



# **School Improvement Plan**

**Black Elementary School**

**Warren Consolidated Schools**

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# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction .....	6
Component 1: Needs Assessment .....	7
Component 2: Services to Eligible Students .....	10
Component 3: Incorporated Into Existing School Program Planning .....	11
Component 4: Instructional Strategies .....	12
Component 5: Title I and Regular Education Coordination .....	14
Component 6: Instruction by Highly Qualified Staff .....	15
Component 7: High Quality and Ongoing Professional Development/Learning .....	16
Component 8: Strategies to Increase Parental Involvement .....	17
Component 9: Coordination of Title I and Other Resources .....	21
Component 10: Ongoing Review of Student Progress .....	25
Evaluation .....	26

Overview ..... 29

Goals Summary ..... 30

    Goal 1: All students will meet or exceed state standards in mathematics..... 31

    Goal 2: All students will meet or exceed state standards in reading..... 40

    Goal 3: All students will meet or exceed state standards in social studies. .... 52

    Goal 4: All students will meet or exceed state standards in science..... 72

    Goal 5: All students will meet or exceed state standards in writing..... 80

Activity Summary by Funding Source..... 82

## **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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

# **Title I Targeted Assistance Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment**

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

Margaret Black Elementary Staff collaborated in the comprehensive needs assessment during half day PLC meetings, MTSS meetings, and monthly staff meetings during the 2017-2018 school year. Data was accessed electronically and/or paper copies distributed from Data Director, Data Manager, BAA, CEPI, MI School Data, Advanced-ed, and Power School. The school improvement team initiated the analysis process during PLC meetings. Staff then identified achievement gaps in all content areas for ALL students and sub groups of students with multiple data points and test results. Connections were then discussed and aligned with staff/parent/student, program, demographic input. As a result, students were then chosen with the following WCS OCI entrance criteria for supplemental Title 1 ELA services based on fall DRA2/MLPP scores:

Kindergarten: MLPP: Identifying 10 or less Letters

Grade 1: DRA2: Level 2 and Below

Grade 2: DRA2: Level 14 and Below

Grade 3: DRA2: Level 20 and Below

Grade 4: DRA2: Level 30 and Below

Grade 5: DRA2: Level 34 and Below

Staff prioritized the areas of greatest need for all and identified sub groups and set preliminary goals. Staff worked together to develop strategies and determine what research based programs should be used to obtain goals. The School Improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP leaders communicated with staff at PLC meetings to ensure that all stakeholders are involved in the process. Staff rated ourselves as a level three in data analysis (Part of the Self-Assessment). The building principal invited a parent representative to join our team with a face-to-face meeting to explain the school improvement process. The parent who accepted the invitation attended as many meetings as they possibly could. She was helpful in providing a parental perspective. The parent was an active participant in the parent involvement plan and activities, reviewing parental feedback from surveys that were completed in April regarding school culture, curriculum, and the Title 1 program and services provided. The parent then shared their updates with the PTO to encourage parent involvement. Parent input was also welcomed at the PTO meeting and addressed promptly. Additionally, parental questions and concerns were addressed and discussed during conferences with teachers, the building principal, and at the Spring Title 1 Evaluation meeting.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Margaret Black Elementary Staff collaborated in the comprehensive needs assessment during half day PLC meetings, MTSS meetings, bi-weekly support staff meetings, and monthly staff meetings during the 2017-2018 school year. Data was accessed electronically and/or paper copies distributed from Data Director, Data Manager, BAA, CEPI, MI School Data, AdvancedED and Power School. The school improvement team initiated the analysis process during PLC meetings. Staff then identified achievement gaps in all content areas for ALL students and sub groups of students with multiple data points and test results. Connections were then discussed and aligned with staff/parent/student, program, demographic input. As a result, students were then chosen with the following WCS OCI entrance criteria for supplemental Title 1 ELA services based on fall DRA2/MLPP scores:

## School Improvement Plan

Black Elementary School

---

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Grade 3: DRA2: Level 20 and Below

Grade 4: DRA2: Level 30 and Below

Grade 5: DRA2: Level 34 and Below

In addition to the above, NWEA scores were examined to determine the bottom 30% of students in ELA and mathematics. The data analysis, in combination with need determined by DRA2, WIDA levels, teacher observation of basic skills, all were used to determine eligibility for Title 1 services.

Staff prioritized the areas of greatest need for all and identified sub groups and set preliminary goals. Staff worked together to develop strategies and determine what research based programs should be used to obtain goals. The School Improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancedED. SIP leaders communicated with staff at PLC meetings to ensure that all stakeholders are involved in the process.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

After assessing the data and needs of the students, the SIP team at Black Elementary determined that Tier III Title I services would focus on Language Arts and Mathematics support. Data has shown that students who struggle in one or more of the core subject areas consistently struggle with reading, which consequently impacts their success in all four content areas. As a result, the Title I program at Black primarily provides Language Arts support services with the belief that as the at-risk students increase their reading level, they will be more successful in the remaining core content areas. Tier 3 Mathematic interventions would be focused on for third to fifth graders.

(60% ELA / 40% Mathematics)

Additional criteria used to identify and select students for services are:

- DRA2 scores
- Continuum Sight Word Assessment
- Easy CBM testing
- District Writing Assessments - "not proficient" based on the scoring rubric
- Attendance Issues: significant absences, tardiness, truancy
- Homeless
- Behavioral, Social Emotional: (for counseling services)

English Language Arts:

Reading Grade Span: These criteria were used to identify at risk students grades K-5.

Identification/Criteria for Selection: Students were identified as "at risk" based on their MLPP/DRA2 scores throughout the school year.

Teacher input was also considered when identifying students as at risk of failing, based on completion/challenges of daily classroom activities.

Writing Grade Span: These

criteria were used to identify at risk students grades K-5.

Identification/Criteria for Selection: Students were identified as "at risk" based on NWEA scores compared multiple times throughout the

school year. In addition, MSTEP scores were used in grades where the applicable subject area was assessed. Teacher input was also considered based on completion of daily activities as well as daily observation.

**Math Grade Span:** These criteria were used to identify at risk students grades K-5.

**Identification/Criteria for Selection:** Students were identified as "at risk" based on NWEA scores compared multiple times throughout the school year. In addition, MSTEP scores were used in grades where the applicable subject area was assessed. Students also qualified as at-risk based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation. Add+Vantage Math Recovery assessments were then used to identify specific academic deficits in mathematics.

**Science Grade Span:** These criteria were used to identify at risk students grades K-5.

**Identification/Criteria for Selection:** Students were identified as "at risk" based on NWEA scores compared multiple times throughout the school year. In addition, MSTEP scores were used in grades where the applicable subject area was assessed. Students also qualified as at-risk based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

**Social Studies Grade Span:** These criteria were used to identify at-risk students grades K-5.

**Identification/Criteria for Selection:** Students were identified as "at-risk" based on NWEA scores compared multiple times throughout the school year. In addition, MSTEP scores were used in grades where the applicable subject area was assessed. Students also qualified as at-risk based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

**4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

During PLC meetings, Grade level data dig sessions, MTSS meetings, and common prep times, teachers in kindergarten through grade two worked with the Title I teacher and principal to identify students based on the following criteria:

- Teacher recommendation: In collaboration with the Title I teacher, classroom teachers, counselor, and support staff, identified students as at risk based on DRA2 scores, WIDA scores, MLPP scores, classroom observations of daily classroom work, and grade level assessments, and parental concerns were also considered
- DRA2/Running Record of at least one year below grade level
- Current NWEA scores in the bottom 30%
- Kindergarten students who identify 10 or less letters during MLPP testing, qualify for Title I support services, which consists of additional practice with letter and sound identification.
- District Writing Assessment -"not proficient" based on the scoring rubric
- Homelessness

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Data reports were created from Data Director, which included state assessment data, local assessment data, and DRA2 data. The bottom 30% were highlighted and cross referenced with socio-economic need and teacher recommendation if applicable. Further reading skill assessments were administered to the identified students.

This is consistent by grade level and content subject. Data reports are reviewed by Title I staff, teachers, and building principal during PLCs as well as during SIP meetings if necessary.

Students who qualify for these additional services receive additional guided reading, fluency and comprehension practice; Add+Vantage Math Recovery Interventions; and/or counseling sessions from the Title I teacher, counselor and/or Language Acquisition teacher and aide, which spans all four core subject areas, a minimum of three to five times per week. Students also receive additional writing practice with activities such as thinking maps, which are used to follow-up the guided reading process. For mathematics students receive instruction and practice to master core basic efficient strategies in number identification, number sequence, addition, subtraction, place value, multiplication, and division using Math Recovery strategies. This service provides intense, small group instruction that is at the students' level. In addition, students may receive take-home book bags with leveled readers, math manipulatives and charts for at home practice.

When data is analyzed, and it is evident that a student is not making adequate growth with the double dose guided reading Tier III intervention, the strategy used is modified. More direct instruction or the level of support is adjusted. When funding is available, Title I students may also receive summer reading support through our motivational summer math and reading program, which is facilitated by school staff. Title 1 support services span grades K-5 throughout the school year.

### **Component 3: Incorporated Into Existing School Program Planning**

#### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Black Elementary has been involved with the NCA/AdvancED School Improvement Process for over 15 years. The members of the school improvement team were involved in all aspects of the plan. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Staff examined student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perceptions data (various stakeholder surveys), and demographic data throughout the year during half day Professional Learning Community (PLC) time, MTSS Meetings, and Grade Level and intervention team data digs. The Targeted Assistance Plan is aligned with the Common Core State Standards (CCSS), and Public Act 25. Warren Consolidated Schools has a process for the review and revision of curriculum on a timely basis. Curriculum teams, which include the Chief Academic Officer, administrators and teachers, meet to review and revise curriculum in accordance with State and district timelines. A Curriculum Review multi-year planning calendar is on file in the Curriculum and Instruction Office through the year 2019.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Our strategy of supplementary guided reading with the Title I teacher provides Title I students with additional time and practice in the areas of reading comprehension, fluency and writing. Students receive supplemental reading instruction with both fiction and nonfiction texts, which include social studies and science. Often, an appropriate thinking map is used after reading these texts to help the students organize their thoughts and main ideas from the reading. This instruction is provided up to five times per week for thirty to forty-minute sessions as a double dose of guided reading and in addition to their core-content classroom instruction. As data is analyzed on an ongoing basis, the intervention team and staff add additional direct instruction for students that are not making adequate growth. The state assessments show the national percentile ranking of the students in each subcategory of each content area. These results are analyzed by the intervention team to identify the areas of greatest need. Quantitatively, students will increase time spent engaged in leveled reading group instruction across the core content areas. This will accelerate progress as at-risk students spend more time in this instructional area than their non-at-risk counterparts.

For Mathematics, the Title 1 teacher will provide students with additional time to work on efficient math strategies in the areas of number sense, number identification, addition, subtraction, place value, multiplication and division. Instruction will take place three to five days for twenty to forty-minute sessions each week. Ad+Vantage Math Recovery assessments will be used to analyze specific need and growth. As data is analyzed on an ongoing basis, the intervention team and staff will add additional direct instruction for students that are not making adequate growth. Students will be monitored through our formal MTSS process.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

As was indicated in the NWEA, M-STEP, WCS OCI data analysis from Spring 2018, English Language Arts and Mathematic scores continue to be a concern for the at-risk population at Black Elementary. These deficits were also noticed in the DRA2 testing done throughout the 2017-2018 school year with our students in order to provide students with meaningful, non-linguistic representations, as defined in McREL's Classroom Instruction that Works (2012), Title I students receive additional guidance with thinking maps following double dose guided reading lessons with the Title I teacher. This practice provides Title I students with tools to organize their thoughts and informational texts in a non-linguistic way. The careful use of nonfiction passages, the paired reading texts in the Leveled Literacy Intervention kit (LLI), Read Naturally Materials, and guided reading books from the Literacy Library span across all four core content areas. Thus, Title I students have additional practice in synthesizing informational texts throughout all subject areas. Additionally, students that continue to struggle are given direct phonics and oral language support through the Reading Mastery program to help make accelerated progress. For Mathematics, Ad+Vantage Math Recovery assessments, materials and strategies will be used in conjunction with common core math strategies to help students fill in academic gaps in mathematics.

