders through the handbook, behavior matrix and

communication with parents. A system for acknowledgements and a continuum of consequences will be school-wide.

Measurable Objective:

- A 5% increase of all students will demonstrate a behavior that is appropriate based on the positive behavior intervention and support system by 6/7/2024 as measured by SWIS.

Activities

- Fidelity Checks
- SWIS data reviews (SMART Goals)

Goal 4: All Boyce students will be proficient in Science

Strategy: All instructional staff will implement the Mystery Science program that was created specifically to address the New Michigan Science Standards (NGSS) which was based on the framework for K-12 science education.

Measurable Objective:

- 20% of 5th grade students will demonstrate a proficiency in achievement in science by 6/7/2024 as measured by M-STEP.

Activities

- Curriculum Committees
- 5D+ of Teaching and Learning
- Paraprofessional Support
- 100% Conference Contact

Goal 5: All Boyce students will be proficient in Social Studies.

Strategy: All instructional staff will implement the Studies Weekly program while teaching the social studies curriculum. The program contains

engaging activities and articles and also lends itself to cross-curricular learning.

Measurable Objective:

- 20% of 5th grade students will demonstrate a proficiency in achievement in social studies by 6/7/2024 as measured by M-STEP.

Activities

- Curriculum Committees
- 5D+ of Teaching and Learning
- Paraprofessional Support
- 100% Conference Contact

2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Boyce does house one Emotionally Impaired Classroom, it is primarily a kindergarten through fifth grade elementary school, not a specialized school.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Curriculum Development at Ionia Public Schools – Elementary Schools, 2023-2024

Curriculum development at Ionia Public Schools is a process that requires a large commitment from the teachers and administrators involved. These stakeholders must accept the responsibility for interpreting and aligning the Michigan Standards. They are developing or have developed essential component curriculum maps and learning targets from these standards in math and ELA. These stakeholders were also involved in researching and recommending materials.

The district continues to commit to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. Also, the research shows that the greatest gains are for at-risk students. The district has committed to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science, and social studies.

The curriculum focus continues to be the implementation of Reading Wonders and the integration of the Literacy Essentials. Data shows that the skills of our students

are increasing. We have continued supporting grade-level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential reading components (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension).

Bridges Math continues to be implemented by all kindergarten through fifth grade teachers. This curriculum will equip teachers to fully address state standards in a rigorous, engaging, and accessible manner. It will help students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places, and Number Corner.

New this school year was the implementation of a social emotional learning curriculum called TRAILS. TRAILS stands for **T**ransforming **R**esearch into **A**ction to **I**mprove the **L**ives of **S**tudents. This curriculum equipped classroom teachers to deliver 20 brief, developmentally-appropriate lessons which align with Michigan's focus on student safety, health, and wellness.

Academic success and improvement are of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Executive Director of instructional Services, Alicia Thorlund, at 616-527-9280.

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Bridges Math was purchased and implemented by all kindergarten through fifth grade teachers. This curriculum will equip teachers to fully address state standards in a rigorous, engaging, and accessible manner. It will help students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places, and Number Corner.

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As seen above, the core curriculum focus for the previous school year 2022-2023 was very similar to the focus for the 2023-2024 curriculum development section. The TRAILS, social emotional learning curriculum was added for all students to meet student needs.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

	Mean RIT (Reading) 2023/2024	Mean RIT (Math) 2023/2024
K	153.1 (Norm 153.09)	160.2 (Norm 157.11)
1st	170 (Norm 171.4)	179 (Norm 176.4)
2nd	175 (Norm 185.57)	184(Norm 189.42)

3rd	192 (Norm 197.12)	192 (Norm 201.08)
4th	199 (Norm 204.83)	204 (Norm 210.51)
5th	203 (Norm 210.98)	212 (Norm 218.75)

