



School Improvement Plan

Black Elementary School

Warren Consolidated Schools

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Black Elementary is located in Sterling Heights, Michigan. Sterling Heights is a large, middle class, ethnically and racially diverse suburb approximately 20 minutes northeast of downtown Detroit. The school currently serves 432 students, Pre-K through fifth grade composed mostly of Caucasian children with some diversity that includes African American, Asian American, and Hispanic.

Over the past year our enrollment has increased from 350 students to 432 students. As a family centered neighborhood school, we provide a friendly, caring environment for our students. We value each child's unique abilities and provide multi-level, interdisciplinary instruction that builds a solid foundation for student success.

Black's success is the result of the dedicated teachers and staff, working collaboratively with parents for the success of the student. We have 18 full time classroom teachers as well as a part time Title I teacher, 4 part-time specials teachers, and language acquisition specialist working with our staff. We also have a full-time resource room teacher who supports our learning disabled students. We have four classrooms in our MOCI (Moderately Cognitively Impaired) program servicing students in pre-K-fifth grade. We have one administrator and support staff which include a secretary, a half-time clerk, two custodians, a cook and cook's helper.

A challenge we have faced this year was merging Fillmore Elementary with Black Elementary. Fillmore was a priority school, closed due to falling enrollment. Student test scores were on average lower than the Black Elementary student scores. The challenge is to bring all students up to grade level and to work together as a professional learning community to achieve that goal.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

The Margaret Black Elementary community will develop meaningful learning experiences that inspire students as they evolve as lifelong learners and contributing citizens.

Mission Statement

Margaret Black Elementary, in partnership with the students, parents, and community, is dedicated to providing a positive atmosphere for motivating and challenging students to become contributing citizens and lifelong learners.

Beliefs Statement

Black Elementary Belief Statements

1. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
2. We welcome diversity in its people and ideas.
3. We believe students have a shared responsibility for their own learning.
3. We believe in creating a safe, organized and nurturing environment.
4. We believe a commitment to continuous improvement is essential to achieve the mission of Margaret Black Elementary School.
5. We believe the collaboration between the home, the school district, and the community has a direct correlation to the quality of the educational system and the experience of each student.

Notable Achievements and Areas of Improvement

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

This year, we had 22% of our fifth graders invited into the accelerated Math/Science Technology program offered in the middle school. Other notable achievements include having a Science Olympiad team earned seven individual event medals and placed fourth at the regional level overall. We have the Peer to Peer program to pair up our general education students with our special needs students. Our 3rd through 5th grade students participated in the Detroit Institute of Arts VTS program. We are an emerald green school.

Areas for improvements include bringing Professional Learning Communities back to track goals more closely, more frequent data discussions and plans of action, peer collaboration, meeting the needs of student living in poverty. Another challenge is continuing to create a collaborative community with the blending of the Fillmore and Black Elementary schools.

Additional Information

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

Black Elementary staff is consistently involved in learning and implementing the latest thinking in education in order to provide students with the finest education possible. Parent and community partnerships are a priority. Parent involvement is high and there are many opportunities to volunteer and become an integral part of our educational family.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Improvement Team (SIP) was formed by the teaching staff at the beginning of the school year. The team was voted on and meetings throughout the year. With the merger we made sure we had teachers from both schools on the team. The principal along with the SIP chair scheduled meetings for the year. Community stakeholders were chosen by the SIP team. These members were parents in the building. They attended meetings with the principal and SIP members to communicate the plan, monitor the progress, and seek their input. The SIP team presented at many staff meetings and PLC meetings, and the staff regularly collaborated with the SIP team on goals, activities, and needs of the students.

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

The team consisted of teachers across many grade levels, as well as the music specialist, the principal, and the Title I teacher. Parents were chosen among those that expressed an interest in the monitoring and planning process. With the school merger we also made sure teachers from both buildings were on the team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

As the school improvement plan was being developed throughout the year, the team shared with the building staff at staff meetings and at PLC's. The principal shared at PTO meetings on a regular basis. The final plan is presented at either the final staff meeting or the first one of the new school year. Stakeholders are given an opportunity to view the plan and give input.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Analysis of the three year trend in student enrollment data indicates that our African-American population remains stable at 18% of the total number enrolled. Our economically disadvantaged population remains stable at 48% of the student body. Our English Language Learner population has increased by 17% this year due to the merger with Fillmore Elementary School. Our Students with Disabilities population remains stable at 13% of the total population. (This percentage includes the county-wide Cognitively Impaired Program.) Due to our merger with Fillmore Elementary, our student enrollment has increased.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Analysis of the three year trend in student attendance data indicates a 94.9% average daily attendance rate. The percentage of chronically absent students is stable at an average of 22%. Analysis by grade level indicates a high level of absenteeism in the lower elementary grades. In Kindergarten the number of chronically absent students (as defined by MI SCHOOL DATA portal) averages 19 students per year. In first grade, the number of chronically absent students averages 14 students per year. In second grade, the number of chronically absent students averages 15 students per year. Twenty-two percent of our African American population is considered chronically absent on a yearly basis. Twenty-five percent of our economically disadvantaged population is considered chronically absent on a yearly basis. Thirty-seven percent of our English Language Learners population is considered chronically absent on a yearly basis. (Source: MI SCHOOL DATA) The challenges identified include increasing the rate of attendance and punctuality in our African-American, economically disadvantaged, English language learners, and lower elementary students.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The number of suspensions in 2013-2014 was 6. In 2014-2015, suspensions remained at 6 students. In 2015-2016, suspension numbers decreased further to 5 students. The number of behavior referrals or WCS Notices of Misconduct has decreased steadily over the past 3 years. In 2013-2014, the number was 18 students. In 2014-2015, the number decreased to 11 students. In 2015-2016, the number has increased to 17 students. However, given the increase in student population, the percentage remains the same.

The low number of behavior issues is partially due to the social worker starting programs specific to making friends, keeping friends, and appropriate behavior. This may also be due to a change in leadership style by a new principal in the 2015-2016 school year. The challenge we continue to face is adherence to the Black Elementary behavioral vision in our mobile students. It takes at least a year for new students to feel part of the Black family and to learn the strategies to problem solve. Another challenge we face is the lack of a school counselor at the elementary level. In addition, we continually face the challenge of parental accountability in at-home consequences for children who have been suspended from school for inappropriate behavior.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Several actions can be taken to address the challenges identified from the student demographic data. The decline in enrollment has been addressed at the district level with the merger of Fillmore Elementary and Black Elementary. Title I and Title III support personnel could increase to provide more of a system of support for students identified as Tier II within the pyramid of interventions. In addition, class sizes could remain low in the early elementary classrooms to provide early intervention. Budget allocations could increase to help close the achievement gap among the subgroups in contrast to the student body as a whole. The budget resources could reflect our need for differentiated instructional materials, curriculum review, professional learning communities, and increased family involvement. School personnel could benefit from continued professional development in common-core aligned instructional methods and teaching with poverty in mind. The district could continue to attract and retain effective teachers through mentoring, professional development, competitive salary and benefit packages, technology integration, support from curriculum specialists, shared decision-making, and opportunities for shared leadership. Facility planning could meet the needs of those who are struggling financially. This includes preschool, extended learning opportunities, parent education, enrichment opportunities, meals, and health programs.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The school leaders in our building, including the principal and school improvement committee, demonstrate a deep commitment to establishing a collaborative culture for data analysis, curriculum review, and shared decision-making to increase student achievement. Multiple school improvement team members have remained in leadership positions for the past 10 years. The principal is new to the building this year. Black Elementary continues to lead Warren Consolidated Schools in student achievement on district, state, and national assessments.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Black Elementary employs many experienced teachers with some having more than 15 years experience, some with less than 8 years experience, and the majority having 9-15 years experience. The number of years of experience allows the teaching staff to collaborate as a heterogeneous professional learning community to strengthen the vertical and horizontal alignment among curriculum, instruction, and assessment practices in the core academic areas. Teachers are able to implement a multi-tiered system of support to ensure student achievement in academics and behavior.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

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The impact of absenteeism by school leaders on achievement is students may not receive direct instruction from a highly qualified substitute teacher. There have been very few days throughout the school year where school leaders have been absent due to professional learning. The school improvement team has tried its best to utilize district half days which are designated as professional development days without students.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The impact of absenteeism on achievement is students may not be receiving direct instruction from a highly qualified substitute teachers. Presence in the classroom indicates a vested interest in student academic and behavioral success.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The school district could offer alternative professional development opportunities throughout the school year to minimize the need for substitute teachers. This could be accomplished with co-teaching, academic coaching, or teacher-leaders. Support from curriculum and instructional technology specialists, special education support staff, and Tier II support staff could assist core academic teachers (and the principal) in research-based differentiated instruction and best practices.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Review of the Interim Self Assessment indicates a strength in governance and leadership, as well as curriculum and instruction. Staff indicated strong agreement in effective, responsible, and daily administration. Leadership supports improved instructional practices through multiple measure data analysis and progressive instructional practices.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Review of the Interim Self Assessment indicates a challenge in the systematic, inclusive, and comprehensive process of reviewing and revising curriculum with the shared vision of both challenging and providing equitable student learning.