**3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Title I students receive extended learning opportunities provided by the Title I teacher, in addition to Tier II support within the classroom. Services provided by the Title I teacher occur in thirty to forty-minute increments, up to five times per week. Services include direct instruction in small groups, double dose guided reading and writing with the use of thinking maps. Texts are chosen to span across all four core content areas, therefore, providing supplemental guided reading cross curricular. In addition, upon the completion of many texts, students complete an appropriate thinking map to show important content and organize their deep thinking about the texts. Supplemental instruction with the Title I teacher is provided to students in grades kindergarten through grade five. Student data is monitored throughout the year during PLC meetings, common prep times, MTSS meetings and school improvement meetings. The building administrator, Title I staff, counselor, special education staff, and general education staff examine a variety of student-level data. Reports are available from Data Director which contain MSTEP, DRA2, and common assessment data. NWEA scores can be accessed through their site. These are supplemented with classroom grades accessible through PowerSchool. Data analysis is a regular part of PLC meetings and MTSS meetings where intervention staff and general staff come together to determine any academic impact for students. Since the implementation of the TA program at Black Elementary, we have seen evidence that supports the effectiveness of extended, supplemental learning opportunities. Parent involvement has increased with at-risk students since the implementation of the TA program. This is assessed through the tracking of parent participation at Title I parent events. Student movement in the TA program is another indication that supplemental learning time leads to student success, which is tracked by the Title I teacher and classroom teachers with Grade level data digs, MTSS meetings and entrance/exit dates. Ultimately, the effectiveness of supplemental learning time will continue to be assessed by monitoring the achievement gap between academically at-risk students and those who meet the state standards.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

To provide students with as little as possible disruption from classroom instruction, the Title I teacher creates a schedule that coordinates with the classroom teachers' daily instruction. The students are provided double dose guided reading instruction during the grade level Literacy block so that core instruction provided by the classroom teacher is not missed. The schedule is consistent to provide the teacher the ability to appropriately plan lessons. In addition, the Title I teacher is familiar with the Language Arts and mathematic curriculum across the grade levels and provides support that aligns to the classroom instruction, using common academic vocabulary and the schools' initiative of thinking maps. Mathematic intervention is scheduled during classroom teachers' Math Block. In addition, the Title 1 teacher provides extended day learning for at-risk students in mathematics three days per week before normal school hours, therefore there is NO interruption to the students' day.



## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Coordination and integration occur through the PLC and grade level intervention meeting process, teacher teams meet with Title I staff to coordinate student services. In addition, the Title I and EL teacher review data throughout the year to monitor the needs of students and services are coordinated at these times, with new students being added as needed. The Title I teacher serves on the school improvement team and participates in the coordinated planning, implementation, monitoring and evaluation of the School Improvement Plan and Title I Components. Since the Title I and ELL teachers share a classroom, these support teachers communicate regularly to ensure that at-risk students are receiving the most beneficial services possible. Communication between classroom teachers and the Tier III staff occurs daily and in more detail on an as needed basis. Flexible schedules are created to service the students across grade level during the English Language block within the classrooms.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Margaret Black Elementary added 3 preschool program classrooms this school year. (WCS World of Fours Program) Through early childhood grants, Head Start and Great Start Readiness Program (provide classrooms of free, quality preschool programs) classrooms are disbursed throughout the WCS elementary schools, for children across the district. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled, and an advisory group works cooperatively with early childhood and building staff. Additionally, WCS offers family-paid preschool opportunities to those families that do not qualify for Head Start year to support a successful transition to kindergarten. Parents are invited through district mailings and through preschool programs. Additionally, district-level informational meeting is held on two evenings for parents of incoming kindergartners. Principals have an opportunity to meet the families of preschoolers at this meeting to talk about their school. Building level kindergarten round-up events occur each spring after the informational meetings. Our district also offers literacy and oral language training in the spring of each year to preschool parents to support successful summer to fall transitions to kindergarten.

**Component 6: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Currently, Margaret Black Elementary does not employ paraprofessionals as part of the Title 1 program.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resources Department monitors the personnel files for accuracy.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

At the district level, the staff receives appropriate training throughout the school year to support identified areas of focus, to support curriculum mapping of the content. Content Specialists provide individual and building support on an as needed basis, along with professional development for best practices at staff meetings and PLCs. An online bank of resources is available for teachers to access for additional support in English Language Arts and Mathematics. These include district purchased resources to support the curriculum as well as videos, sample lessons and articles to showcase best practices. Some members of the staff have been trained in Classroom Instruction that Works, and Add+Vantage Math Recovery training. The staff participates in on-going professional development opportunities, such as Thinking Maps, and Mindfulness trainings throughout the year during staff meetings and PLCs.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Professional development is sustained and ongoing through PLC meetings, regularly scheduled staff meetings and the district's commitment to long term professional learning opportunities particularly in ELA and Mathematics. Content specialists provide training throughout the school year, which is available and applicable to classroom teachers as well as Title I staff. Parents have been invited to Title 1 sponsored meetings and workshops to help provide understanding and support with school initiatives. Additionally, two Title I meetings are held to help the parents understand the programming and support available for the students. Reading and math strategies are explained so that they may be used at home to support growth. A summer bridge program is also offered to help the students retain their abilities over the summer and parents are welcomed to actively participate along with their child.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Professional development 2018-19

## **Component 8: Strategies to Increase Parental Involvement**

### **1. How are parents involved in the design of the Targeted Assistance program plan?**

As an effort to provide parents with the opportunity to contribute to the design of the Targeted Assistance program, the Title I teacher holds an introductory fall Title I meeting. This meeting presents a background of the TA program at Black and provides parents with the opportunity to express their needs and desires for the program. Parents also provide input at monthly Parent Teacher Organization Meetings. Parent surveys are completed annually to evaluate the Title I services, along with other building and district goals. These serve as a guide for program design for the upcoming year. Parent input is also collected during the Spring Title I meeting, where the Title I teacher reviews the program as well as the Parent/School Compact. The School Improvement team uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. The intervention staff meets bi-weekly and communicates with staff during MTSS grade level intervention meetings so that teachers are involved in the process and can be liaisons when communicating with parents. Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings during a meeting in the fall. Parents who accept attend as many meetings as possible. We encourage parents to ask questions any time during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents work specifically on analyzing parent input, survey results, and how to implement necessary changes as suggested by that parent input. School Improvement information is shared before monthly PTO meetings.

### **2. How are parents involved in the implementation of the Targeted Assistance program plan?**

All teaching staff and support staff are responsible to support the improvement of parent involvement. The principal is responsible for ensuring adequate release time, funds, and promotion of parent involvement events. After each event or activity, parents complete a survey so that staff can gauge the future needs and wants for more activities and events. Based on the information gathered at the Title I fall parent meeting and parent meetings and workshops throughout the school year, the Title I teacher and EL teacher coordinate to implement a program that is designed to meet the needs of the TA families. Within this program, the Title I teacher provides suggestions and materials for parents to use at home to support student learning. The parent compact serves as an agreement between the regular education classroom teacher, the parent, the Title I teacher, the student, and the administrator. Based on this document, parents pledge to implement strategies at home to support the efforts of the TA staff and to contribute to student success. The parent compact is revisited with parents at parent-teacher conferences and as necessary throughout the school year as an effort to maintain parent involvement in the implementation of the TA program. In the Spring, the Title 1 teacher holds a meeting to review the program with parents and discuss possible changes for the coming year.

# School Improvement Plan

Black Elementary School

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents communicate regularly with the classroom teachers as well as the Title I teacher to express any comments or concerns with the TA program. The Title I teacher conducts parent surveys that provide parents with an opportunity to evaluate the TA program. The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data) as well as at the Title I Spring Parent Meeting. This feedback drives any changes to the TA program.	Parent Involvement Plan

#### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

1. The district web page under the Parent Resources tab provides information on: Common Core State Standards; support for cross curricular online enrichment by grade level; resources on understanding the M-Step assessment and how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress) and understanding the district report cards. It also provides translation in Arabic and Albanian for some resources, such as understanding health and safety laws and curriculum. At the school level, Black Elementary holds a fall Title I parent meeting to inform parents of the services entitled to their students as well as the demands of the current curriculum and how the Title I program will offer support. Teachers also present curriculum information and establish communication routines during the fall Meet the Teacher night. Teachers and Title I staff communicate regularly with parents regarding student progress using programs such as the parent portal and the school website. Title I and classroom teacher websites help parents stay informed as to the curriculum and strategies being used in the classrooms.
2. The district web page provides links to parent resources available through various websites, and content-specific video tutorial sites. The district summer preschool program provides training and materials on reading to young children. Black Elementary also provides parents with resources as well as learning sites to support student learning at-home. Available technology is shared during Title I parent meetings.
3. The staff and administration continue to support professional growth by providing short presentations during PLC time to share resources they have accumulated from other conferences and in-services. During school improvement meetings, the administrator invites parent stakeholders to share ideas of how to continue to strengthen ties between the school and the larger community.
4. The district promotes further parent involvement through programs such as Boosters, communications with other district schools, GSRP/World of Fours Program, and Head Start. In addition, Black Elementary implements elements of the Making Macomb Transitions program.
5. WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use. NWEA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage. Staff shares results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language. When necessary, Title I staff, teachers, and administration at Black Elementary provide informational notes home in multiple languages other than English. To provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. Specifically, Title I events are scheduled during the school day and evening hours to accommodate as many family schedules as possible. Monthly coffee hours are used to get translated information to families with English Language Learners and strengthen the school community.

## School Improvement Plan

Black Elementary School

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14. Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services. All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families may utilize transportation resources upon request. The staff at Black Elementary utilize these services as necessary to support Targeted Assistance families.

### 5. Describe how the parent involvement activities are evaluated.

Black Elementary evaluates parent involvement activities based on multiple criteria. The parent involvement team is responsible for evaluating each parent activity. This team consists of the Title I teacher, the school improvement leadership team, and the principal. Staff is included in dialogues which are conducted at monthly staff meetings and PLCs. Parent participation is monitored through attendance at individual events. This information helps the SIP team to identify which programs are well received by TA parents. Specific feedback the questionnaires are used as "exit tickets" to elicit immediate responses from parents regarding event and content. In addition, the Title I teacher collects data through surveys to determine the needs and wants of parents regarding additional activities

### 6. Describe how the school-parent compact is developed.

In coordination with the district, Black Elementary uses the school-parent compact that was developed at the district level. Based on parent input from the School Improvement team representative(s), the compact is altered as necessary to meet the needs and suggestions of the parents.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		School-Parent Compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use the Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access the Language Line at any time. A video tutorial for accessing the service is available for staff use. Staff shares NWEA results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language. The district webpage has support for understanding the NWEA assessment and academic language used on the district report cards for each grade level.