	Mean RIT (Reading) 2022/2023	Mean RIT (Math) 2022/2023
K	153.1 (Norm 153.09)	160.2 (Norm 157.11)
1st	171.9 (Norm 171.4)	176.7 (Norm 176.4)
2nd	183.8 (Norm 185.57)	192.5 (Norm 189.42)
3rd	192.6 (Norm 197.12)	198.4 (Norm 201.08)
4th	198.3 (Norm 204.83)	207.9 (Norm 210.51)
5th	206.3 (Norm 210.98)	216.3 (Norm 218.75)

	Mean RIT (Reading) 2021/2022	Mean RIT (Math) 2021/2022
K	154.1 (Norm 153.1)	161.4 (Norm 157.1)
1st	170.2 (Norm 171.4)	176.1 (Norm 176.4)
2nd	181.5 (Norm 185.6)	194.6 (Norm 189.4)
3rd	194.1 (Norm 197.1)	198.6 (Norm 201.1)
4th	200.1 (Norm 204.8)	208.1 (Norm 210.5)
5th	201.8 (Norm 211)	210.8 (Norm 218.7)

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2023-2024 School Year

	Fall Conferences	% Attendance	Spring Conferences	% Attendance
kinderstart	NA	NA	NA	NA
kindergarten A	21/21	100%	18/19	95%
kindergarten B	18/21	86%	19/19	100%
1st grade A	18/18	100%	22/22	100%
1st grade B	19/20	95%	20/20	100%
2nd grade A	21/23	92%	21/23	92%
2nd grade B	26/26	100%	24/24	100%
3rd grade A	25/27	93%	26/26	100%
3rd grade B	25/25	100%	26/26	100%
4th grade A	28/28	100%	28/28	100%
4th grade B	N/A	N/A	N/A	N/A
5th grade A	22/22	100%	22/25	88%%
5th grade B	23/23	100%	24/25	96%
EI room	3/3	100%	0/4	0%
	249/257	97%	250/261	96%

2022-2023 School Year

	Fall Conferences	% Attendance	Spring Conferences	% Attendance
kinderstart	NA	NA	NA	NA
kindergarten A	23/23	100%	21/22	95%
kindergarten B	20/20	100%	18/20	90%

1st grade A	20/20	100%	20/20	100%
1st grade B	19/19	100%	20/21	95%
2nd grade A	15/17	88%	17/17	100%
2nd grade B	18/18	100%	17/18	94%
2nd grade C	18/18	100%	18/18	100%
3rd grade A	33/33	100%	31/31	100%
4th grade A	24/24	100%	23/24	96%
4th grade B	25/26	96%	24/25	96%
5th grade A	21/24	88%	23/24	96%
5th grade B	23/23	100%	22/22	100%
EI room	6/6	100%	6/6	100%
	265/271	98%	260/268	97%

2021-2022 School Year

	Fall Conferences	% Attendance	Spring Conferences	% Attendance
kinderstart	NA	NA	NA	NA
kindergarten A	21/21	100%	20/20	100%
kindergarten B	22/22	100%	22/22	100%
1st grade A	27/27	100%	29/29	100%
1st grade B	28/28	100%	20/28	71%
2nd grade A	16/16	100%	15/15	100%
2nd grade B	16/16	100%	16/16	100%
3rd grade A	24/24	100%	24/24	100%
3rd grade B	19/20	95%	23/24	96%
4th grade A	23/23	100%	23/23	100%

4th grade B	25/25	100%	25/25	100%
5th grade A	26/26	100%	26/26	100%
5th grade B	23/25	92%	23/24	96%
EI room	7/7	100%	7/7	100%
	277/280	99%	273/283	96%

Many congratulations to the hard-working students, parents and staff of Boyce Elementary School. Test results show that Boyce students are doing a solid job learning the taught curriculum. While achievement levels are high, there is still room for much improvement. I look forward to the 2024-2025 school year as we implement the strategies and activities of our School Improvement Plan and continue to work together to inspire our students to even greater levels of achievement.

Sincerely,

Heather Charon
 Boyce Elementary School
 Principal