12. How might these challenges impact student achievement?

Our challenge is in the systematic, inclusive, and comprehensive process of reviewing and revising curriculum with the shared vision of both challenging and providing equitable student learning. The impact on student achievement will be observed in the consistency within and across grade levels in the following areas: instructional practices, formative and summative assessments, differentiation to provide remediation or enrichment, rigor, and communication.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The action to be taken and incorporated in the School Improvement Plan to address these challenges is to reinvest in a PLC- Professional Learning Community. Through the systematic analysis and communication of student achievement data, best instructional practices and respective assessments are defined; as well as targeting students in need of remediation or enrichment. A clear method for data tracking, timely goals, and a multi-tiered system of support will provide for both challenging and equitable learning experiences for the student body.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Warren Consolidated Schools offers a broad and robust profile of services for students with disabilities. These may include evaluation, eligibility, programs, related services (speech, social work, occupational therapy, and physical therapy), specialized transportation, and transition services. The Individuals with Disability Act (IDEA) outlines the legal guidelines for procedures involving programs and services for eligible students from birth to 26 years of age. Child Find is a component of IDEA that requires states to identify, locate, and evaluate all

children with disabilities, aged birth to 21, who are in need of early intervention or special education services. All of these services are arranged and coordinated through the Special Education Department. Students with Disabilities receive services and programs via Individualized Education Plans. Services are coordinated with the Macomb Intermediate School District. Early intervention opportunities (Great Start Reading Program (GSRP)/World of Fours and Early Childhood Special Education (ECSE) may be under-utilized by some subgroups for a variety of reasons. Family doctors or health care providers could provide direction for any family that would benefit from special education services. Annually, Warren Consolidated Schools is allocated the following Federal Grants: Title Ia, Title IIa, Title III-LEP, and Title III-Immigrant; and State Grants: Section 31a and Section 41. Title I of the Elementary and Secondary Education Act/No Child Left Behind provides financial and administrative assistance to meet the educational needs of at risk students. Our Administrator of State and Federal Programs oversees compliance requirements. The goal of Title I is to help at risk students meet the state's performance standards by providing students with supplemental instructional services and activities. These include: small group intervention with a Title I teacher or paraprofessional, parent education, tutoring programs, summer academic programs, and computer-aided instruction. Services are also provided by intervention specialists and a Family Resource Assistant. The purpose of Title III-LEP and III-Immigrant is to provide instruction and professional development to help limited English proficient students in the acquisition of English language proficiency to achieve in core academic subjects. In addition, the purpose of Section 31a and 41 State grants is to provide supplemental instruction to at-risk students and limited English proficient students in the district. (Our Administrator of Language Acquisition Programs oversees compliance requirements. Students are ensured credit recovery through GenNet online learning, convalescent tutoring, summer school , and specialized alternative education programs through the office of Student Affairs.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended learning opportunities are available for students at all grade levels. In grades K-2, Title 1 tutoring, Title 1 direct instruction, and EL instruction are available, as well as the Resource Room for those who qualify. The upper elementary (3-5) also has access to Title 1 tutoring, Title 1 direct instruction, EL instruction, and the Resource Room. Title 1 is available for all TA (targeted-assisted) identified students. Students have the opportunity to participate in Cool Off with A Good Book Summer Reading Program, Peer to Peer, Science Olympiad, choir, Food Waste Ecology Class, lunch hour band tutoring, cooking, and cartooning class.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Black Elementary uses data from the IOWA state assessment, Sight Word Assessment, Easy CBM test, District Writing Assessments, attendance patterns, and DRA scores to determine eligibility for Title 1 services. For Science Olympiad, eligibility is based on teacher recommendation, DRA, and IOWA scores. Enrichment clubs are offered to those with an interest. Black Elementary informs students and parents of Extended Learning Opportunities through community fliers, district fliers, the monthly newsletter, district/school/classroom websites, permission slips, direct mailings, e-mail, parent-teacher conferences, and phone calls. Much of this communication is coordinated through the the Title I teacher and media specialist.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence to indicate the extent to which state content standards are being implemented with fidelity in all content courses and grade levels is provided at the district and school levels. At the district level, the Curriculum and Instructional Specialists(CITS) in each of the

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content areas attend professional development throughout the state and county. In turn, they, along with teacher-led curriculum team, revise district curriculum, pacing guides, and assessments to reflect best practices aligned to Michigan standards. In addition, professional development and coaching is provided by the CITS team to assist teachers in the ILC process (Instructional Learning Cycle). During PLC meeting time, teachers have designed, developed, and evaluated common assessments. At the school level, evidence takes the form of: principal walk-throughs, teacher lesson plans with standard coding, common planning, common assessments, standardized test results, data analysis, and communication. The SIP team monitors goals through progress monitoring in the form of: portfolios, checklists, data digs, and grade level intervention meetings.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 57% of the third grade class was advanced or proficient in ELA. Of the 10 African-American students assessed, 1 was advanced or proficient on the M-Step. 67% of white students were advanced or proficient. 62% of females and 52% of males were proficient. Of the 20 Economically Disadvantaged students, 10 were advanced or proficient on the M-Step.

M-Step data indicates 53% of the fourth grade class was advanced or proficient in ELA. 57% of white students were advanced or proficient. 50% of females and 55% of males were proficient. Of the 15 Economically Disadvantaged students, 47% were advanced or proficient on the M-Step.

M-Step data indicates 72% of the fifth grade class was advanced or proficient in ELA. Of the 12 African-American students assessed, 6 were advanced or proficient on the M-Step. 79% of white students were advanced or proficient. 67% of females and 78% of males were proficient. Of the 19 Economically Disadvantaged students, 68% were advanced or proficient on the M-Step.

The gap is closing between economically and non-economically disadvantaged students according to the 2014-2015 Black Elementary M-Step ELA data.

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the first grade class (78 students) averaged 83 NPR in Total Reading. Females averaged 87 NPR and males averaged 80 NPR. Of the 11 African- American students tested, the population averaged 85 NPR. Of the 44 Economically Disadvantaged students tested, the population averaged 72 NPR. Of the 29 English Learners tested, the population averaged 71 NPR. The achievement gap between white and African American students is insignificant. Students are performing above average.

IOWA Basic Skills data indicates the second grade class (72 students) averaged 89 NPR in Total Reading. Females averaged 90 NPR and males averaged 88 NPR. Of the 17 African- American students tested, the population averaged 87 NPR. Of the 39 Economically Disadvantaged students tested, the population averaged 88 NPR. Of the 13 English Learners tested, the population averaged 84 NPR. The

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achievement gap between white and African American students is insignificant, as well as that of the Economically Disadvantaged and Non-Economically Disadvantaged. Students are performing above average.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 49 NPR in Total Reading. Females averaged 53 NPR and males averaged 46 NPR. Of the 12 African- American students tested, the population averaged 40 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 35 NPR. Of the 17 English Learners tested, the population averaged 27 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 57 NPR in Total Reading. Females averaged 56 NPR and males averaged 58 NPR. Of the 12 African- American students tested, the population averaged 38 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 38 NPR. Of the 10 English Learners tested, the population averaged 18 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 51 NPR in Total Reading. Females averaged 52 NPR and males averaged 51 NPR. Of the 11 African- American students tested, the population averaged 51 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 46 NPR. Of the 11 English Learners tested, the population averaged 21 NPR. The achievement gap between white and African American students is insignificant. Students are performing in the average range.

Data Source: Spring DRA Levels

Using district-derived parameters, 45% of first grade students tested above grade level, 24% on grade level, 23% below grade level, and 9% at the intervention level. 69% of first grade students are reading at or above grade level.

44% of second grade students tested above grade level, 28% on grade level, 25% below grade level, and 3% at the intervention level. 72% of second graders are reading at or above grade level.

23% of third grade students tested above grade level, 17% on grade level, 6% below grade level, and 53% at the intervention level. Although 40% of students in the third grade are at or above grade level, most students showed vast improvement from the fall. Only 21% of third grade students were reading at or above grade level in the Fall.

40% of fourth grade students tested above grade level, 24% on grade level, 19% below grade level, and 16% at the intervention level. 64% of fourth grade students are reading at or above grade level.

17% of fifth grade students tested above grade level, 42% on grade level, 30% below grade level, and 11% at the intervention level. 59% of fifth grade students are reading at or above grade level.

19b. Reading- Challenges

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Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 57% of the third grade class was advanced or proficient in ELA. Of the 10 African-American students assessed, 1 was advanced or proficient on the M-Step. 67% of white students were advanced or proficient. 62% of females and 52% of males were proficient. Of the 20 Economically Disadvantaged students, 10 were advanced or proficient on the M-Step.

M-Step data indicates 53% of the fourth grade class was advanced or proficient in ELA. 57% of white students were advanced or proficient. 50% of females and 55% of males were proficient. Of the 15 Economically Disadvantaged students, 47% were advanced or proficient on the M-Step.

M-Step data indicates 72% of the fifth grade class was advanced or proficient in ELA. Of the 12 African-American students assessed, 6 were advanced or proficient on the M-Step. 79% of white students were advanced or proficient. 67% of females and 78% of males were proficient. Of the 19 Economically Disadvantaged students, 68% were advanced or proficient on the M-Step.

A challenge lies in improving the achievement levels of our African-American population according to the 2014-2015 Black Elementary M-Step ELA data. Focus on our Economically Disadvantaged population will continue to close the achievement gap.

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the first grade class (78 students) averaged 83 NPR in Total Reading. Females averaged 87 NPR and males averaged 80 NPR. Of the 11 African- American students tested, the population averaged 85 NPR. Of the 44 Economically Disadvantaged students tested, the population averaged 72 NPR. Of the 29 English Learners tested, the population averaged 71 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population.