## School Improvement Plan

Black Elementary School

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The compact is shared with parents and students at registration and at Open House in September. At Margaret Black Elementary, the Title I teacher displays, distributes, and references the parent-teacher compact during the fall Title I informational night. All parties are asked to sign the compact. The compact is referenced periodically by staff. Staff reviews the compact at Fall Parent-Teachers Conferences with parents in November. The compact is, again, revisited at the Spring Title I parent meeting.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Warren Consolidated Schools employs an Administrator of State and Federal Programs to ensure services to eligible students are coordinated. Our full time Title I teacher provides supplemental and timely instructional support to students during the school day, as extended day academic support. The Title I teacher works collaboratively with general education staff, special education staff, counselor, and principal to monitor and support students in meeting eligible students' academic goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into school and Title I program. Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, diagnostic assessment learning (DRA2), Add+Vantage Math Recovery Training, and Mindfulness training. Additionally, our school receives an annual general fund allocation to support school improvement activities. For example, some teachers started being trained in Classroom Instruction that Works beginning in 2013 and this training continues. Early childhood federal and state grants Head Start and Great Start Readiness Program (WCS World of Fours Program), free, quality preschool programs throughout our district. The programs focus heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled, and an advisory group works cooperatively with early childhood and building staff. Federal grant, Title III, provides supplemental instructional support to eligible students daily; a family resource assistant works directly with EL families at meetings and by phone to support parents as they learn about the American school system, and our school works with the district's Department of Language Acquisition to plan and participate in afterschool/summer programs to support EL students. Federal grant, IDEA provides quality early childhood special education as well as special education support. Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students. Building-level budget: Provides resources for additional instructional materials to be used for supplemental learning with at-risk TA students. Blessings in a Backpack is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

All programs and resources are coordinated and integrated towards the achievement of the school goals. The plan describes how Warren Consolidated Schools use federal, state, and district resources and programs to implement the Title I components. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects. Targeted Assistance Component: Comprehensive Needs Assessment Funding Source: General Fund Services/Programs Provide: Professional Learning Community meetings; SIP Team meetings, MTSS Meetings, School Counselors, Targeted Assistance Component: Services for Eligible Students Funding Source: Title I, General Fund, Title III, IDEA, General Fund Sec. 107 Services

\*Title I Teachers

\*Counselors

\*Before/After School Tutoring/Extended Programs

\*Book Clubs



# School Improvement Plan

Black Elementary School

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\*Summer Reading Resources

\*Language Acquisition teachers, aides

\*Family Resource Assistance-to support students and families

\*Resource Room Teacher

\*Teacher Consultant Supplemental Literacy/Academic Support

\*Speech therapist instructional support

\*Intervention technology support (ex.BrainPOP, Scholastic Trueflix,Razkids)

\*Orton-Gillingham (ex.Sensational Strategies for Teaching Beginning Readers)

\*Reading A-Z

\*Additional Supplies (ex. magnetic letters, vocabulary cards, reading/writing easel, magnetic white boards and markers), Versatiles,

Playaways Targeted Assistance Component: Incorporated into existing school program planning Funding Source: General Fund, Title II a,

IDEA/General Fund Title I Services/Programs Provide:

\*Program planning, monitoring and evaluation during PLC meetings, SIP Team and grade-level meetings

\*Data Director: data warehouse management training

\*PLC Leadership and SIP training for building leadership team

\*Teacher teams align district curriculum and create common end-of-unit assessments in Science, Music, Art and Math

\*Special Ed. Teacher and itinerants determine appropriate assessments for special ed. students to determine eligibility and academic achievement levels and needs

\*Title I schools annually evaluate the Title I Program; decision/modifications for the following year

Targeted Assistance Component: Instructional Strategies

Funding Sources: General Fund, Title I a

\*PLC model of school improvement (based on the work of Richard DuFour)

\*Specific strategies for Title I buildings are supported with Title I funds

\* Language Acquisition teachers in all elementary schools

Targeted Assistance Component: Title I and Regular Education Coordination

Funding Sources: Title Ia, IDEA, General Fund, Title III

\*Program planning, monitoring and evaluation during PLC meetings, SIP team and grade-level meetings

\*PLC meetings with Kindergarten

\*Kindergarten Orientation Meeting

Targeted Assistance Component: Instruction by Highly Qualified Staff Funding Sources: General Fund

\*All staff has met criteria for Highly Qualified

\*District/School level Mentoring System

\*New Teacher Academy provided by the MISD

\*Curriculum Steering Committee funding for teachers

\*Competitive Salary and benefits package

\*Classroom computer and email system for staff members

\*Curriculum specialists to support teachers

\*Positive School climate- shared decision-making through the PLC model of SIP\*Opportunities for teacher leadership: Building Policy Committee, SIP, District Curriculum committees, PBS Committee, Teacher Leader

Academy at MISD

\*Media Centers with full time media specialists in each building, distance learning capabilities, wireless capabilities

\*Full time instructional Technology department and tech support

\*Elementary School Counselor

Targeted Assistance Component: High Quality and Ongoing Professional Development

## School Improvement Plan

Black Elementary School

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Funding Sources: General Fund; Title Ia; Title IIa; Title III

\*District level professional development in core academic areas, fine arts, ex: Writer's workshop, guided reading, DRA2, science, math, social studies, and Data Director

\*PD for Title I staff: Thinking Map; Literacy Supplemental Strategies; Writing

Fluency, Non-Fiction Reading strategies, Academic vocabulary,

\*PLC leadership and SIP Training

\*Differentiated instruction for ELL, ELL staff training - oral language assessment and development, writing fluency, literacy supplemental strategies

\*District provides a yearly budget for curriculum steering committee workshops and professional staff development.

Target Assistance Component: Strategies to increased parent involvement

Funding Source: Title Ia, Title III, General Fund, Volunteer/Community Service

Services/Programs Provided:

\*Fall Title I Meeting and Parent-School Compact

\*Spring Annual Title I Evaluation Meeting

\*Parent Survey/focus group

\*Joyce Epstein's Model of Parent Involvement professional development training for Title I principals and staff

\*District web page with parent education sites; translation available in major languages

\*ELL Tutor/translators available for parent meetings/communication

\*ELL Parent Advisory Committee (meet 3x/year)

\*ELL Parent Involvement Meetings (6-8x/year at different schools)

\*ESL Classes through Community Services

\*ELL Parent Education DVDs (in development)

\*"Language Line", on-demand interpretation service via phone system

\*Spring and Fall Parent-Teacher Conferences

\*"Power school" Program: online progress reports, lesson plans and grade book; Parent Portal

\*Automated Phone Fan-out system

\*Parent participation in SIP and Title I Evaluation

\*IEP meetings for Special Education students

\*Classroom/media center/field trip volunteers

\*PTO membership (school and district level)

\*District American Education Week Poster Contest

\*Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership

\*District School Improvement Team; ELL Parent Advisory Committee

\*Curriculum/Grade Level Nights

\*Database Training

Target Assistance Component: Teacher Participation in Making Assessment Decisions

Funding Source: Title IIa, General Fund, IDEA/General Fund, Title Ia Services/Programs Provided:

\*Data Director: data warehouse management training;

\*PLC Leadership and School Improvement Training for building leadership team;

\*PLC weekly team meetings-develop grade level/content area common assessments; analyze assessment data;

\*Teacher teams align district curriculum and create common end-of-unit assessments in Science, Social Studies, Music, Art, Math

\*Special Education Teacher and Itinerants determine appropriate assessments for special education students to determine eligibility and academic achievement levels and needs;

\*Title I schools annually evaluate the Title I Program and make program; decisions/modifications for the following year

## School Improvement Plan

Black Elementary School

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Target Assistance Component: Timely and Additional Assistance to Students having Difficulty Mastering the Standards

Funding Source: Title Ia, General Fund

Services/Programs Provided:

- \*Full time Title I Teacher
- \*Before/After-school Tutoring/Extended Programs
- \*Summer School Program
- \*1.0FTE Language Acquisition Teacher
- \*.5 FTE Language Acquisition aide
- \*1.5 FTE Resource Room Teacher;
- \*0.8 FTE Speech Therapist Instructional Support

Targeted Assistance Component: Coordination and Integration of Federal, State and Local Resources

Funding Source: General Fund, Title I

Services/Programs Provided:

\*Coordination of Funds is completed by the Administrator of State and Federal Programs in cooperation with building staff and Central Office administrators

Targeted Assistance Component: Other

Funding Source: General Fund, Federal Grant

Service/Programs Provide:

- \*Red Ribbon Week
- \*Free and Reduced Breakfast and Lunch Program; after-school snack program
- \*WCS Health Council. Health Advisory Board
- \*WCS "Just 4 Kids" Program
- \*Black Elementary also coordinates programming with local law enforcement, local fire department, Kohl's and Children's Hospital of Michigan Trauma Center: Trauma Related Injury Prevention (TRIP) program, State Attorney General's office (Internet Safety), local dentist office, public library, local park and recreation and Head Start

## Component 10: Ongoing Review of Student Progress

### 1. Describe how the progress of participating students is reviewed on an ongoing basis.

Margaret Black Elementary will evaluate the implementation of the Title I plan through a continuous-cycle model of the North Central Accreditation/AdvancED school improvement process. The staff use data from multiple sources--State assessments, DRA2, NWEA, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC, MTSS meetings, and grade level intervention meetings. Implementation of instructional strategies is monitored by the SIP team on an ongoing basis through a review of checklists, student samples and staff questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored throughout the year by the intervention staff and classroom teachers to determine the appropriateness and effectiveness of interventions utilized.

### 2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Common assessment data, NWEA scores and DRA2 scores are regularly evaluated during Professional Learning Communities (PLCs), and MTSS meetings. Teaching staff use data to differentiate instruction and identify where services for students need to be revised. The TA program is revised based on the data of these assessments as well as input from the classroom teachers. Additional support is provided in a variety of forms. Tier II Interventions occur in the classroom from the classroom teacher, with the Title I, ELL or Special Education Teacher, as well as from the Allied Arts teachers (Music, STEM, Physical Education, Media Specialist and Art). Extra learning opportunities, such as target skills groups and additional intervention support time are also available for identified students to support in the areas of need.

### 3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

The SIP team and Title I teacher meet to analyze achievement data and discuss who will be best served by the TA program. Additionally, grade level teachers and the intervention staff, and counselor meet to discuss concerns of new students and the progress of current students. Teacher input, classroom observations and grade level assessments are also reviewed during grade level intervention meetings by the Title I staff and teachers to help maintain fluid groups of the most at-risk students. Based on the evaluation and analysis of DRA2 scores, NWEA scores, and academic improvement in the classroom, the staff determines if the TA program has been beneficial in closing the gap for students who were furthest from meeting state standards.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

### **1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

The SIP team analyzes the district provided survey at the end of every school year, which includes the evaluation of the Title I program. These surveys are provided for parents, students, and teacher to gather perception data to help the SIP team to understand how the targeted assistance was implemented and to understand how the TA program can be used to better support parents, students and staff. Additionally, the principal gathers staff feedback about the MTSS process and Title I support through staff surveys and teacher meetings. The Grade level intervention meetings and MTSS meetings are used to help progress monitor and discuss the effectiveness of the strategies being used in the Title I program. The Title I teacher evaluates effectiveness of the program based on student growth as measured by the NWEA, DRA2 scores, Easy CBM data and teacher observations. The program evaluation tool allows the SIP team and Title I teacher time to discuss the success of the program and the needs for the following school year.

### **2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

Common assessment data, NWEA scores and DRA2 scores are regularly evaluated during Professional Learning Communities (PLCs). Teaching staff use data to differentiate instruction and identify where services for students need to be revised. The TA program is revised based on the data of these assessments as well as input from the classroom teachers. Additional support is provided in a variety of forms. Tier II Interventions occur in the classroom from the classroom teacher, with the Title I, ELL or Special Education Teacher, the school counselor, as well as from the Allied Arts teachers (Music, STEM, Physical Education, Media Specialist and Art). Extra learning opportunities, such as target skills groups and additional intervention support time are also available for identified students to support in the areas of need.

### **3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

The SIP team and Title I teacher meet to analyze achievement data and discuss who will be best served by the TA program. Additionally, grade level teachers and the intervention staff meet to discuss concerns of new students and the progress of current students. Teacher input, classroom observations and grade level assessments are also reviewed during grade level intervention meetings by the Title I staff and teachers to help maintain fluid groups of the most at-risk students. Based on the evaluation and analysis of DRA2 scores, NWEA scores, and academic improvement in the classroom, the staff determines if the TA program has been beneficial in closing the gap for students who were furthest from meeting state standards.

### **4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

## School Improvement Plan

Black Elementary School

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At the end of every year, the Title I teacher considers survey results from the staff and parents, in coordination with administration to help determine how to structure the TA program for the upcoming fall. The Title I teacher holds an annual Spring meeting where parents review the parent school policy as well as the achievement of the TA program throughout the school year. In addition, the academic focus of the program is revised to meet the needs of students as determined by the results of their NWEA, state assessments, and DRA2 scores. The program is monitored throughout the school year, as needed, based on the findings of the achievement results and the lowest performing students that are not making adequate progress, as well as the concerns expressed by the teachers.

# **2018/19 Black Elementary SIP**

## Overview

### Plan Name

2018/19 Black Elementary SIP

### 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 will meet or exceed state standards in mathematics.	Objectives: 1 Strategies: 4 Activities: 27	Academic	\$83100
2	All students will meet or exceed state standards in reading.	Objectives: 1 Strategies: 4 Activities: 36	Academic	\$0
3	All students will meet or exceed state standards in social studies.	Objectives: 2 Strategies: 5 Activities: 29	Academic	\$49800
4	All students will meet or exceed state standards in science.	Objectives: 2 Strategies: 1 Activities: 11	Academic	\$14200
5	All students will meet or exceed state standards in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$3400

## Goal 1: All students will meet or exceed state standards in mathematics.

### Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency in state and national standards in Mathematics by 06/10/2022 as measured by the State assessments..

### Strategy 1:

School and Community Collaboration\* - Black Elementary staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Category: School Culture

Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools." Greenwich, CT: Information Age Pub., 2001. Print.

Mattingly, D.J., R. Prislín, T.L. McKenzie, J.L. Rodriguez, and B. Kayzar. "Evaluating Evaluations: The Case of Parent Involvement Programs." *Reviews of Educational Research* 72.4 (2002): 549-76. Print.

Tier: Tier 1

Activity - Parent Information Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 2	Implement	08/29/2018	06/14/2019	\$500	Title I Part A	Media Specialist and classroom teachers
Activity - Parent Meet the Teacher and Curriculum Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	08/29/2018	06/14/2019	\$0	No Funding Required	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$5000	Title I Part A	Classroom teachers, Title I teachers and aides, EL teacher and Resource Room teachers.
<b>Activity - Monitor Implementation of School and Community Collaboration</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>
Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Title I Parent 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>
Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 2	Monitor	08/29/2018	06/14/2019	\$600	Title I Part A	Title I teachers and aide
<b>Activity - Support Learning at Home</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>

## School Improvement Plan

Black Elementary School

Provide parents with opportunities to help support their students with math before or after school hours or during lunch period.	Academic Support Program	Tier 1	Implement	08/29/2018	06/14/2019	\$2000	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.
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Activity - Vocabulary for Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	08/29/2018	06/14/2019	\$1000	School Improvement Grant (SIG)	All Classroom Teachers

Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness as a way to regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, outdoor classroom/garden, DISC training, Healthy Kids Club, and peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$3000	School Improvement Grant (SIG)	All Classroom Teachers

### Strategy 2:

Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

\* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.

\* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

\* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

## School Improvement Plan

Black Elementary School

\* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

Category:

Research Cited: Brown-Chidsey, Rachel, Louise Bronaugh, and Kelly McGraw. "RTI in the Classroom:

Guidelines and Recipes for Success." New York: Guilford, 2009. Print.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3.

Williams, L. (2008). Tiering and scaffolding: Two strategies for providing access to important mathematics. Teaching Children Mathematics, 14(6), 324.

Tier: Tier 2

Activity - Supplemental Materials for Hands-On Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math manipulatives throughout lessons at a minimum of twice a week to provide a hands-on experience for students. Manipulatives help students develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways. By offering students a variety of manipulatives, students may choose which is the best way to visually represent the problem, which will help them explain their understanding. (Manipulatives may include, but are not limited to math versa-tiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, web-based learning activities, EnVision support materials, etc...)	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, EL teacher and Special Education staff.
Activity - Implementation of Classroom Instruction that Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, Thinking Maps, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Media Specialist, Title I teacher, EL teacher and Resource Room teachers.
<b>Activity - Monitor Implementation of Differentiation Strategies</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>
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Classroom Environment</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>

## School Improvement Plan

Black Elementary School

Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. The elementary counselor will also support students and teachers with these techniques. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, Playworks, Building Healthy Communities, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$20000	Title I Part A	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Evaluation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	All staff.

Activity - Evaluate Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate math journals by assessing how the journals are set up and vocabulary taught at the end of each trimester. Teachers will review to make sure how often the content vocabulary is being used. They will use the district provided rubric to score student work and adjust instruction accordingly.	Evaluation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers.

Activity - Extended Day Learning Opportunities - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, tutoring etc...	Extra Curricular	Tier 1	Getting Ready	08/29/2018	06/13/2019	\$4000	Title I Part A	Any teaching staff member and principal.
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Activity - Tablets for Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible Tablets will be used to extend learning opportunities during guided math. Programs that can be used on the tablets include, but are not limited to MeL.org, math learning sites, BrainPop, IXL, Xtra Math, Dream Box, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2		09/04/2018	06/13/2019	\$13000	Title I Part A	Classroom teachers, Title I and Media Specialist.

Activity - Summer Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher and classroom teachers will provide math assistance and activities to those students who attend the Summer Reading Program. Research shows that when students do not at least practice basic math facts over the summer they have more difficulty performing in the following school year. By providing students with the opportunity to practice and meet with a teacher or specialist, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer and work with a teacher, support staff, or volunteer.	Extra Curricular	Tier 3		06/20/2018	08/28/2019	\$1000	Title I School Improvement (ISI)	Title 1 staff, teachers, principal.

Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff

### Strategy 3:

Writing Across the Curriculum\* - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write-to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern



## School Improvement Plan

Black Elementary School

how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content becomes easier for students, producing richer understandings. Writing can help students discover new knowledge—to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.

Category:

Research Cited: Eisenberg, Michael, and Robert E. Berkowitz. Teaching information & technology skills: the Big6 in elementary schools. Worthington, Ohio: Linworth Pub., 1999. Print. Graves, D. H. Children Can Write Authentically If We Help Them. Primary Voices, K-6, 1, 2-5. Hoyt, Linda, Margaret E. Mooney, and Brenda Parkes. Exploring informational texts: from theory to practice. Portsmouth, NH: Heinemann, 2003. Print. Hyerle, David, and Chris Yeager. A language for learning. Cary, N.C.: Thinking Maps, Inc., 2007. Print. "Writing Across the Curriculum." Writing Across the Curriculum. N.p., n.d. Web. 1 May 2014.

Tier: Tier 1

Activity - Math Task Journaling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn how to articulate what they are learning through Math Task Journaling. This will provide many opportunities for students to organize and record their work. Children must organize, clarify, and reflect on their thinking. Each grade level will use multiple Math Task Journal prompts for every unit they teach. Students will record the solutions to math problems, along with the strategy and thought processes used to arrive at the solution. Teachers will discuss, as a class, possible solutions and strategies. Teachers will use this at least two times per unit/topic.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I School Improvement (ISI)	Classroom teachers.

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In math, they will be used at least twice per unit. Summary statements of information found on Thinking Maps will be created where appropriate.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Title I School Improvement (ISI)	Classroom Teachers, EL Teacher and Resource Room Teacher.

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

## School Improvement Plan

Black Elementary School

Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Building Healthy Classroom Community, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$5000	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
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Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers and principal.

### Strategy 4:

Targeted Assisted Guided Reading and Writing\* - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.

Category:

Research Cited: Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39. Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH:

Heinemann.

Tier: Tier 2

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Coherence, DISC, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 2	Implement	08/29/2018	06/14/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.

## School Improvement Plan

Black Elementary School

Activity - Monitor Implementation of Target Assisted Guided Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Title I and EL teacher.
Activity - Target Assisted Guided Math - Extended Day Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional math instruction during extended learning opportunities outside of the school day.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$7000	Title I Part A	Qualified Tier 1, Tier 2 & Tier 3 staff
Activity - Utilize Thinking Maps Instructional Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, EL and appropriate support staff will use Thinking Maps to guide their reading and writing instruction across content areas.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Title I, EL and support staff.

## Goal 2: All students will meet or exceed state standards in reading.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in state and national standards in reading in English Language Arts by 06/10/2022 as measured by the state assessment..

### Strategy 1:

Community Collaboration - School and Community Collaboration - Black Elementary staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Category: English/Language Arts

Research Cited: Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools." Greenwich, CT: Information Age Pub., 2001. Print.  
Mattingly, D. J., R. Prislín, T. L. McKenzie, J. L. Rodriguez, and B. Kayzar. "Evaluating Evaluations: The Case of Parent Involvement Programs." Review of Educational Research 72.4 (2002): 549-76. Print.

Tier: Tier 1

## School Improvement Plan

Black Elementary School

Activity - Parent Information Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Media Specialist/Classroom teachers
Activity - March is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will form a committee during the month of March to come up with a theme to promote reading. To celebrate their love for reading students will set individual, class and school goals to increase the number of books or the number of minutes read. Activities will be provided for students and families to participate in and a culminating celebration will occur for goals that are met.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Other	All Staff
Activity - Parent Meet the Teacher/Informational Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	All Staff
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1		09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
<b>Activity - Monitor Implementation of School and Community Collaboration</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>
Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Title I Parent 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>
Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Title I teacher.
<b>Activity - Support Learning at Home</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>
Provide parents with opportunities to help support their students in reading before/after school hours.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration

### Strategy 2:

Differentiation Strategies Supported Through PLC Framework - Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

## School Improvement Plan

Black Elementary School

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- \* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies to improve the impact of effective instruction on student achievement.
- \* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- \* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- \* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 20-40 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.
- \* Staff will utilize counseling strategies and services for students social and emotional growth.

Category: English/Language Arts

Research Cited: Category:

Research Cited: Ford, M. P. (2005). *Differentiation Through Flexible Grouping: Successfully Reaching All Readers*. Naperville, IL: Learning Point Associates.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." *Educational Leadership*, 56, 3.