IOWA Basic Skills data indicates the second grade class (72 students) averaged 89 NPR in Total Reading. Females averaged 90 NPR and males averaged 88 NPR. Of the 17 African- American students tested, the population averaged 87 NPR. Of the 39 Economically Disadvantaged students tested, the population averaged 88 NPR. Of the 13 English Learners tested, the population averaged 84 NPR. Additional interventions are needed to improve the achievement level of our English Learner population.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 49 NPR in Total Reading. Females averaged 53 NPR and males averaged 46 NPR. Of the 12 African- American students tested, the population averaged 40 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 35 NPR. Of the 17 English Learners tested, the population averaged 27 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population. Significant resources and interventions are needed for this cohort to improve achievement levels.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 57 NPR in Total Reading. Females averaged 56 NPR and males averaged 58 NPR. Of the 12 African- American students tested, the population averaged 38 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 38 NPR. Of the 10 English Learners tested, the population averaged 18 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 51 NPR in Total Reading. Females averaged 52 NPR and males averaged 51 NPR. Of the 11 African- American students tested, the population averaged 51 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 46 NPR. Of the 11 English Learners tested, the population averaged 21 NPR. Additional interventions are needed at Carleton Middle School during the 2016-2017 school year to improve the achievement level of the English Learner population.

Data Source: Spring DRA Levels

Using district-derived parameters, 45% of first grade students tested above grade level, 24% on grade level, 23% below grade level, and 9% at the intervention level. The challenge lies in improving the reading achievement levels in the 32% of first graders who are reading below or at the intervention levels. Title I, Title III, and Special education resources should be allocated toward these students for increased reading success.

44% of second grade students tested above grade level, 28% on grade level, 25% below grade level, and 3% at the intervention level. The challenge lies in improving the reading achievement levels in the 28% of second graders who are reading below or at the intervention levels. Title I, Title III, and Special education resources should be allocated toward these students for increased reading success.

23% of third grade students tested above grade level, 17% on grade level, 6% below grade level, and 53% at the intervention level. The challenge lies in improving the reading achievement levels in the 59% of third graders who are reading below or at the intervention levels. Title I, Title III, and Special education resources should be allocated toward these students for increased reading success. Significant resources are necessary for this cohort. Small class sizes for the fourth grade are essential for this cohort.

40% of fourth grade students tested above grade level, 24% on grade level, 19% below grade level, and 16% at the intervention level. The challenge lies in improving the reading achievement levels in the 35% of fourth graders who are reading below or at the intervention levels. Title I, Title III, and Special education resources should be allocated toward these students for increased reading success.

17% of fifth grade students tested above grade level, 42% on grade level, 30% below grade level, and 11% at the intervention level. 59% of fifth grade students are reading at or above grade level. The challenge lies in improving the reading achievement levels in the 41% of fifth graders who are reading below or at the intervention levels. Title I, Title III, and Special education resources at Carleton Middle School should be allocated toward these students for increased reading success.

19c. Reading- Trends

Because we have merged Fillmore and Black Elementary School, we are unable to provide trend data from the IOWA Basic Skills test. Trend data is not applicable using M-Step because the M-Step has only been administered for one year. Statistically, trend data should be over multiple years.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The SIP plan includes the following strategies to increase student achievement:

- 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.
- 2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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.
- 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 become 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.
- 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.

20a. Writing- Strengths

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the third grade class (67 students) averaged 63 NPR in Written Expression. Females averaged 71 NPR and males averaged 50 NPR. Of the 12 African- American students tested, the population averaged 49 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 53 NPR. Of the 17 English Learners tested, the population averaged 34 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 54 NPR in Conventions. Females averaged 63 NPR and males averaged 42 NPR. Of the 12 African- American students tested, the population averaged 51 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 42 NPR. Of the 17 English Learners tested, the population averaged 37 NPR. No significant gap is noted between white and African American groups. Students are performing in the average range.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 51 NPR in Vocabulary. Females averaged 53 NPR and males averaged 50 NPR. Of the 12 African- American students tested, the population averaged 46 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 37 NPR. Of the 17 English Learners tested, the population averaged 29 NPR. No significant gap is noted between white and African American groups. Students are performing in the average range.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 69 NPR in Written Expression. Females averaged 70 NPR and males averaged 69 NPR. Of the 12 African- American students tested, the population averaged 56 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 58 NPR. Of the 10 English Learners tested, the population averaged 29 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 69 NPR in Written Expression. Females averaged 68 NPR and males averaged 69 NPR. Of the 12 African- American students tested, the population averaged 51 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 52 NPR. Of the 10 English Learners tested, the population averaged 26 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 61 NPR in Vocabulary. Females averaged 59 NPR and males averaged 64 NPR. Of the 12 African- American students tested, the population averaged 38 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 38 NPR. Of the 10 English Learners tested, the population averaged 15 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 50 NPR in Written Expression. Females averaged 56 NPR and males averaged 46 NPR. Of the 11 African- American students tested, the population averaged 39 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 44 NPR. Of the 11 English Learners tested, the population averaged 15 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 46 NPR in Conventions. Females averaged 42 NPR and males averaged 49 NPR. Of the 11 African- American students tested, the population averaged 38 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 45 NPR. Of the 11 English Learners tested, the population averaged 19 NPR. There is no significant gap between Economically Disadvantaged and Non-Economically Disadvantaged groups. Students are performing in the average range.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 55 NPR in Vocabulary. Females averaged 53 NPR and males averaged 55 NPR. Of the 11 African- American students tested, the population averaged 59 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 50 NPR. Of the 11 English Learners tested, the population averaged 21 NPR. There is no significant gap between white and African American populations. Students are performing in the average range.

20b. Writing- Challenges

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the third grade class (67 students) averaged 63 NPR in Written Expression. Females averaged 71 NPR and males averaged 50 NPR. Of the 12 African- American students tested, the population averaged 49 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 53 NPR. Of the 17 English Learners tested, the population averaged 34 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population, African American population and male population.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 54 NPR in Conventions. Females averaged 63 NPR and males averaged 42 NPR. Of the 12 African- American students tested, the population averaged 51 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 42 NPR. Of the 17 English Learners tested, the population averaged 37 NPR. No significant gap is noted between white and African American groups. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population, African American population and male population.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 51 NPR in Vocabulary. Females averaged 53 NPR and males averaged 50 NPR. Of the 12 African- American students tested, the population averaged 46 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 37 NPR. Of the 17 English Learners tested, the population averaged 29 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 69 NPR in Written Expression. Females averaged 70 NPR and males averaged 69 NPR. Of the 12 African- American students tested, the population averaged 56 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 58 NPR. Of the 10 English Learners tested, the population averaged 29 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population.

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IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 50 NPR in Written Expression. Females averaged 56 NPR and males averaged 46 NPR. Of the 11 African- American students tested, the population averaged 39 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 44 NPR. Of the 11 English Learners tested, the population averaged 15 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population..

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 46 NPR in Conventions. Females averaged 42 NPR and males averaged 49 NPR. Of the 11 African- American students tested, the population averaged 38 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 45 NPR. Of the 11 English Learners tested, the population averaged 19 NPR. Additional interventions are needed to improve the achievement level of our English Learner population and African American population.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 55 NPR in Vocabulary. Females averaged 53 NPR and males averaged 55 NPR. Of the 11 African- American students tested, the population averaged 59 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 50 NPR. Of the 11 English Learners tested, the population averaged 21 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population.

20c. Writing- Trends

Because we have merged Fillmore and Black Elementary School, we are unable to provide trend data from the IOWA Basic Skills test. Trend data is not applicable using M-Step because the M-Step has only been administered for one year. Statistically, trend data should be over multiple years.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The SIP plan includes the following strategies to increase student achievement:

- 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.
- 2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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.
- 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 become 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.
- 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.

21a. Math- Strengths

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Black Elementary School

M-Step data indicates 45% of the third grade class was advanced or proficient in Math. Of the 10 African-American students assessed, 2 were advanced or proficient on the M-Step. 47% of white students were advanced or proficient. 42% of females and 48% of males were proficient. Of the 20 Economically Disadvantaged students, 3 were advanced or proficient on the M-Step.

M-Step data indicates 56% of the fourth grade class was advanced or proficient in Math. 48% of white students were advanced or proficient. 50% of females and 59% of males were proficient. Of the 15 Economically Disadvantaged students, 60% were advanced or proficient on the M-Step.

M-Step data indicates 51% of the fifth grade class was advanced or proficient in ELA. Of the 12 African-American students assessed, 8% were advanced or proficient on the M-Step. 69% of white students were advanced or proficient. 46% of females and 57% of males were proficient. Of the 19 Economically Disadvantaged students, 47% were advanced or proficient on the M-Step.

The gap is closing between economically and non-economically disadvantaged students in grades 4-5 according to the 2014-2015 Black Elementary M-Step Math data.

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the first grade class (78 students) averaged 73 NPR in Total Math. Females averaged 73 NPR and males averaged 75 NPR. Of the 11 African- American students tested, the population averaged 67 NPR. Of the 44 Economically Disadvantaged students tested, the population averaged 62 NPR. Of the 29 English Learners tested, the population averaged 61 NPR. Students are performing above average.

IOWA Basic Skills data indicates the second grade class (72 students) averaged 95 NPR in Total Math. Females averaged 92 NPR and males averaged 97 NPR. Of the 17 African- American students tested, the population averaged 96 NPR. Of the 39 Economically Disadvantaged students tested, the population averaged 96 NPR. Of the 13 English Learners tested, the population averaged 89 NPR. The achievement gap between white and African American students is insignificant, as well as that of the Economically Disadvantaged and Non-Economically Disadvantaged. Students are performing above average.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 57 NPR in Total Math. Females averaged 56 NPR and males averaged 57 NPR. Of the 12 African- American students tested, the population averaged 44 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 47 NPR. Of the 17 English Learners tested, the population averaged 41 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 64 NPR in Total Math. Females averaged 57 NPR and males averaged 72 NPR. Of the 12 African- American students tested, the population averaged 36 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 48 NPR. Of the 10 English Learners tested, the population averaged 36 NPR. Students are performing in the average range.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 55 NPR in Total Math. Females averaged 43 NPR and males averaged 61 NPR. Of the 11 African- American students tested, the population averaged 53 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 48 NPR. Of the 11 English Learners tested, the population averaged 24 NPR. The achievement gap between white and African American students is insignificant. Students are performing in the average range.