Abadzi, H. (Nov. 2008). *Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children*. *International Review of Education*, (54)5-6; p581-604. ERIC (EJ815887)

Tier: Tier 1

Activity - Utilizing Reading Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Instructional staff will utilize reading manipulatives to enhance student understanding of concepts being taught (manipulatives may include, but are not limited to: Language Arts Versatiles, story cubes, Wikki Stix, highlight tape, multi-sensory sand and screens, whiteboards, magnetic letters, vocabulary cards). Manipulatives will be used at a minimum of twice a week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teacher, Title I teacher, EL teacher
<b>Activity - Reading Across the Curriculum</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 and support staff will incorporate multi-curricular leveled books, high interest books, and technology resources to enhance reading comprehension across all curricular areas. Students will have access to these resources daily.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Other	Classroom teachers, media specialist, Title I teacher, EL teacher
<b>Activity - Title I Summer Reading</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>
The Media Specialist will provide Title I students an opportunity to choose high interest reading material. Research shows that when students do not read over the summer they have more difficulty performing in the following school year. By providing students with books of interest, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer to change out books and work with teachers and volunteers on fluency and comprehension. When they attend a summer reading day, then they will receive more of their chosen books.	Extra Curricular	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Media Specialist/Title 1 teacher
<b>Activity - Utilizing Scholastic News Informational Text</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 provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Other	Classroom teachers
<b>Activity - BrainPop Support Videos</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>

## School Improvement Plan

Black Elementary School

Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Other	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.
<b>Activity - Daily 5</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 implement a version of Daily 5 that best fits their classroom. Daily 5 is a series of literacy tasks which students complete daily while the teacher meets with small groups for guided reading or has conferences with students. The Daily 5 is a structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. This should be happening at a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	General Fund	Classroom teachers, EL teacher and Title I teacher
<b>Activity - Content Area Guided Reading</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 group and instruct students according to their instructional reading levels. They will meet with students at a minimum of three times per week, utilizing the literacy library for leveled readers for small group instruction. The literacy library contains a wide variety of level books for all content areas.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, EL teacher, and Title I teacher
<b>Activity - Implementation of Classroom Instruction that Works Strategies</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>
Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
<b>Activity - Flexible Grouping</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>



## School Improvement Plan

Black Elementary School

Teachers will work with their grade level partner to combine students within the grade level to work on guided practice of a concept. By having flexible groups, teachers can work to help not only the struggling students, but to help those that already know a skill and need to be challenged. Depending on the students' need, this could be done across the grade levels as well. This should happen 2-3 times per month or more, if appropriate.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers.
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
<b>Activity - Monitor Implementation of Differentiation Strategies</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>
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Extended Day Learning Opportunities - Tutoring</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>
Staff and volunteers will offer after school to provide tutoring before, during lunch, or after school in literacy skills.	Academic Support Program	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Teaching staff, volunteers, and Principal
<b>Activity - Extended Day Learning Opportunities - After School</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>

## School Improvement Plan

Black Elementary School

Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, book publishing, tutoring etc...	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Any teaching staff member and principal.
<b>Activity - Progress Monitoring</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>
Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Utilizing Blackboard Resources</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 utilize resources placed on Blackboard to further enhance classroom instruction. Some of the resources that will be looked at are updated pacing guides, performance tasks, writing to explain, MAISA units and more. This resource will be accessed at a minimum of once per trimester.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All teaching staff and Principal.
<b>Activity - Classroom Environment</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>

## School Improvement Plan

Black Elementary School

Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research-based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, 7 Habits of Happy Kids, Counselor provided instruction, etc...	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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Activity - Staff Professional Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional book clubs at a minimum of once per year. Topics discussed may include, but aren't limited to Mindfulness, children in poverty, Coherence, getting total participation of all students, and other varying topics.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.

Activity - Grade-Level Intervention Meetings/Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet as a grade-level alone or with curriculum specialists and support staff to discuss testing data, interventions, and resources to best meet the needs of our bottom 30% students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, support staff, principal, and district curriculum specialists

Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	All Staff
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Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness to help regulate emotions and to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	General Fund	All Classroom Teachers

### Strategy 3:

Writing Across the Curriculum - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content becomes easier for students, producing richer understandings. Writing can help students discover new knowledge—to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.

Category: English/Language Arts

Research Cited: Eisenberg, Michael, and Robert E. Berkowitz. Teaching information & technology skills: the Big6 in elementary schools. Worthington, Ohio: Linworth Pub., 1999. Print. Graves, D. H. Children Can Write Authentically If We Help Them. Primary Voices, K-6, 1, 2-5. Hoyt, Linda, Margaret E. Mooney, and Brenda Parkes. Exploring informational texts: from theory to practice. Portsmouth, NH: Heinemann, 2003. Print. Hyerle, David, and Chris Yeager. A language for learning. Cary, N.C.: Thinking Maps, Inc., 2007. Print. "Writing Across the Curriculum." Writing Across the Curriculum. N.p., n.d. Web. 1 May 2014.

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. This greatly aids students in writing summary statements as well. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In reading and writing they will be used at a minimum of once per week. Summary statements will be added where appropriate. Additional training will be provided to new teaching staff and follow-up training will be provided to all staff up to 5 times throughout the year.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, Title I teacher, and Media Specialist
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Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist and teacher in grade K-5 will work together using the Big6 Skills approach to create a research project. The Big6 approach to information and technology skills instruction is a systematic process that continually grows. Using this model, we will help provide students with information-based, problem-solving, and decision-making skills that will empower and improve literacy. Research will be done at a minimum of one project per grade level each year. The teacher and media specialist will choose either a science or a social studies topic for students to research. The computer lab will be made available for this as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers, Media Specialist

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Building Healthy Classroom Communities, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

## School Improvement Plan

Black Elementary School

Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk-throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Classroom teachers and principal.

### Strategy 4:

Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.

Category: English/Language Arts

Research Cited: Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Tier: Tier 3

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Classroom Community, and elementary school counselor provided professional development.	Academic Support Program, Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Target Assisted Guided Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 3 guided reading and writing through principal walk throughs and bi-weekly Title I lesson plans.	Monitor	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Title I and EL teacher.

## School Improvement Plan

Black Elementary School

Activity - Purchase additional Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Improvement Team will allocate funds to purchase the Leveled Literacy Intervention (LLI) System. LLI is a small group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. LLI includes a combination of reading, writing, and phonics/word study	Materials	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	Title I Part A	Title I and EL teacher
Activity - Read Naturally Intervention Kit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read Naturally Strategy combines the three powerful, research-proven strategies of teacher-modeling, repeated reading, and progress monitoring to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension. The Title I teacher will use this activity weekly along with guided reading. The teacher will have students take cold and hot scores to check their progress. Students will also monitor their own progress through their work logs.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Title I Teacher
Activity - Utilize Thinking Maps Instructional Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I, EL and appropriate support staff will use Thinking Maps to guide their reading and writing instruction across content areas.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Title I and EL teachers

### Goal 3: All students will meet or exceed state standards in social studies.

#### Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency in national standards in Social Studies by 06/10/2022 as measured by the State assessments..

#### (shared) Strategy 1:

Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

\* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.

## School Improvement Plan

Black Elementary School

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\* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

\* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

\* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

Category: Social Studies

Research Cited: Ellis, Edwin S., and Lou Anne. Worthington. "Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators." Eugene, OR: National Center to Improve the Tools of Educators, College of Education, University of Oregon, 1994. Print.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3.

Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking (2007) by Donna Ogle, Ron Klemp and Bill McBride

Classroom Instruction That Works with English Language Learners (2006) by Jane D. Hill and Kathleen M. Flynn

Teaching Reading in Social Studies; A Supplement to Teaching Reading in the Content Areas, 2nd Edition (2003) by Jane K. Doty, Gregory N. Cameron and Mary Lee Barton

Tier: Tier 2

Activity - Content Area	Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Black Elementary School

Teachers will use leveled content-area leveled books from the literacy library to support and supplement social studies curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Resource Room teacher, Title I teachers, ELA teacher
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Activity - Utilizing Scholastic News Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and will support the social studies curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	General Fund	Classroom teachers

Activity - BrainPop Support Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Part A	Classroom teachers

Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate with the content currently being taught.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title I teacher, media specialist

Activity - Web-Based Learning Site Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Teachers will provide students with opportunities to explore social studies concepts using web-based social studies learning sites. Teachers will use BrainPOP, Pearson, and other social studies related learning websites to further differentiate instruction. This will happen at a minimum of once a week. Teachers will instruct using Pearson/Scott Foresman Social Studies curriculum. The technology software and web resources allow for students to explore social studies concepts as well as utilize the Time for Kids online publication. This will happen at a minimum of twice a week.	Technology	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers
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Activity - Implementation of Classroom Instruction that Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I Part A	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Playworks, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Differentiation Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	All teaching staff and Principal.

## School Improvement Plan

Black Elementary School

Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I School Improvement (ISI)	All Staff
Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff
Activity - Vocabulary for Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	School Improvement Grant (SIG)	All Classroom Teachers

### (shared) Strategy 2:

School and Community Collaboration - Black Elementary staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Category: School Culture

Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools."

Greenwich, CT: Information Age Pub., 2001. Print.

## School Improvement Plan

Black Elementary School

Mattingly, D. J., R. Prislín, T. L. McKenzie, J. L. Rodriguez, and B. Kayzar.

"Evaluating Evaluations: The Case of Parent Involvement Programs." Review of Educational Research 72.4 (2002): 549-76. Print.

Tier:

Activity - Parent Meet the Teacher and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/13/2019	\$3000	Title I Part A	Title I teacher, classroom teacher

Activity - Parent Information Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Media Specialist and classroom teachers.

Activity - Social Studies-Based Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide opportunities for students to participate in field trips that are social studies-based and support the curriculum. Parents are invited and encouraged to attend. Examples include the Warren Symphony, Troy Historical Museum or virtual and school based programs.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers

Activity - Monitor Implementation of School and Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All teaching staff and Principal
<b>Activity - Career Presentations</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>
Various community members, including parents, present to classes about their career choices and paths to chosen careers. Teachers will encourage parents and community members to visit the school through letters home, school newsletters, and classroom and school websites.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers
<b>Activity - Title I Parent 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>
Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 2	Monitor	08/29/2018	06/13/2019	\$300	Title I Part A	Title I teachers and Aide

### (shared) Strategy 3:

Classroom Environment - Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning.

Category:

Research Cited: Covey, S. R. (2008). The Leader in Me. New York, New York: Free Press; A Division of Simon and Schuster, Inc. Fay, J., & Cline, F. W. (1997).

Discipline with Love and Logic. Golden, CO: The Love and Logic Press, Inc. Pitler, Howard, and BJ. Stone. A handbook for classroom instruction that works. 2nd ed.

Alexandria, Va.: Ascd, 2012. Print.

Tier: Tier 1

<b>Activity - Love and Logic</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>
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## School Improvement Plan

Black Elementary School

Teachers trained in Love and Logic will use the strategies learned. Love and Logic® is a method of working with students. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. Love and Logic strategies will be used throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I School Improvement (ISI)	All staff.
<b>Activity - Building Classroom Community</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>
Teacher direct instruction on Building a Classroom Community. Teachers will create a classroom community using best practices. This may include, but not be limited to classroom meetings, classroom procedures for new students, community workshops or peer to peer mentoring. A successful classroom community promotes positive social skills and academic achievement. Children learn best when they feel they are part of a community, where everyone feels accepted and where individuality is encouraged. This should happen at least one time a week. Support staff will also build community within their areas of specialty.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2013	06/13/2019	\$3000	Title I School Improvement (ISI)	All staff.
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
<b>Activity - Monitor Implementation of Classroom Environment</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>
Monitor the implementation of classroom environment through principal walk throughs, student behavior, staff surveys, lesson plans and staff discussions.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	All staff.

## School Improvement Plan

Black Elementary School

Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness as a way to Regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	General Fund	All Classroom Teachers

### (shared) Strategy 4:

Writing Across the Curriculum - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write-to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content becomes easier for students, producing richer understandings. Writing can help students discover new knowledge—to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.

Category:

Research Cited: Eisenberg, Michael, and Robert E. Berkowitz. Teaching information & technology skills: the Big6 in elementary schools. Worthington, Ohio: Linworth Pub., 1999. Print. Hoyt, Linda, Margaret E. Mooney, and Brenda Parkes. Exploring informational texts: from theory to practice. Portsmouth, NH: Heinemann, 2003. Print. Hyerle, David, and Chris Yeager. A language for learning. Cary, N.C.: Thinking Maps, Inc., 2007. Print. "Writing Across the Curriculum." Writing Across the Curriculum. N.p., n.d. Web. 1 May 2014.

Teaching Writing in the Content Areas (2005) by Vicki Urquhart and Monette Mclver

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In science, they will be used at least twice per unit. Summary Statements will be generated from Thinking Map information when appropriate.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I Part A	Classroom Teachers, Title I and Media Specialist.

## School Improvement Plan

Black Elementary School

Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist and teacher in grade K-5 will work together using the Big6 Skills approach to create a research project. The Big6 approach to information and technology skills instruction is a systematic process that continually grows. Using this model, we will help provide students with information-based, problem-solving, and decision making skills that will empower and improve literacy. Research will be done at a minimum of one project per grade level each year. The teacher and media specialist will choose either a science or a social studies topic for students to research. The computer lab will be made available for this as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers, Media Specialist
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data wall.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers and principal.

### (shared) Strategy 5:

Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.

Category:

Research Cited: Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39. Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH:



## School Improvement Plan

Black Elementary School

Heinemann.

Tier: Tier 2

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Thinking Maps, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 2	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Target Assisted Guided Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Title I and EL teacher.

Activity - Content Area Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will use content-area, leveled books from the literacy library to support and supplement social studies curriculum. Students identified as at risk, targeted assistance, Tier 2 students will meet with the Title I teacher twice per week. Some leveled books may be purchased if necessary to fill gaps in the collection.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$2000	Title I Part A	Title I teacher

### Measurable Objective 2:

A 22% increase of English Learners students will demonstrate a proficiency in meeting or exceeding state standards in Social Studies by 06/19/2015 as measured by MEAP/state assessments..

### (shared) Strategy 1:

Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

\* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student

## School Improvement Plan

Black Elementary School

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achievement.

\* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

\* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

\* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

Category: Social Studies

Research Cited: Ellis, Edwin S., and Lou Anne. Worthington. "Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators." Eugene, OR: National Center to Improve the Tools of Educators, College of Education, University of Oregon, 1994. Print.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3.

Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking (2007) by Donna Ogle, Ron Klemp and Bill McBride

Classroom Instruction That Works with English Language Learners (2006) by Jane D. Hill and Kathleen M. Flynn

Teaching Reading in Social Studies; A Supplement to Teaching Reading in the Content Areas, 2nd Edition (2003) by Jane K. Doty, Gregory N. Cameron and Mary Lee Barton

Tier: Tier 2

Activity - Content Area Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Teachers will use leveled content-area leveled books from the literacy library to support and supplement social studies curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Resource Room teacher, Title I teachers, ELA teacher
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Activity - Utilizing Scholastic News Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and will support the social studies curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	General Fund	Classroom teachers

Activity - BrainPop Support Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Part A	Classroom teachers

Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate with the content currently being taught.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title I teacher, media specialist

Activity - Web-Based Learning Site Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Teachers will provide students with opportunities to explore social studies concepts using web-based social studies learning sites. Teachers will use BrainPOP, Pearson, and other social studies related learning websites to further differentiate instruction. This will happen at a minimum of once a week. Teachers will instruct using Pearson/Scott Foresman Social Studies curriculum. The technology software and web resources allow for students to explore social studies concepts as well as utilize the Time for Kids online publication. This will happen at a minimum of twice a week.	Technology	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers
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Activity - Implementation of Classroom Instruction that Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I Part A	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Playworks, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Differentiation Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	All teaching staff and Principal.

## School Improvement Plan

Black Elementary School

Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I School Improvement (ISI)	All Staff
Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$2000	Title I School Improvement (ISI)	All staff
Activity - Vocabulary for Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	School Improvement Grant (SIG)	All Classroom Teachers

### (shared) Strategy 2:

School and Community Collaboration - Black Elementary staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Category: School Culture

Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools."

Greenwich, CT: Information Age Pub., 2001. Print.

## School Improvement Plan

Black Elementary School

Mattingly, D. J., R. Prislín, T. L. McKenzie, J. L. Rodriguez, and B. Kayzar.

"Evaluating Evaluations: The Case of Parent Involvement Programs." Review of Educational Research 72.4 (2002): 549-76. Print.

Tier:

Activity - Parent Meet the Teacher and Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/13/2019	\$3000	Title I Part A	Title I teacher, classroom teacher

Activity - Parent Information Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Media Specialist and classroom teachers.

Activity - Social Studies-Based Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide opportunities for students to participate in field trips that are social studies-based and support the curriculum. Parents are invited and encouraged to attend. Examples include the Warren Symphony, Troy Historical Museum or virtual and school based programs.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers

Activity - Monitor Implementation of School and Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Black Elementary School

Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All teaching staff and Principal
<b>Activity - Career Presentations</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>
Various community members, including parents, present to classes about their career choices and paths to chosen careers. Teachers will encourage parents and community members to visit the school through letters home, school newsletters, and classroom and school websites.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers
<b>Activity - Title I Parent 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>
Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 2	Monitor	08/29/2018	06/13/2019	\$300	Title I Part A	Title I teachers and Aide

### (shared) Strategy 3:

Classroom Environment - Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning.

Category:

Research Cited: Covey, S. R. (2008). The Leader in Me. New York, New York: Free Press; A Division of Simon and Schuster, Inc. Fay, J., & Cline, F. W. (1997).

Discipline with Love and Logic. Golden, CO: The Love and Logic Press, Inc. Pitler, Howard, and BJ. Stone. A handbook for classroom instruction that works. 2nd ed.

Alexandria, Va.: Ascd, 2012. Print.

Tier: Tier 1

<b>Activity - Love and Logic</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>
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## School Improvement Plan

Black Elementary School

Teachers trained in Love and Logic will use the strategies learned. Love and Logic® is a method of working with students. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. Love and Logic strategies will be used throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I School Improvement (ISI)	All staff.
<b>Activity - Building Classroom Community</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>
Teacher direct instruction on Building a Classroom Community. Teachers will create a classroom community using best practices. This may include, but not be limited to classroom meetings, classroom procedures for new students, community workshops or peer to peer mentoring. A successful classroom community promotes positive social skills and academic achievement. Children learn best when they feel they are part of a community, where everyone feels accepted and where individuality is encouraged. This should happen at least one time a week. Support staff will also build community within their areas of specialty.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2013	06/13/2019	\$3000	Title I School Improvement (ISI)	All staff.
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
<b>Activity - Monitor Implementation of Classroom Environment</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>
Monitor the implementation of classroom environment through principal walk throughs, student behavior, staff surveys, lesson plans and staff discussions.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	All staff.



## School Improvement Plan

Black Elementary School

Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness as a way to Regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	General Fund	All Classroom Teachers

### (shared) Strategy 4:

Writing Across the Curriculum - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write-to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content becomes easier for students, producing richer understandings. Writing can help students discover new knowledge—to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.

Category:

Research Cited: Eisenberg, Michael, and Robert E. Berkowitz. Teaching information & technology skills: the Big6 in elementary schools. Worthington, Ohio: Linworth Pub., 1999. Print. Hoyt, Linda, Margaret E. Mooney, and Brenda Parkes. Exploring informational texts: from theory to practice. Portsmouth, NH: Heinemann, 2003. Print. Hyerle, David, and Chris Yeager. A language for learning. Cary, N.C.: Thinking Maps, Inc., 2007. Print. "Writing Across the Curriculum." Writing Across the Curriculum. N.p., n.d. Web. 1 May 2014.

Teaching Writing in the Content Areas (2005) by Vicki Urquhart and Monette Mclver

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In science, they will be used at least twice per unit. Summary Statements will be generated from Thinking Map information when appropriate.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Title I Part A	Classroom Teachers, Title I and Media Specialist.

## School Improvement Plan

Black Elementary School

Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist and teacher in grade K-5 will work together using the Big6 Skills approach to create a research project. The Big6 approach to information and technology skills instruction is a systematic process that continually grows. Using this model, we will help provide students with information-based, problem-solving, and decision making skills that will empower and improve literacy. Research will be done at a minimum of one project per grade level each year. The teacher and media specialist will choose either a science or a social studies topic for students to research. The computer lab will be made available for this as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers, Media Specialist
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data wall.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers and principal.

### (shared) Strategy 5:

Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.

Category:

Research Cited: Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39. Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH:

## School Improvement Plan

Black Elementary School

Heinemann.

Tier: Tier 2

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Thinking Maps, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 2	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Target Assisted Guided Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Title I and EL teacher.

Activity - Content Area Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will use content-area, leveled books from the literacy library to support and supplement social studies curriculum. Students identified as at risk, targeted assistance, Tier 2 students will meet with the Title I teacher twice per week. Some leveled books may be purchased if necessary to fill gaps in the collection.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$2000	Title I Part A	Title I teacher

## Goal 4: All students will meet or exceed state standards in science.

### Measurable Objective 1:

85% of Fourth grade students will demonstrate a proficiency in national and state standards in Science by 06/10/2022 as measured by the State assessments..

## School Improvement Plan

Black Elementary School

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### (shared) Strategy 1:

Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

\* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.

\* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

\* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

\* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

#### Category:

Research Cited: Ellis, Edwin S., and Lou Anne. Worthington. "Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators." Eugene, OR: National Center to Improve the Tools of Educators, College of Education, University of Oregon, 1994. Print.

Reis, S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3. Abadzi, H. (Nov. 2008). Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children. International Review of Education, (54)5-6; p581-604. ERIC (EJ815887)

Winokur, J., Worth, K., & Heller-Winokur, M.. (2009). Connecting Science and Literacy Through Talk. Science and Children, 47(3), 46-49. Retrieved January 26, 2010, from Research Library. (Document ID: 1910057331).

Tier: Tier 2

Activity - Content Area	Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Teachers will use leveled content-area leveled books from the literacy library to support and supplement Science curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title 1 teacher, EL teacher, resource room teacher.
<b>Activity - Inquiry-based Science Instruction</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 utilize the Battle Creek Math and Science curriculum which is focused on investigation and observation through experimentation. Each unit contains 11 activities, on average. One unit per grade contains 16 activities and is taught over a longer period of time. Teachers will teach 3-4 units per year and will teach science lessons and activities at least 3 times per week.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers
<b>Activity - BrainPop Support Videos</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>
Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Title I Part A	Classroom Teachers, Title I teacher and EL teacher.
<b>Activity - Discovery Education</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 have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate content currently being taught.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title I teacher, Media Specialist
<b>Activity - Utilizing Scholastic News Informational Text</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>

## School Improvement Plan

Black Elementary School

Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and support the science curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1200	Other	Classroom teachers.
<b>Activity - Implementation of Classroom Instruction that Works Strategies</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>
Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Next Generation Science Standards implementation, Battle Creek Math and Science Center Support, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teachers, EL teacher and Resource Room teachers. (Allied Arts, itinerants, and support staff where appropriate.)
<b>Activity - Monitor Implementation of Differentiation Strategies</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>
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff and principal.
<b>Activity - Love and Logic</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>

## School Improvement Plan

Black Elementary School

Teachers trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$3000	Title I School Improvement (ISI)	All Staff
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Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Title I School Improvement (ISI)	All Staff

Activity - Vocabulary in Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	School Improvement Grant (SIG)	All Classroom Teachers

### Measurable Objective 2:

A 37% increase of Black or African-American students will demonstrate a proficiency in meeting or exceeding state standards in Science by 06/19/2015 as measured by MEAP/state assessments..