21b. Math- Challenges

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 45% of the third grade class was advanced or proficient in Math. Of the 10 African-American students assessed, 2 were advanced or proficient on the M-Step. 47% of white students were advanced or proficient. 42% of females and 48% of males were proficient. Of the 20 Economically Disadvantaged students, 3 were advanced or proficient on the M-Step.

M-Step data indicates 56% of the fourth grade class was advanced or proficient in Math. 48% of white students were advanced or proficient. 50% of females and 59% of males were proficient. Of the 15 Economically Disadvantaged students, 60% were advanced or proficient on the M-Step.

M-Step data indicates 51% of the fifth grade class was advanced or proficient in ELA. Of the 12 African-American students assessed, 8% were advanced or proficient on the M-Step. 69% of white students were advanced or proficient. 46% of females and 57% of males were proficient. Of the 19 Economically Disadvantaged students, 47% were advanced or proficient on the M-Step.

A challenge lies in improving the achievement levels of our African-American population and Female population according to the 2014-2015 Black Elementary M-Step Math data. Focus on the Economically Disadvantaged population will continue to close the achievement gap.

Data Source: 2016 Spring IOWA Basic Skills Test Margaret Black Elementary (after merger)

IOWA Basic Skills data indicates the first grade class (78 students) averaged 73 NPR in Total Math. Females averaged 73 NPR and males averaged 75 NPR. Of the 11 African- American students tested, the population averaged 67 NPR. Of the 44 Economically Disadvantaged students tested, the population averaged 62 NPR. Of the 29 English Learners tested, the population averaged 61 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population and African American population.

IOWA Basic Skills data indicates the second grade class (72 students) averaged 95 NPR in Total Math. Females averaged 92 NPR and males averaged 97 NPR. Of the 17 African- American students tested, the population averaged 96 NPR. Of the 39 Economically Disadvantaged students tested, the population averaged 96 NPR. Of the 13 English Learners tested, the population averaged 89 NPR. The achievement gap between white and African American students is insignificant, as well as that of the Economically Disadvantaged and Non-Economically Disadvantaged. Additional interventions are needed to improve the achievement level of our English Learner population.

IOWA Basic Skills data indicates the third grade class (67 students) averaged 57 NPR in Total Math. Females averaged 56 NPR and males averaged 57 NPR. Of the 12 African- American students tested, the population averaged 44 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 47 NPR. Of the 17 English Learners tested, the population averaged 41 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional

interventions are needed to improve the achievement level of our English Learner population and African American population.

IOWA Basic Skills data indicates the fourth grade class (68 students) averaged 64 NPR in Total Math. Females averaged 57 NPR and males averaged 72 NPR. Of the 12 African- American students tested, the population averaged 36 NPR. Of the 31 Economically Disadvantaged students tested, the population averaged 48 NPR. Of the 10 English Learners tested, the population averaged 36 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed to improve the achievement level of our English Learner population, African American population, and female population.

IOWA Basic Skills data indicates the fifth grade class (54 students) averaged 55 NPR in Total Math. Females averaged 43 NPR and males averaged 61 NPR. Of the 11 African- American students tested, the population averaged 53 NPR. Of the 25 Economically Disadvantaged students tested, the population averaged 48 NPR. Of the 11 English Learners tested, the population averaged 24 NPR. Challenges lie in bridging the achievement gap between the Economically Disadvantaged and Non-Economically Disadvantaged populations. Also, additional interventions are needed at Carleton Middle School in 2016-2017 to improve the achievement level of our English Learner population and female population.

21c. Math- Trends

Because we have merged Fillmore and Black Elementary School, we are unable to provide trend data from the IOWA Basic Skills test. Trend data is not applicable using M-Step because the M-Step has only been administered for one year. Statistically, trend data should be over multiple years.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The SIP plan includes the following strategies to increase student achievement:

- 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.
- 2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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.

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 become 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.

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.

22a. Science- Strengths

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 24% of the fourth grade class was advanced or proficient in Science. 14% of white students were advanced or proficient. 16% of females and 27% of males were proficient. Of the 15 Economically Disadvantaged students, 20% were advanced or proficient on the M-Step.

The gap is closing between economically and non-economically disadvantaged students according to the 2014-2015 Black Elementary M-Step Science data.

22b. Science- Challenges

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 24% of the fourth grade class was advanced or proficient in Science. 14% of white students were advanced or proficient. 16% of females and 27% of males were proficient. Of the 15 Economically Disadvantaged students, 20% were advanced or

proficient on the M-Step.

A challenge lies in improving the achievement levels of our female population according to the 2014-2015 Black Elementary M-Step ELA data. Focus on our Economically Disadvantaged population will continue to close the achievement gap.

22c. Science- Trends

This is not applicable using M-Step data because the M-Step has only been administered for one year. Statistically, trend data should be over multiple years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The SIP plan includes the following strategies to increase student achievement:

- 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.
- 2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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.
- 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 become easier for

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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.

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.

5.) The district will address training in NextGen Science standards.

23a. Social Studies- Strengths

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 19% of the fifth grade class was advanced or proficient in Social Studies. Of the 12 African-American students assessed, 17% were advanced or proficient on the M-Step. 14% of white students were advanced or proficient. 17% of females and 22% of males were proficient. Of the 19 Economically Disadvantaged students, 16% were advanced or proficient on the M-Step.

The gap is closing between economically and non-economically disadvantaged students according to the 2014-2015 Black Elementary M-Step Social Studies data.

23b. Social Studies- Challenges

Data Source: 2014-2015 M-Step Margaret Black Elementary (before the merger)

M-Step data indicates 19% of the fifth grade class was advanced or proficient in Social Studies. Of the 12 African-American students assessed, 17% were advanced or proficient on the M-Step. 14% of white students were advanced or proficient. 17% of females and 22% of males were proficient. Of the 19 Economically Disadvantaged students, 16% were advanced or proficient on the M-Step.

The challenge overall is to increase Social Studies proficiency.

23c. Social Studies- Trends

This is not applicable using M-Step data because the M-Step has only been administered for one year. Statistically, trend data should be over multiple years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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The SIP plan includes the following strategies to increase student achievement:

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.

2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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.

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 become 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.

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.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

The overall highest level of satisfaction among students are in the areas of school safety, understanding of school rules, and offering a variety of special classes such as media, art, music, gym and STEM.

24b. Student Perception Data

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

The lowest level of satisfaction among all students is in showing respect for adults in the school, specifically substitute teachers, as well as opportunities for a variety of clubs in the school. Teacher/student communication is also an area that indicates a low level of satisfaction.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Classroom teachers will continue to use Love and Logic techniques as well as the 7 Habits of Happy Kids. The staff will encourage a positive school environment and will look for extra-curricular opportunities.

25a. Parent/Guardian Perception Data

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

The overall highest level of parent/guardian satisfaction is in the area of communication between school and home, teachers taking time to modify or differentiate instruction, and understanding of both behavioral and academic expectations.

25b. Parent/Guardian Perception Data

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

Areas which show the lowest overall level of satisfaction with parents/guardians are lack of reliable technology available for every student.

and lack of school-wide extra curricular programs and clubs.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The actions to be taken to increase parent/guardian satisfaction are to increase the amount of technology available in the classroom. This is currently being done through the use of multiple tablets throughout the school, as well as two new laptop carts. The school will also offer more opportunities for parent involvement in school activities and clubs.

26a. Teacher/Staff Perception Data

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

Staff is highly satisfied with our school's continual improvement process, based on collaborative learning communities, and training opportunities such as Thinking Maps, Number Talks, as well as grade-level data digs and meetings. Staff is also satisfied with the school leaders' expectations to hold all students to high academic standards.

26b. Teacher/Staff Perception Data

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

The area with the lowest overall level of satisfaction among teachers is enrichment for students who are above level in all academic areas. Staff also indicated a lack of support of technology resources to assist with student learning.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Black Elementary will continue to seek more help for our growing EL population. With the recent addition of multiple laptops for student use, this will also aide in student achievement. We hope to have more tablets or laptops for use when the computer lab is used for testing purposes.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Overall, highest satisfaction among stakeholders/community is with the opportunities for families and staff to collaborate through programs such as Meet the Teacher Night, Family Fun Fair, Spotlight on Student Success (open house), and various community art, writing, and music

celebrations throughout the year.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Overall, the lowest level of satisfaction among stakeholders/community is with lack of special programs for students outside of the school day, such as clubs, tutoring during the school year and in the summer, and extra curricular activities.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The school is working hard to find volunteers to be involved in activities and clubs, and funding for tutoring when available. We are continuing to combine communities and resources to work towards these goals. We also strive to include our new EL population through EL teas, and communication that goes home in Arabic.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strengths identified from the Demographic Data include: a reduction in the number of student suspensions, the vested interest of experienced teachers and leaders, and the recent merger of Fillmore Elementary with Black Elementary to increase student enrollment. The challenges identified from the Demographic Data include: retaining students, decreasing student absences among the African-American, economically-disadvantaged, English language Learners, and lower elementary populations, offering a multi-tiered system of support, enhancing extended learning opportunities, and increasing the budget to meet the needs of students living in poverty. The strengths identified from the Process Data include governance and leadership, as well as daily instructional practices. The challenge identified from the Process Data includes the systematic, comprehensive review and revision of curriculum in a shared vision for challenging and equitable student learning. The Achievement/Outcomes data from the IOWA Basic Skills Assessment indicates students from Black Elementary generally score at or above the national level. Our challenge lies in isolating strands from each content area in which to improve and to focus on best instructional practices to increase our subgroup achievement levels. The strengths identified from the Perception Data include: high expectations for behavior and academics, differentiation of instruction, a safe learning environment, and the continual improvement process through collaboration. Challenges from the Perception Data include: offering extended learning opportunities in the form of enrichment, enhanced technology, classroom support for at-risk populations, and increasing respect throughout the school through positive communication.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement can be improved through the following measures: improving student-teacher relationships in a safe, positive school environment, increasing effective communication, supporting our at-risk populations through a multi-tiered system of support and differentiation, offering extended learning opportunities of enrichment and social programs, and allocating time and funding for the the systematic, inclusive review and revision of curriculum to offer rigor and equity to our student populations.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The SIP plan includes the following strategies to increase student achievement:

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.