### (shared) Strategy 1:

Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas. - \* Staff will align instruction (lesson planning) with district curriculum and pacing guides.

\* Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.

\* Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.

## School Improvement Plan

Black Elementary School

\* Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.

\* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place and how to best work together in grade level teams to meet the needs of all students. Differentiated Instruction is an instructional concept that maximizes learning for all students regardless of skill level or background. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

Category:

Research Cited: Ellis, Edwin S., and Lou Anne. Worthington. "Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators." Eugene, OR: National Center to Improve the Tools of Educators, College of Education, University of Oregon, 1994. Print.

Reis. S. S., Kaplan, S. N., Tomlinson, C. A., Westbert, K. L., Callahan, C. M., & Cooper, C. R., (1998). "How the brain learns, A response: Equal does not mean identical." Educational Leadership, 56, 3. Abadzi, H. (Nov. 2008). Efficient Learning for the Poor: New Insights into Literacy Acquisition for Children. International Review of Education, (54)5-6; p581-604. ERIC (EJ815887)

Winokur, J., Worth, K., & Heller-Winokur, M.. (2009). Connecting Science and Literacy Through Talk. Science and Children, 47(3), 46-49. Retrieved January 26, 2010, from Research Library. (Document ID: 1910057331).

Tier: Tier 2

Activity - Content Area Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use leveled content-area leveled books from the literacy library to support and supplement Science curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title 1 teacher, EL teacher, resource room teacher.

Activity - Inquiry-based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Teachers will utilize the Battle Creek Math and Science curriculum which is focused on investigation and observation through experimentation. Each unit contains 11 activities, on average. One unit per grade contains 16 activities and is taught over a longer period of time. Teachers will teach 3-4 units per year and will teach science lessons and activities at least 3 times per week.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers
<b>Activity - BrainPop Support Videos</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>
Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Title I Part A	Classroom Teachers, Title I teacher and EL teacher.
<b>Activity - Discovery Education</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 have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate content currently being taught.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers, Title I teacher, Media Specialist
<b>Activity - Utilizing Scholastic News Informational Text</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 provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and support the science curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1200	Other	Classroom teachers.
<b>Activity - Implementation of Classroom Instruction that Works Strategies</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>

## School Improvement Plan

Black Elementary School

Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
<b>Activity - Research Based Professional Development</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>
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Next Generation Science Standards implementation, Battle Creek Math and Science Center Support, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Title I Part A	Classroom teachers, Title I teachers, EL teacher and Resource Room teachers. (Allied Arts, itinerants, and support staff where appropriate.)
<b>Activity - Monitor Implementation of Differentiation Strategies</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>
Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	All staff and principal.
<b>Activity - Love and Logic</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 trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$3000	Title I School Improvement (ISI)	All Staff
<b>Activity - DISC/Personality Insights</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>

## School Improvement Plan

Black Elementary School

Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Title I School Improvement (ISI)	All Staff
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Activity - Vocabulary in Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	School Improvement Grant (SIG)	All Classroom Teachers

## Goal 5: All students will meet or exceed state standards in writing.

### Measurable Objective 1:

79% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in national and state standards in writing in English Language Arts by 06/19/2015 as measured by the IOWA and MEAP assessments.

### (shared) Strategy 1:

School and Community Collaboration - Black Elementary staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Category:

Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools."

Greenwich, CT: Information Age Pub., 2001. Print.

Mattingly, D. J., R. Prislun, T. L. McKenzie, J. L. Rodriguez, and B. Kayzar.

"Evaluating Evaluations: The Case of Parent Involvement Programs." Review of Educational Research 72.4 (2002): 549-76. Print.

Tier:

Activity - Parent Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Black Elementary School

Curriculum nights will be designed by the classroom teachers within each grade level. Teachers will prepare and model activities for parents to show how their children are learning; parents will have tools to help their children with homework. They will have a better understanding of the writing process and that children should be writing daily.	Parent Involvement	Tier 1		09/04/2018	06/13/2019	\$3400	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, ELA teacher
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring	Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Evaluation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	All staff.
Flexible Grouping	Teachers will work with their grade level partner to combine students within the grade level to work on guided practice of a concept. By having flexible groups, teachers can work to help not only the struggling students, but to help those that already know a skill and need to be challenged. Depending on the students' need, this could be done across the grade levels as well. This should happen 2-3 times per month or more, if appropriate.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$0	Classroom teachers.
Content Area Guided Reading	Teachers will use leveled content-area leveled books from the literacy library to support and supplement Science curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers, Title 1 teacher, EL teacher, resource room teacher.

## School Improvement Plan

Black Elementary School

Evaluate Math Journals	Evaluate math journals by assessing how the journals are set up and vocabulary taught at the end of each trimester. Teachers will review to make sure how often the content vocabulary is being used. They will use the district provided rubric to score student work and adjust instruction accordingly.	Evaluation	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers.
Web-Based Learning Site Applications	Teachers will provide students with opportunities to explore social studies concepts using web-based social studies learning sites. Teachers will use BrainPOP, Pearson, and other social studies related learning websites to further differentiate instruction. This will happen at a minimum of once a week. Teachers will instruct using Pearson/Scott Foresman Social Studies curriculum. The technology software and web resources allow for students to explore social studies concepts as well as utilize the Time for Kids online publication. This will happen at a minimum of twice a week.	Technology	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Classroom Teachers
Parent Meet the Teacher and Curriculum Night	Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	08/29/2018	06/14/2019	\$0	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.
Progress Monitoring	Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All teaching staff and Principal.

## School Improvement Plan

Black Elementary School

Career Presentations	Various community members, including parents, present to classes about their career choices and paths to chosen careers. Teachers will encourage parents and community members to visit the school through letters home, school newsletters, and classroom and school websites.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers
Implementation of Classroom Instruction that Works Strategies	Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
Utilizing Reading Manipulatives	Instructional staff will utilize reading manipulatives to enhance student understanding of concepts being taught (manipulatives may include, but are not limited to: Language Arts Versatiles, story cubes, Wikki Stix, highlight tape, multi-sensory sand and screens, whiteboards, magnetic letters, vocabulary cards). Manipulatives will be used at a minimum of twice a week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Classroom teacher, Title I teacher, EL teacher
Monitor Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Classroom teachers and principal.
Monitor Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data wall.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	Classroom teachers and principal.
Supplimental Materials for Hands-On Math	Teachers will use math manipulatives throughout lessons at a minimum of twice a week to provide a hands-on experience for students. Manipulatives help students develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways. By offering students a variety of manipulatives, students may choose which is the best way to visually represent the problem, which will help them explain their understanding. (Manipulatives may include, but are not limited to math versa-tiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, web-based learning activities, EnVision support materials, etc...)	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Classroom teachers, EL teacher and Special Education staff.
Monitor Implementation of Classroom Environment	Monitor the implementation of classroom environment through principal walk throughs, student behavior, staff surveys, lesson plans and staff discussions.	Monitor	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$0	All staff.

## School Improvement Plan

Black Elementary School

Monitor Implementation of School and Community Collaboration	Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All teaching staff and Principal
Monitor Implementation of School and Community Collaboration	Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All teaching staff and Principal.
Monitor Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk-throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Classroom teachers and principal.
Discovery Education	Teachers have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate with the content currently being taught.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Classroom teachers, Title I teacher, media specialist
Big 6 Research	The media specialist and teacher in grade K-5 will work together using the Big6 Skills approach to create a research project. The Big6 approach to information and technology skills instruction is a systematic process that continually grows. Using this model, we will help provide students with information-based, problem-solving, and decision making skills that will empower and improve literacy. Research will be done at a minimum of one project per grade level each year. The teacher and media specialist will choose either a science or a social studies topic for students to research. The computer lab will be made available for this as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers, Media Specialist
Social Studies-Based Field Trips	Staff will provide opportunities for students to participate in field trips that are social studies-based and support the curriculum. Parents are invited and encouraged to attend. Examples include the Warren Symphony, Troy Historical Museum or virtual and school based programs.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers
Content Area Guided Reading	Teachers will use leveled content-area leveled books from the literacy library to support and supplement social studies curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Classroom teachers, Resource Room teacher, Title I teachers, ELA teacher



## School Improvement Plan

Black Elementary School

Discovery Education	Teachers have access to the Discovery Education website. Discovery Education partners with school districts to deliver a customized suite of tools to accelerate student achievement. This is used to support the curriculum in most content areas. Teachers use this on an as-needed basis or as they find appropriate videos that correlate content currently being taught.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers, Title I teacher, Media Specialist
Read Naturally Intervention Kit	The Read Naturally Strategy combines the three powerful, research-proven strategies of teacher-modeling, repeated reading, and progress monitoring to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension. The Title I teacher will use this activity weekly along with guided reading. The teacher will have students take cold and hot scores to check their progress. Students will also monitor their own progress through their work logs.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I Teacher
Monitor Implementation of Differentiation Strategies	Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All staff and principal.
Monitor Implementation of Differentiation Strategies	Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and Principal.
Big 6 Research	The media specialist and teacher in grade K-5 will work together using the Big6 Skills approach to create a research project. The Big6 approach to information and technology skills instruction is a systematic process that continually grows. Using this model, we will help provide students with information-based, problem-solving, and decision-making skills that will empower and improve literacy. Research will be done at a minimum of one project per grade level each year. The teacher and media specialist will choose either a science or a social studies topic for students to research. The computer lab will be made available for this as needed.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Media Specialist

## School Improvement Plan

Black Elementary School

Content Area Guided Reading	Teachers will group and instruct students according to their instructional reading levels. They will meet with students at a minimum of three times per week, utilizing the literacy library for leveled readers for small group instruction. The literacy library contains a wide variety of level books for all content areas.	Academic Support Program	Tier 2	Evaluate	09/04/2018	06/14/2019	\$0	Classroom teachers, EL teacher, and Title I teacher
Implementation of Classroom Instruction that Works Strategies	Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
Monitor Implementation of Target Assisted Guided Reading and Writing	Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Title I and EL teacher.
Inquiry-based Science Instruction	Teachers will utilize the Battle Creek Math and Science curriculum which is focused on investigation and observation through experimentation. Each unit contains 11 activities, on average. One unit per grade contains 16 activities and is taught over a longer period of time. Teachers will teach 3-4 units per year and will teach science lessons and activities at least 3 times per week.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers
Monitor Implementation of Target Assisted Guided Reading and Writing	Monitor the implementation of Tier 3 guided reading and writing through principal walk throughs and bi-weekly Title I lesson plans.	Monitor	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I and EL teacher.
Utilizing Blackboard Resources	Teachers will utilize resources placed on Blackboard to further enhance classroom instruction. Some of the resources that will be looked at are updated pacing guides, performance tasks, writing to explain, MAISA units and more. This resource will be accessed at a minimum of once per trimester.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All teaching staff and Principal.
Monitor Implementation of Differentiation Strategies	Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$0	All teaching staff and Principal.
Monitor Implementation of School and Community Collaboration	Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$0	All teaching staff and Principal.

## School Improvement Plan

Black Elementary School

Monitor Implementation of Target Assisted Guided Reading and Writing	Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Title I and EL teacher.
Monitor Implementation of Differentiation Strategies	Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	09/04/2018	06/13/2019	\$0	All teaching staff and Principal.