2.) Differentiation Strategies Supported Through PLC Framework: Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among 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 continue utilize 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.

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 become 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.

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.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.wcskids.net/curriculum/annual_report/reports/1112/Black.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is K-5 only	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	It is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chief Human Resources Officer 31300 Anita, Warren, MI 48093 586-825-2400 Ext 63110	

School Improvement Plan

Black Elementary School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	We communicate through monthly school parent newsletter, classroom newsletters, school website, texting fan-out, and our parents on the School Improvement team. We use our Parent liaison to help translate materials so that our ELL parents will understand. We hold parent information meetings throughout the year to involve parents and the meetings are translated. We started a Watch DOGS (Dads of Great Students) group to get more dads involved during the school day. We also have a summer reading program with a parent participation class component.	

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

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

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?

Our staff collaboratively participated in the comprehensive needs assessment during half day PLC meetings as well as monthly staff meetings during the 2015-2016 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data and PowerSchool. The school improvement team initiated the analysis process during PLC meetings. Led by the school improvement team, Black Elementary Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. As a result, students were chosen with the following entrance criteria for supplemental Title I services based on the following fall DRA scores:

Kindergarten (not eligible for service until January score) - DRA 1 or below

Grade 1 - DRA 3 or below

Grade 2 - DRA 14 or below

Grade 3 - DRA 24 or below

Grade 4 - DRA 30 or below

Grade 5- DRA 38 or below

In addition, the IOWA test is examined to determine the bottom 30% of students. This data analysis, in combination with need as defined by the DRA test, teacher observation and beginning of the year basic skills testing in reading, is used to identify students who are eligible for Title I services.

Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Staff worked together to develop strategies and activities to obtain our 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 team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. As determined by the staff (at PLC meetings), the staff rated ourselves as a level two in data analysis (as part of the Self-Assessment). As a result, the SIP team as well as the staff determined that there is a need for further professional development in data analysis.

A Parent representative was invited to be a member of the school improvement team by the principal. The principal explains the process for the SIP meetings during a face-to-face meeting with the parent. The parent who accepted the invitation attended as many meeting as possible. We encourage the parent to ask questions anytime during the meeting so there is no confusion. She was helpful in providing the parent perspective. Parents worked specifically on the parent involvement plan and activities, and reviewing parent and student survey data, which was completed on the computer during the month of April. Surveys were available on the district webpage and notes were sent home with each student to encourage parent participation. The parent representative and principal are encouraged to share updates at PTO meetings. We sought additional input regarding the school culture, curriculum, Title I program, and specific parent concerns from parents through a Spring Title I survey and discussion questions addressed at the Spring Title I Evaluation meeting. Parent input was also welcome at PTO meetings or through conferences with teachers and/or the principal.

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?

Our staff collaboratively participated in the comprehensive needs assessment during 1/2 day PLC meetings as well as during staff meetings during the 2015-2016 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, SY 2016-2017

School Improvement Plan

Black Elementary School

CEPI, MI School Data and PowerSchool. The school improvement team initiated the analysis process during PLC meetings. Teachers conducted data digs at three grade level intervention meetings and met with the intervention team to discuss the progress of the all students and make adjustments to the services provided. Led by the school improvement team, Black Elementary Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. As a result, students were chosen with the following entrance criteria for supplemental Title I services based on the following fall DRA scores:

Grade 1 - DRA 3 or below

Grade 2 - DRA 14 or below

Grade 3 - DRA 24 or below

Grade 4 - DRA 30 or below

In addition, the IOWA test is examined to determine the bottom 30% of students. This data analysis, in combination with need as defined by the DRA test and basic reading skills summaries, such as Dolch sight word inventories and the San Diego Quick Assessment, is used to identify students who are eligible for Title I services.

Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. Staff worked together to develop strategies and activities to obtain our 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 team leaders communicate with staff at PLC meetings to ensure 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 need of the students, the SIP team at Black Elementary determined that Tier 3 Title I services would focus primarily on Language Arts 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.

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

- Iowa State Assessments
- DRA scores
- Dolch Sight Word Assessment
- Easy CBM testing
- District Writing Assessments - "not proficient" based on the scoring rubric
- Attendance Issues: significant absences, tardies, truancy
- Homeless

English Language Arts:

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

School Improvement Plan

Black Elementary School

Identification/Criteria for Selection: Students were identified as "at risk" based on their DRA 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 IOWA scores compared multiple times throughout the school year. In addition, MEAP 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 IOWA scores compared multiple times throughout the school year. In addition, MEAP scores were used in grades where the applicable subject area was assessed. Students also qualified as atrisk

based on common grade level assessments. Teacher input was also considered based on completion of daily activities as well as daily observation.

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 IOWA scores compared multiple times throughout the school year. In addition, MEAP scores were used in grades where the applicable subject area was assessed. Students also qualified as atrisk

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 IOWA scores compared multiple times throughout the school year. In addition, MEAP 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 and common prep times, teachers in kindergarten through grade two work with the Title I teacher and principal to identify students based on the following criteria:

- Spring IOWA test scores in the bottom 20-30 % National Percentile Ranking
- Spring State assessment scores in the bottom 20-30% of the school
- Teacher recommendation: In collaboration with the Title I teacher, classroom teachers identified students as at risk based on DRA2 scores ,MLPP scores, classroom observations of daily work and grade level assessments, and parent concerns were also considered as they were expressed to classroom teachers.
- DRA2/Running Record of at least one year below grade level

Currently, kindergarten students are not considered eligible for services until January, at which point teachers have completed DRA testing. Kindergarten students who are still non-readers would then qualify for Title I support services, which consists of additional practice with letter identification and phonics twice per week.

-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 skills 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, from the Title I and 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. This service provides intense, small group instruction that is at the students' level. In addition, students may receive take-home book bags with levelled readers. 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 level of support is adjusted. When funding is available, Title I students may also receive summer reading support through our motivational summer reading program, which is facilitated by school staff. These 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 1/2 day Professional Learning Community (PLC) time 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 2018.

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 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.

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 IOWA data analysis, English Language Arts core composite scores continue to be a concern for the at risk population at Black Elementary. 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 non fiction passages, the paired reading texts in the Leveled Literacy Intervention kit (LLI) 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 them make gains.

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 and school improvement meetings. The building administrator, Title I staff, special education staff, and general education staff examine a variety of student-level data. Reports are available from Data Director which contain MSTEP, Iowa, DRA, and common assessment data. This is supplemented with classroom grades accessible through power school. Data analysis is a regular part of PLC 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, intervention 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.

In order to interfere as little as possible with classroom instruction, the Title I teacher creates a schedule that coordinates as much as possible with the classroom teachers' 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 curriculum across the grade levels and provides support that aligns to the classroom instruction, using common vocabulary and the schools' initiative of thinking maps.

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?

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 II 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.

Although Black Elementary does not house a preschool program, a district-level informational meeting is held on two evenings for parents of incoming kindergarteners. Parents are invited through district mailings and through pre-school programs. Principals have an opportunity to meet the families of preschoolers at this meeting to talk about their school. Early childhood grants, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide classrooms of free, quality preschool programs at Green Acres, Holden, Lean, and Siersma Elementary schools, to 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 pre-school opportunities to those families that do not qualify for Headstart or Great Start Readiness programming at Hatherly Educational Center, Siersma, Susick, and Wilde Elementary Schools, which also include parent involvement activities throughout the year to support a successful transition to kindergarten.

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 pre-school 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	At this time, Black Elementary does not employ paraprofessionals as part of the Title I Targeted Assistance 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. The staff participates in on-going professional development opportunities, such as Thinking Maps Training by a district trainer, 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 monthly coffee hours to help provide understanding and support with school initiatives. Additionally, two title I meetings are offered to help the parents understand the programming and support available for the students. Reading strategies are explained so that they may be used at home to support growth.

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

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 Advance-ED. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. The intervention staff also communicates with staff during 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 monthly coffee hours for the English Language families, 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.

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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	

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 webpage under the Parent Resources tab provides information on: Common Core State Standards; support for cross curricular on line 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. In addition, teachers and Title I staff coordinate curriculum nights where teachers familiarize parents with the curriculum including at-home components as well as expectations for students. 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 webpage 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. Black Elementary trains staff with the use of Joyce Epstein's "School Family Community Partnerships" training. The school social worker provides training during PLC time. The staff and administration continue to support the professional growth of each other by providing short presentations during PLC time to share resources they have accumulated from other conferences and inservices. 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, Kid Equip, communications with other district schools, GSRP/World of Fours Program, and HEADSTART. 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. IOWA 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.

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14. 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.

F. 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. First, 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 questionnaires are used as "exit tickets" to elicit immediate responses from parents regarding particular events. 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	The Title I School-Parent Compact is attached	Black

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. IOWA 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. The district webpage has support for understanding the M-Step assessment and academic language used on the district report cards for each grade level.

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	2015-2016 Margaret Black Elementary Parent Involvement Policy attached.	Black

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 Black Elementary, the Title I teacher displays 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 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 (1.0 FTE Title I) to ensure services to eligible students are coordinated. Our .8 Title I teacher provides supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff 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). 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, Headstart and Great Start Readiness Program (WCS World of Fours Program), provide 10 classrooms of free, quality preschool programs at Holden, Lean, and Siersma elementary schools. 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 on a 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 at Hatherly Education Center 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. Our district is not eligible for Section 31a, state grant for neither at-risk students nor other Title I grant.

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, Targeted Assistance Component: Services for Eligible Students Funding Source: Title I, General Fund, Title III, IDEA, General Fund Sec. 107 Services/Programs Provide:

*Title I Teachers

*Before/After School Tutoring/Extended Programs

*Book Clubs

*Summer Reading Resources

*Language Acquisition teachers, aides

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*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 boardsand markers), Versatiles, Playaways

Targeted Assistance Component: Incorporated into existing school program planning

Funding Source: General Fund, Title II a, IDEA/General Fund, Title I a

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 elementaries

Targeted Assistance Component:Title I and Regular Education Coordination

Funding Sources: Title I a,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 though 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

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Funding Sources: General Fund; Title I; Title II; 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 increase parent involvement

Funding Source: Title I, 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 II, General Fund, IDEA/General Fund, Title I

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

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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:

*.8 FTE Title I Teacher

*Before/After-school Tutoring/Extended Programs

*Summer School Program (including, elementary level instructional DVDs in reading and math)

*1.0FTE Language Acquisition Teacher

*1.0 FTE Resource Room Teacher;

*0.5 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.

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, IOWA, 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 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.

Based on the continuous review of student achievement, the Title I teacher works collaboratively with the staff and administration to provide supplemental instruction in target skills in English Language Arts as determined by DRA2 testing, state assessments, and the IOWA common assessments. The needs of TA eligible students as well as input from staff and parents shape the Title I program at Black Elementary. The effectiveness of the current targeted assistance plan will be reviewed by our stakeholders in the Spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I Spring Review meeting, The SIP team will consider all ideas when updating the plan for the new school year.

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 staff at Black Elementary administer the IOWA test twice a year from grades 1-5. The use of the IOWA, state assessments, and DRA2 testing helps the Title I staff identify which students are most at risk and need more academic support. The bottom 20-30% of students are identified and further reading basic skills testing is done, such as Dolch sight word lists and Easy CBM testing. Teacher input is welcomed to provide extra information to the Title I staff when selecting students to receive additional academic support. The MTSS grade level meetings provide time to data dig and dialogue about students of concern. Teachers and intervention staff progress monitor throughout the year to monitor growth of the Title I students.

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 conclusion of every 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 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 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 IOWA exam, 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, IOWA 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, as well as from the Allied Arts teachers (Music, Spanish, 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, IOWA exam 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.

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
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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 IOWA, 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.

2016-2017 SIP Plan

Overview

Plan Name

2016-2017 SIP Plan

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: 34	Academic	\$107600
2	All students will meet or exceed state standards in reading.	Objectives: 1 Strategies: 4 Activities: 41	Academic	\$109900
3	All students will meet or exceed state standards in social studies.	Objectives: 1 Strategies: 4 Activities: 24	Academic	\$39800
4	All students will meet or exceed state standards in science.	Objectives: 1 Strategies: 4 Activities: 23	Academic	\$34700

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	09/06/2016	06/15/2017	\$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

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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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.
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Activity - Learning Gizmos Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Black Elementary staff will invite families of grade K-5 to attend a vendor night with Learning Gizmos. The games for Math Night reinforce addition, subtraction, multiplication, money, measurement, and other elementary and middle-school level math skills. Train 15-20 teachers and/or volunteers on how to play the different learning games. Families are then invited in to play.	Community Engagement	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$1500	Title I Part A	Classroom teachers, support staff, itinerants, allied arts teachers, and possible student or parent volunteers.

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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teachers and aides, EL teacher and Resource Room teachers.

Activity - Monitor Implementation of School and Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.

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Activity - Title I Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$600	Title I Part A	Title I teachers and aide
Activity - Support Learning at Home	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents with opportunities to help support their students with math after school hours.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.
Activity - Curriculum Support Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	Title I Part A	All teaching staff and administrator.

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.

* Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated

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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 - Utilizing Math Manipulatives	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 versatiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, etc...)	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, EL teacher and Special Education staff.
Activity - Web Based Learning Site Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide students with opportunities to practice math concepts using web based math learning sites. Teachers will use BrainPOP, EdMark Math, Xtra Math, IXL, and other math related learning websites to further differentiate instruction. This will happen at a minimum of once a week. Teachers will instruct using Pearson enVision mathematical curriculum aligned by the Office of Curriculum and Instruction to the Common Core. The technology software and web resources allow for students to see what is being modeled as well as practice the strategies. This will happen at a minimum of twice a week.	Technology	Tier 2	Monitor	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers.
Activity - Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide learning opportunities to meet students' individual needs. This may happen in cooperative learning groups, station-based activities, or small group sessions. This activity should happen at least twice a week. Students will be taught at their math level as determined by progress monitoring, pre/post tests, and background knowledge.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom Teachers, Title I Teacher, 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
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
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 Math curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, EL and Title I teacher.
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 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, and Building Classroom Community.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Media Specialist, Title I teacher, EL teacher and Resource Room teachers.
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 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
Activity - Classroom Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$20000	Title I Part A	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Classroom teachers.

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Activity - Math Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional math instruction during guided math groups and extended learning opportunities outside of the school day. Program licenses that may be utilized may include, but are not limited to IXL, Xtra Math, Adapted Minds, Dreambox etc...	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$12000	Other, Title I Part A	Qualified Tier One, Tier Two and Tier Three staff
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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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
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	09/06/2016	06/15/2017	\$4000	Title I Part A	Any teaching staff member and principal.
Activity - Tablets for Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tablets will be purchased to use with Title I students in the classroom. The 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		09/06/2016	06/15/2017	\$13000	Title I Part A	Classroom teachers, Title I and Media Specialist.
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	09/06/2016	06/15/2017	\$5000	Title I School Improvement (ISI)	All Staff
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		09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$2000	Title I School Improvement (ISI)	All staff

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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:

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	09/06/2016	06/15/2017	\$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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	Title I School Improvement (ISI)	Classroom Teachers, EL Teacher and Resource Room Teacher.

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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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
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	09/06/2016	06/15/2017	\$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 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, and Building Classroom Community.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.

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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	09/06/2016	06/15/2017	\$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 group and instruct TA students according to their instructional reading levels. The teacher will meet with students at a minimum of two 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	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Title I 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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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..

(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."

School Improvement Plan

Black Elementary School

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

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	09/06/2016	06/15/2017	\$500	Title I School Improvement (ISI)	Media Specialist, Classroom teachers
Activity - March is Reading Month Activities	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	09/06/2016	06/15/2017	\$1800	Booster Fund	Classroom teachers, Media Specialist, Principal, Itinerants, Title I, and EL teachers.
Activity - Parent Meet the Teacher and Curriculum 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	09/06/2016	06/15/2017	\$3000	General Fund	Classroom teacher, Media Specialist, EL teacher, Title I teacher

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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	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 School and Community Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
Activity - Title I Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Monitor	09/06/2016	06/15/2017	\$300	Title I School Improvement (ISI)	Title I teacher.
Activity - Support Learning at Home	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents with opportunities to help support their students in reading after school hours.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$500	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration
Activity - Curriculum Support Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	Title I Part A	All teaching staff and administrator.
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(shared) 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.

* 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: 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:

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Activity - Utilizing Reading Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teacher, Title I teacher, EL teacher
Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$4000	Other	Classroom teachers, media specialist, Title I teacher, EL teacher
Activity - Title I Summer Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Monitor	09/06/2016	06/15/2017	\$2000	Title I School Improvement (ISI)	Media Specialist
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. 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, Other	Tier 1	Monitor	09/06/2016	06/15/2017	\$1500	Other	Classroom teachers

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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	09/06/2016	06/15/2017	\$2000	Other	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.
Activity - Daily 5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$2000	General Fund	Classroom teachers, EL teacher and Title I teacher
Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, EL teacher, and Title I teacher
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	09/06/2016	06/15/2017	\$0	General Fund	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.	Academic Support Program	Tier 2		09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers.
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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	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 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 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
Activity - Take Home Bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Take Home Bags are either activity based, book based or both. Classroom teachers choose books at the students' levels to send home which helps parents promote reading at home. Activities may also be sent to help parents emphasize strategies that are being taught in the classroom. These tools help students master concepts being taught in school by allowing them to be proactive at home with the guidance of their parents. Teachers may send bags home to students in need weekly.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$300	Title I School Improvement (ISI)	Title I teacher and/or Classroom teacher.
Activity - Extended Day Learning Opportunities - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide after school tutoring in English language arts. This will encompass all content areas, as the focus will be content area guided reading and writing. Extended learning will be offered one to two times per week for an hour. This will happen between November and April.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$3200	Title I School Improvement (ISI)	Any teaching staff member.
Activity - Extended Day Learning Opportunities - After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, book publishing, tutoring etc...	Extra Curricular	Tier 1		09/06/2016	06/15/2017	\$4000	Title I Part A	Any teaching staff member and principal.
Activity - Purchase Tablets for Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tablets will be purchased to use with Title I students in the classroom. The tablets will be used to extend learning opportunities during guided reading and daily 5. Programs that can be used on the tablets include, but are not limited to MeL.org, learning sites, BrainPop, Pebble Go, Capstone eBooks, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2	Implement	09/06/2016	06/15/2017	\$13000	Title I Part A	Classroom teachers and Media Specialist.
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.	Monitor	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
Activity - Utilizing Blackboard Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
Activity - Classroom Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$20000	Title I Part A	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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 children in poverty, getting total participation of all students, and other varying topics.	Professional Learning, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$4500	Title I Part A	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.
Activity - Love and Logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/06/2016	06/15/2017	\$5000	Title I School Improvement (ISI)	All Staff
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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	09/06/2016	06/15/2017	\$4000	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
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	09/06/2016	06/15/2017	\$2000	Title I School Improvement (ISI)	All Staff

(shared) 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:

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.:

School Improvement Plan

Black Elementary School

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
<p>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.</p> <p>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.</p>	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teacher, and Media Specialist.
Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$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

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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I School Improvement (ISI)	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
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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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers and principal.