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mindfulness	Students in grades K-5 will explore and use mindfulness to help regulate emotions and to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All Classroom Teachers
Parent Meet the Teacher/Informational Night	Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All Staff
Daily 5	Teachers will implement a version of Daily 5 that best fits their classroom. Daily 5 is a series of literacy tasks which students complete daily while the teacher meets with small groups for guided reading or has conferences with students. The Daily 5 is a structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. This should be happening at a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers, EL teacher and Title I teacher

## School Improvement Plan

Black Elementary School

Utilizing Scholastic News Informational Text	Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and will support the social studies curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Classroom teachers
Implementation of Classroom Instruction that Works Strategies	Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
Mindfulness	Students in grades K-5 will explore and use mindfulness as a way to Regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All Classroom Teachers

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DISC/Personality Insights	Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	All Staff

## School Improvement Plan

Black Elementary School

Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Building Healthy Classroom Community, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
Love and Logic	Teachers trained in Love and Logic will use the strategies learned. Love and Logic® is a method of working with students. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. Love and Logic strategies will be used throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	All staff.
Math Task Journaling	Students will learn how to articulate what they are learning through Math Task Journaling. This will provide many opportunities for students to organize and record their work. Children must organize, clarify, and reflect on their thinking. Each grade level will use multiple Math Task Journal prompts for every unit they teach. Students will record the solutions to math problems, along with the strategy and thought processes used to arrive at the solution. Teachers will discuss, as a class, possible solutions and strategies. Teachers will use this at least two times per unit/topic.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Classroom teachers.

## School Improvement Plan

Black Elementary School

Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Extended Day Learning Opportunities - Tutoring	Staff and volunteers will offer after school to provider tutoring before, during lunch, or after school in literacy skills.	Academic Support Program	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	Teaching staff, volunteers, and Principal
Parent Information Literacy Training	Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Media Specialist/Classroom teachers
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1		09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

# School Improvement Plan

Black Elementary School

Thinking Maps	Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In math, they will be used at least twice per unit. Summary statements of information found on Thinking Maps will be created where appropriate.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	Classroom Teachers, EL Teacher and Resource Room Teacher.
Title I Parent Meetings	Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I teacher.
Building Classroom Community	Teacher direct instruction on Building a Classroom Community. Teachers will create a classroom community using best practices. This may include, but not be limited to classroom meetings, classroom procedures for new students, community workshops or peer to peer mentoring. A successful classroom community promotes positive social skills and academic achievement. Children learn best when they feel they are part of a community, where everyone feels accepted and where individuality is encouraged. This should happen at least one time a week. Support staff will also build community within their areas of specialty.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2013	06/13/2019	\$3000	All staff.
Love and Logic	Teachers trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$3000	All Staff

## School Improvement Plan

Black Elementary School

Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Classroom Community, and elementary school counselor provided professional development.	Academic Support Program, Professional Learning	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Building Healthy Classroom Communities, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
DISC/Personality Insights	Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$2000	All staff



## School Improvement Plan

Black Elementary School

Summer Math Program	Title 1 teacher and classroom teachers will provide math assistance and activities to those students who attend the Summer Reading Program. Research shows that when students do not at least practice basic math facts over the summer they have more difficulty performing in the following school year. By providing students with the opportunity to practice and meet with a teacher or specialist, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer and work with a teacher, support staff, or volunteer.	Extra Curricular	Tier 3		06/20/2018	08/28/2019	\$1000	Title 1 staff, teachers, principal.
Title I Summer Reading	The Media Specialist will provide Title I students an opportunity to choose high interest reading material. Research shows that when students do not read over the summer they have more difficulty performing in the following school year. By providing students with books of interest, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer to change out books and work with teachers and volunteers on fluency and comprehension. When they attend a summer reading day, then they will receive more of their chosen books.	Extra Curricular	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Media Specialist/Title 1 teacher
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

## School Improvement Plan

Black Elementary School

DISC/Personality Insights	Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All Staff
Parent Curriculum Nights	Curriculum nights will be designed by the classroom teachers within each grade level. Teachers will prepare and model activities for parents to show how their children are learning; parents will have tools to help their children with homework. They will have a better understanding of the writing process and that children should be writing daily.	Parent Involvement	Tier 1		09/04/2018	06/13/2019	\$3400	Classroom teachers, Title I teacher, ELA teacher
Love and Logic	Teachers trained in Love and Logic will use the strategies learned. Love and Logic is a method of working with students. Love and Logic has many tools for educators, principals, and districts that promote healthy parent/teacher and teacher/student relationships and positive school-wide discipline. Love and Logic strategies will be use throughout each day. Teachers not trained in Love and Logic have the opportunity to read or listen to the resources or attend training.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	All Staff
DISC/Personality Insights	Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/29/2018	06/13/2019	\$2000	All staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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# School Improvement Plan

Black Elementary School

Parent Information Literacy Training	Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 2	Implement	08/29/2018	06/14/2019	\$500	Media Specialist and classroom teachers
Utilize Thinking Maps Instructional Strategy	Title I, EL and appropriate support staff will use Thinking Maps to guide their reading and writing instruction across content areas.	Academic Support Program	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I and EL teachers
Grade-Level Intervention Meetings/Data Digs	Staff will meet as a grade-level alone or with curriculum specialists and support staff to discuss testing data, interventions, and resources to best meet the needs of our bottom 30% students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, support staff, principal, and district curriculum specialists
Content Area Guided Reading	The Title I teacher will use content-area, leveled books from the literacy library to support and supplement social studies curriculum. Students identified as at risk, targeted assistance, Tier 2 students will meet with the Title I teacher twice per week. Some leveled books may be purchased if necessary to fill gaps in the collection.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$2000	Title I teacher
Support Learning at Home	Provide parents with opportunities to help support their students with math before or after school hours or during lunch period.	Academic Support Program	Tier 1	Implement	08/29/2018	06/14/2019	\$2000	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.

# School Improvement Plan

Black Elementary School

Thinking Maps	Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. This greatly aids students in writing summary statements as well. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In reading and writing they will be used at a minimum of once per week. Summary statements will be added where appropriate. Additional training will be provided to new teaching staff and follow-up training will be provided to all staff up to 5 times throughout the year.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, and Media Specialist
Title I Parent Meetings	Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 2	Monitor	08/29/2018	06/13/2019	\$300	Title I teachers and Aide
Tablets for Technology Integration	When possible Tablets will be used to extend learning opportunities during guided math. Programs that can be used on the tablets include, but are not limited to MeL.org, math learning sites, BrainPop, IXL, Xtra Math, Dream Box, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2		09/04/2018	06/13/2019	\$13000	Classroom teachers, Title I and Media Specialist.
Staff Professional Book Club	Staff will participate in professional book clubs at a minimum of once per year. Topics discussed may include, but aren't limited to Mindfulness, children in poverty, Coherence, getting total participation of all students, and other varying topics.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.
Purchase additional Leveled Literacy Intervention	School Improvement Team will allocate funds to purchase the Leveled Literacy Intervention (LLI) System. LLI is a small group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. LLI includes a combination of reading, writing, and phonics/word study	Materials	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	Title I and EL teacher

## School Improvement Plan

Black Elementary School

Extended Day Learning Opportunities - After School	Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, book publishing, tutoring etc...	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Any teaching staff member and principal.
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Next Generation Science Standards implementation, Battle Creek Math and Science Center Support, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Classroom teachers, Title I teachers, EL teacher and Resource Room teachers. (Allied Arts, itinerants, and support staff where appropriate.)
Thinking Maps	Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In science, they will be used at least twice per unit. Summary Statements will be generated from Thinking Map information when appropriate.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Classroom Teachers, Title I and Media Specialist.
Implementation of Classroom Instruction that Works Strategies	Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction	Tier 1	Implement	09/04/2018	06/13/2019	\$3000	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
Title I Parent Meetings	Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 2	Monitor	08/29/2018	06/14/2019	\$600	Title I teachers and aide

# School Improvement Plan

Black Elementary School

BrainPop Support Videos	Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Classroom teachers
Classroom Environment	Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. The elementary counselor will also support students and teachers with these techniques. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, Playworks, Building Healthy Communities, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$20000	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
Parent Information Literacy Training	Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Media Specialist and classroom teachers.

## School Improvement Plan

Black Elementary School

Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Implement	08/29/2018	06/14/2019	\$5000	Classroom teachers, Title I teachers and aides, EL teacher and Resource Room teachers.
Parent Meet the Teacher and Curriculum Nights	Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	09/04/2018	06/13/2019	\$3000	Title I teacher, classroom teacher
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Thinking Maps, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 2	Implement	09/04/2018	06/13/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
BrainPop Support Videos	Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$2000	Classroom Teachers, Title I teacher and EL teacher.

## School Improvement Plan

Black Elementary School

Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Playworks, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Utilize Thinking Maps Instructional Strategy	Title I, EL and appropriate support staff will use Thinking Maps to guide their reading and writing instruction across content areas.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$5000	Title I, EL and support staff.
Target Assisted Guided Math - Extended Day Opportunity	Students will receive additional math instruction during extended learning opportunities outside of the school day.	Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/13/2019	\$7000	Qualified Tier 1, Tier 2 & Tier 3 staff
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, Thinking Maps, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Monitor	09/04/2018	06/13/2019	\$5000	Classroom teachers, Media Specialist, Title I teacher, EL teacher and Resource Room teachers.
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Social Studies Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, and Building Healthy Classroom Communities.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)



# School Improvement Plan

Black Elementary School

Support Learning at Home	Provide parents with opportunities to help support their students in reading before/after school hours.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration
Extended Day Learning Opportunities - After School Programs	Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, tutoring etc...	Extra Curricular	Tier 1	Getting Ready	08/29/2018	06/13/2019	\$4000	Any teaching staff member and principal.
Classroom Environment	Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research-based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, 7 Habits of Happy Kids, Counselor provided instruction, etc...	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Coherence, DISC, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 2	Implement	08/29/2018	06/14/2019	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.

## School Improvement Plan

Black Elementary School

### School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary for Core Content Areas	Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SLOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	08/29/2018	06/14/2019	\$1000	All Classroom Teachers
Vocabulary for Core Content Areas	Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SLOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All Classroom Teachers
Vocabulary in Core Content Areas	Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SLOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	09/04/2018	06/13/2019	\$1000	All Classroom Teachers
Mindfulness	Students in grades K-5 will explore and use mindfulness as a way to regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, outdoor classroom/garden, DISC training, Healthy Kids Club, and peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	06/14/2019	\$3000	All Classroom Teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Black Elementary School

March is Reading Month	Staff will form a committee during the month of March to come up with a theme to promote reading. To celebrate their love for reading students will set individual, class and school goals to increase the number of books or the number of minutes read. Activities will be provided for students and families to participate in and a culminating celebration will occur for goals that are met.	Parent Involvement	Tier 1	Implement	09/04/2018	06/14/2019	\$0	All Staff
Utilizing Scholastic News Informational Text	Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts and support the science curriculum. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$1200	Classroom teachers.
Utilizing Scholastic News Informational Text	Teachers will be provided with subscriptions to Scholastic News, a non-fiction, informational children's magazine publication. This will allow students more access to informational texts. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers
BrainPop Support Videos	Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.
Reading Across the Curriculum	Teachers and support staff will incorporate multi-curricular leveled books, high interest books, and technology resources to enhance reading comprehension across all curricular areas. Students will have access to these resources daily.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	Classroom teachers, media specialist, Title I teacher, EL teacher