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use the Close and Critical Reading strategy to help students comprehend information, analyze how it is presented, determine the purpose and perspective of the author, establish what it means and apply it to their life. This will be done at a minimum of once per week in each grade level. Students will read and take notes on a piece of informational text. Using a Thinking Map for organizational purposes, they will then write a summary statement to summarize what they have learned.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$500	Title I School Improvement (ISI)	All teaching staff.

(shared) 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

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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	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 logs.	Monitor	Tier 3	Implement	09/06/2016	06/15/2017	\$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 group and instruct TA students according to their instructional reading levels. The teacher will meet with students at a minimum of two times per week, utilizing the LLI and Ready Naturally program for small group instruction. The literacy library may be used for additional titles and contains a wide variety of leveled books for all content areas.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Title I teacher
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 2	Getting Ready	09/06/2016	06/15/2017	\$2800	Title I Part A	Title I and EL teachers
Activity - Read Naturally Intervention Kit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/06/2016	06/15/2017	\$0	No Funding Required	Title I
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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	09/06/2016	06/15/2017	\$5000	Title I Part A	Title I and EL

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.

* 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

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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.

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
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, Resource Room teacher, Title I teachers, ELA teacher

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	09/06/2016	06/15/2017	\$1000	General Fund	Classroom teachers

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom Teachers
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	09/06/2016	06/15/2017	\$3000	Title I Part A	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education

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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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal.
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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$2000	Title I School Improvement (ISI)	All staff

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(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:

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:

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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$500	Title I Part A	Media Specialist and classroom teachers.

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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	09/06/2016	06/15/2017	\$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
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	09/06/2016	06/15/2017	\$0	No Funding Required	All teaching staff and Principal
Activity - Career Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers
Activity - Title I Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$300	Title I Part A	Title I teachers and Aide
Activity - Curriculum Support Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	Title I Part A	All teaching staff and administrator.

(shared) 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

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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 McIver

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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	Title I Part A	Classroom Teachers, Title I and Media Specialist.

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	09/06/2016	06/15/2017	\$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
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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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
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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 wall.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers and principal.

(shared) 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
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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, and Building Classroom Community.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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..

(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.

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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:

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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, Title 1 teacher, EL teacher, resource room teacher.

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Activity - Inquiry-based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$0	No Funding Required	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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Title I Part A	Classroom Teachers, Title I teacher and EL teacher.
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 content currently being taught.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, Title I teacher, Media Specialist
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 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	09/06/2016	06/15/2017	\$1200	Other	Classroom teachers.
Activity - Implementation of Classroom Instruction that Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	09/06/2016	06/15/2017	\$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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teachers, EL teacher and Resource Room teachers. (Allied Arts, itinerants, and support staff 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 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	All staff and principal.
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	09/06/2016	06/15/2017	\$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

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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	09/06/2016	06/15/2017	\$2000	Title I School Improvement (ISI)	All Staff
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(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:

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

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

Tier:

Activity - At-Home Investigation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given detailed instructions on experimentation and observations to complete at home with their children. This is typically distributed to families at the beginning of each new science unit. Each grade level has 3 units per year. There are typically 4-5 at home activities per unit. Each teacher will send home 3 at home activity idea sheets per year.	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers

Activity - Science-based Community Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in field trips that are science-based and support the curriculum. Parents are invited and encouraged to attend. Examples include the Detroit Zoo, Nature Center, and Cranbrook Institute of Science.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$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
Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	All staff and principal.

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Activity - Title I Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/06/2016	06/15/2017	\$500	Title I Part A	Title I teacher
Activity - Curriculum Support Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Parent Involvement, Academic Support Program, Communication	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	Title I Part A	All teaching staff and administrator.

(shared) 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:

Research Cited: Eisenberg, Michael, and Robert E. Berkowitz. Teaching information & technology skills: the Big6 in elementary schools. Worthington, Ohio: Linworth Pub., 1999. Print.

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

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. <<http://www.michigan.gov/documents/mde/>

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	Title I Part A	Classroom Teachers
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Activity - Science Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to provide a successful inquiry-based science education, students are provided with journals for each unit of study. Journals allow students to record data, questions, and conclusions, and write about their observations for each activity/lab. Students will use the journals for each activity that is completed or investigated.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers.

Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist and teachers in grade K-5 will work together using the Big 6 Skills approach to create a research project. The Big 6 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	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers, Media Specialists

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied Arts and itinerants where appropriate.)
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Activity - Monitor the 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 other data kept in data director or teacher grade books.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	Classroom teachers and principal.

(shared) 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 - 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 science curriculum. Students identified as at risk, targeted assistance, Tier 2 students will meet with the Title I teacher twice per week.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	No Funding Required	Title I teachers

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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, Thinking Maps, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, and Building Classroom Community.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$5000</p>	<p>Title I Part A</p>	<p>Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)</p>
<p>Activity - Monitor Implementation of Target Assisted Guided Reading and Writing</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.</p>	<p>Monitor</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Title I and EL teacher.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	09/06/2016	06/15/2017	\$3000	Classroom teacher, Media Specialist, EL teacher, 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	09/06/2016	06/15/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
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	09/06/2016	06/15/2017	\$2000	Classroom teachers, EL teacher and Title I teacher
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	09/06/2016	06/15/2017	\$1000	Classroom teachers

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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Thinking Maps, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, and Building Classroom Community.	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Purchase Tablets for Technology Integration	Tablets will be purchased to use with Title I students in the classroom. The tablets will be used to extend learning opportunities during guided reading and daily 5. Programs that can be used on the tablets include, but are not limited to MeL.org, learning sites, BrainPop, Pebble Go, Capstone eBooks, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2	Implement	09/06/2016	06/15/2017	\$13000	Classroom teachers 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 children in poverty, getting total participation of all students, and other varying topics.	Professional Learning, Academic Support Program, Getting Ready	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$4500	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.

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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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teachers and aides, EL teacher and Resource Room teachers.
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	09/06/2016	06/15/2017	\$600	Title I teachers and aide
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	09/06/2016	06/15/2017	\$500	Media Specialist and 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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Classroom Teachers, Title I teacher and EL teacher.
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	09/06/2016	06/15/2017	\$2000	Title I teacher

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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	09/06/2016	06/15/2017	\$3000	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
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 2	Getting Ready	09/06/2016	06/15/2017	\$2800	Title I and EL teachers
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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	Classroom Teachers, Title I and Media Specialist.
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, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$20000	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.

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<p>Research Based Professional Development</p>	<p>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, and Building Classroom Community.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$5000</p>	<p>Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied Arts and itinerants where appropriate.)</p>
<p>Thinking Maps</p>	<p>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.</p> <p>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.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$5000</p>	<p>Classroom teachers, Title I teacher, and Media Specialist.</p>

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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, 7 Habits of Happy Kids etc...	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$20000	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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	09/06/2016	06/15/2017	\$3000	Title I teacher, classroom teacher
Learning Gizmos Family Math Night	Black Elementary staff will invite families of grade K-5 to attend a vendor night with Learning Gizmos. The games for Math Night reinforce addition, subtraction, multiplication, money, measurement, and other elementary and middle-school level math skills. Train 15-20 teachers and/or volunteers on how to play the different learning games. Families are then invited in to play.	Community Engagement	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$1500	Classroom teachers, support staff, itinerants, allied arts teachers, and possible student or parent volunteers.

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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.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$2000	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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
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	09/06/2016	06/15/2017	\$3000	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
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, and Building Classroom Community.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$5000	Title I, EL and support staff.

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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...	Extra Curricular	Tier 1		09/06/2016	06/15/2017	\$4000	Any teaching staff member and principal.
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	09/06/2016	06/15/2017	\$2000	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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teachers, EL teacher and Resource Room teachers. (Allied Arts, itinerants, and support staff 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 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, and Building Classroom Community.	Professional Learning	Tier 1	Monitor	09/06/2016	06/15/2017	\$5000	Classroom teachers, Media Specialist, Title I teacher, EL teacher and Resource Room teachers.

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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 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, and Building Classroom Community.	Professional Learning	Tier 2	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
Curriculum Support Events	After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Parent Involvement, Academic Support Program, Communication	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	All teaching staff and administrator.
Math Enrichment	Students will receive additional math instruction during guided math groups and extended learning opportunities outside of the school day. Program licenses that may be utilized may include, but are not limited to IXL, Xtra Math, Adapted Minds, Dreambox etc...	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$10000	Qualified Tier One, Tier Two and Tier Three 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 2	Implement	09/06/2016	06/15/2017	\$500	Media Specialist and classroom teachers

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Support Learning at Home	Provide parents with opportunities to help support their students in reading after school hours.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$500	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration
Curriculum Support Events	After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	All teaching staff and administrator.
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	09/06/2016	06/15/2017	\$4000	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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Tablets for Technology Integration	Tablets will be purchased to use with Title I students in the classroom. The 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		09/06/2016	06/15/2017	\$13000	Classroom teachers, Title I and Media Specialist.

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Web Based Learning Site Applications	Teachers will provide students with opportunities to practice math concepts using web based math learning sites. Teachers will use BrainPOP, EdMark Math, Xtra Math, IXL, and other math related learning websites to further differentiate instruction. This will happen at a minimum of once a week. Teachers will instruct using Pearson enVision mathematical curriculum aligned by the Office of Curriculum and Instruction to the Common Core. The technology software and web resources allow for students to see what is being modeled as well as practice the strategies. This will happen at a minimum of twice a week.	Technology	Tier 2	Monitor	09/06/2016	06/15/2017	\$5000	Classroom teachers.
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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$3000	Classroom 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	09/06/2016	06/15/2017	\$4000	Classroom teachers, support staff, principal, and district curriculum specialists
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	09/06/2016	06/15/2017	\$500	Title I teacher
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	09/06/2016	06/15/2017	\$5000	Title I and EL

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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	09/06/2016	06/15/2017	\$300	Title I teachers and Aide
Curriculum Support Events	After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	All teaching staff and administrator.
Support Learning at Home	Provide parents with opportunities to help support their students with math after school hours.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.
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	09/06/2016	06/15/2017	\$7000	Qualified Tier 1, Tier 2 & Tier 3 staff
Curriculum Support Events	After school events will be held for parents to help them academically support their children. Events may include, but are not limited to, Cranbrook Science Center, Ann Arbor Hands on Museum, teacher led curriculum instructional activities etc...	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$3000	All teaching staff and administrator.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/06/2016	06/15/2017	\$2000	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.

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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, Other	Tier 1	Monitor	09/06/2016	06/15/2017	\$1500	Classroom teachers
Math Enrichment	Students will receive additional math instruction during guided math groups and extended learning opportunities outside of the school day. Program licenses that may be utilized may include, but are not limited to IXL, Xtra Math, Adapted Minds, Dreambox etc...	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$2000	Qualified Tier One, Tier Two and Tier Three 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	09/06/2016	06/15/2017	\$1200	Classroom 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	09/06/2016	06/15/2017	\$4000	Classroom teachers, media specialist, Title I teacher, EL teacher

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/06/2016	06/15/2017	\$0	Title I and EL teacher.
Content Area Guided Reading	Teachers will use leveled content-area leveled books from the literacy library to support and supplement Math curriculum. It is expected that all classroom teachers are doing guided a minimum of three times per week.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Classroom teachers, EL and Title I teacher.

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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	09/06/2016	06/15/2017	\$0	Classroom teachers and principal.
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.	Academic Support Program	Tier 2		09/06/2016	06/15/2017	\$0	Classroom teachers.
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	09/06/2016	06/15/2017	\$0	Classroom teacher, Title I teacher, EL teacher
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.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All staff and principal.
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	09/06/2016	06/15/2017	\$0	Classroom teachers, EL teacher, and Title I 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	09/06/2016	06/15/2017	\$0	Classroom teachers

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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	09/06/2016	06/15/2017	\$0	Classroom Teachers, Media Specialist
Science-based Community Field Trips	Students participate in field trips that are science-based and support the curriculum. Parents are invited and encouraged to attend. Examples include the Detroit Zoo, Nature Center, and Cranbrook Institute of Science.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Classroom teachers
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	09/06/2016	06/15/2017	\$0	Title I and EL teacher.
Guided Math	Teachers will provide learning opportunities to meet students' individual needs. This may happen in cooperative learning groups, station-based activities, or small group sessions. This activity should happen at least twice a week. Students will be taught at their math level as determined by progress monitoring, pre/post tests, and background knowledge.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$0	Classroom Teachers, Title I Teacher, EL Teacher and Special Education Staff.
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	09/06/2016	06/15/2017	\$0	All teaching staff and Principal.

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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	09/06/2016	06/15/2017	\$0	Classroom Teachers
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	09/06/2016	06/15/2017	\$0	All teaching staff and Principal
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	09/06/2016	06/15/2017	\$0	Classroom teachers, Title 1 teacher, EL teacher, resource room teacher.
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	09/06/2016	06/15/2017	\$0	All teaching staff and Principal.
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	09/06/2016	06/15/2017	\$0	Title I
Content Area Guided Reading	The Title I teacher will use content-area, leveled books from the literacy library to support and supplement science curriculum. Students identified as at risk, targeted assistance, Tier 2 students will meet with the Title I teacher twice per week.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Title I teachers

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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	09/06/2016	06/15/2017	\$0	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.
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	09/06/2016	06/15/2017	\$0	Classroom teachers, Resource Room teacher, Title I teachers, ELA teacher
Science Journals	In order to provide a successful inquiry-based science education, students are provided with journals for each unit of study. Journals allow students to record data, questions, and conclusions, and write about their observations for each activity/lab. Students will use the journals for each activity that is completed or investigated.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/15/2017	\$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 logs.	Monitor	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I and EL teacher.
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	09/06/2016	06/15/2017	\$0	Classroom teachers.

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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	09/06/2016	06/15/2017	\$0	Classroom teachers, Title I teacher, media specialist
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	09/06/2016	06/15/2017	\$0	Classroom teachers
Content Area Guided Reading	The Title I teacher will group and instruct TA students according to their instructional reading levels. The teacher will meet with students at a minimum of two times per week, utilizing the LLI and Ready Naturally program for small group instruction. The literacy library may be used for additional titles and contains a wide variety of leveled books for all content areas.	Academic Support Program	Tier 3	Monitor	09/06/2016	06/15/2017	\$0	Title I teacher
Utilizing Math Manipulatives	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 versatiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, etc...)	Academic Support Program	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Classroom teachers, EL teacher and Special Education staff.
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	09/06/2016	06/15/2017	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
Monitor the Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk-throughs, lesson plans, student work, and other data kept in data director or teacher grade books.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	Classroom teachers and principal.
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	09/06/2016	06/15/2017	\$0	Title I and EL teacher.

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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 wall.	Monitor	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	Classroom teachers and principal.
Big 6 Research	The media specialist and teachers in grade K-5 will work together using the Big 6 Skills approach to create a research project. The Big 6 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	09/06/2016	06/15/2017	\$0	Classroom teachers, Media Specialists
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	09/06/2016	06/15/2017	\$0	Classroom teachers, Media Specialist
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	09/06/2016	06/15/2017	\$0	All teaching staff and Principal.

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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.	Monitor	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All teaching staff and Principal.
At-Home Investigation Activities	Parents are given detailed instructions on experimentation and observations to complete at home with their children. This is typically distributed to families at the beginning of each new science unit. Each grade level has 3 units per year. There are typically 4-5 at home activities per unit. Each teacher will send home 3 at home activity idea sheets per year.	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Classroom teachers
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	09/06/2016	06/15/2017	\$0	All teaching staff 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 content currently being taught.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Classroom teachers, Title I teacher, 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	09/06/2016	06/15/2017	\$0	Classroom teachers
Content Area Guided Reading	The Title I teacher will group and instruct TA students according to their instructional reading levels. The teacher will meet with students at a minimum of two 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	Monitor	09/06/2016	06/15/2017	\$0	Title I teacher.

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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	09/06/2016	06/15/2017	\$0	Classroom teachers 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	09/06/2016	06/15/2017	\$0	All teaching staff and Principal.
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	09/06/2016	06/15/2017	\$0	All staff.

Booster Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
March is Reading Month Activities	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	09/06/2016	06/15/2017	\$1800	Classroom teachers, Media Specialist, Principal, Itinerants, Title I, and EL teachers.

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	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	09/06/2016	06/15/2017	\$2000	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	09/06/2016	06/15/2017	\$2000	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	09/06/2016	06/15/2017	\$2000	All staff

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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		09/06/2016	06/15/2017	\$1000	Title 1 staff, teachers, principal.
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.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	Classroom Teachers, EL Teacher and Resource Room Teacher.
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	09/06/2016	06/15/2017	\$500	Media Specialist, Classroom teachers

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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	09/06/2016	06/15/2017	\$3000	Classroom teachers.
Close and Critical Reading	Teachers in grades K-5 will use the Close and Critical Reading strategy to help students comprehend information, analyze how it is presented, determine the purpose and perspective of the author, establish what it means and apply it to their life. This will be done at a minimum of once per week in each grade level. Students will read and take notes on a piece of informational text. Using a Thinking Map for organizational purposes, they will then write a summary statement to summarize what they have learned.	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$500	All teaching 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	09/06/2016	06/15/2017	\$5000	All Staff

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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Take Home Bags	Take Home Bags are either activity based, book based or both. Classroom teachers choose books at the students' levels to send home which helps parents promote reading at home. Activities may also be sent to help parents emphasize strategies that are being taught in the classroom. These tools help students master concepts being taught in school by allowing them to be proactive at home with the guidance of their parents. Teachers may send bags home to students in need weekly.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$300	Title I teacher and/or Classroom teacher.

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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 ELA 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
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	09/06/2016	06/15/2017	\$5000	All Staff
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	Monitor	09/06/2016	06/15/2017	\$300	Title I 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	09/06/2016	06/15/2017	\$5000	All 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 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, and Building Classroom Community.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$5000	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$2000	All staff
Extended Day Learning Opportunities - Tutoring	Teachers will provide after school tutoring in English language arts. This will encompass all content areas, as the focus will be content area guided reading and writing. Extended learning will be offerened one to two times per week for an hour. This will happen between November and April.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$3200	Any teaching staff member.
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	Monitor	09/06/2016	06/15/2017	\$2000	Media Specialist