

Black Elementary 2019-2020 SIP

Black Elementary School

Warren Consolidated Schools

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Sterling Heights, MI 48312-6535

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Overview

Plan Name

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Plan Description

School Improvement Plan

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: 5 Activities: 31	Academic	\$0
2	All students will meet or exceed state standards in reading.	Objectives: 1 Strategies: 5 Activities: 40	Academic	\$0
3	Building a positive school community.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0

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

Measurable Objective 1:

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

Strategy 1:

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

Category: School Culture

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

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

Tier: Tier 1

Activity - Parent Information Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information Literacy involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate in various formats. Parent Information Literacy Training will happen twice a year. Parents will be provided an opportunity to navigate through MeL (Michigan's Electronic Library), PebbleGO (an online encyclopedia) and other grade appropriate databases and learning sites. This focus will help give parents a platform to help students understand the research process, learn how to cite sources, and how to find grade appropriate learning sites for all curricular areas.	Parent Involvement	Tier 2	Implement	08/28/2019	06/11/2020	\$0	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	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, PLC and Common Assessments, Classroom Instruction that Works, Building Academic Vocabulary, Love and Logic, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	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	08/28/2019	06/11/2020	\$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 2	Monitor	08/28/2019	06/11/2020	\$0	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

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Provide parents with opportunities to help support their students with math before or after school hours or during lunch period.	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.
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Activity - Vocabulary for Core Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SIOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All Classroom Teachers

Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness as a way to regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, outdoor classroom/garden, DISC training, Healthy Kids Club, and peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	All Classroom Teachers

Strategy 2:

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

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

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

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

* 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: Mathematics

Research Cited: Brown-Chidsey, Rachel, Louise Bronaugh, and Kelly McGraw. "RTI in the Classroom: Guidelines and Recipes for Success." New York: Guilford, 2009. Print.

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

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

Tier: Tier 2

Activity - Supplemental Materials for Hands-On Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use math manipulatives throughout lessons at a minimum of twice a week to provide a hands-on experience for students. Manipulatives help students develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways. By offering students a variety of manipulatives, students may choose which is the best way to visually represent the problem, which will help them explain their understanding. (Manipulatives may include, but are not limited to math versa-tiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, web-based learning activities, EnVision support materials, etc...)	Academic Support Program	Tier 2	Monitor	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers, EL teacher and Special Education staff.
Activity - Implementation of Classroom Instruction that Works Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, Thinking Maps, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	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	08/28/2019	06/11/2020	\$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

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Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. The elementary counselor will also support students and teachers with these techniques. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, Playworks, Building Healthy Communities	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies in order to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Evaluation	Tier 1	Monitor	08/28/2019	06/11/2020	\$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	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers.

Activity - Extended Day Learning Opportunities - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, tutoring etc...	Extra Curricular	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Any teaching staff member and principal.
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Activity - Tablets for Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible Tablets will be used to extend learning opportunities during guided math. Programs that can be used on the tablets include, but are not limited to MeL.org, math learning sites, BrainPop, IXL, Xtra Math, Dream Box, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2		08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Title I and Media Specialist.

Activity - Summer Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 teacher and classroom teachers will provide math assistance and activities to those students who attend the Summer Reading Program. Research shows that when students do not at least practice basic math facts over the summer they have more difficulty performing in the following school year. By providing students with the opportunity to practice and meet with a teacher or specialist, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer and work with a teacher, support staff, or volunteer.	Extra Curricular	Tier 3		08/28/2019	06/11/2020	\$0	Title I Part A	Title 1 staff, teachers, principal.

Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation, because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All staff

Strategy 3:

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

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	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers.

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In math, they will be used at least twice per unit. Summary statements of information found on Thinking Maps will be created where appropriate.	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom Teachers, EL Teacher and Resource Room Teacher.

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

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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: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Building Healthy Classroom Community, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
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Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers and principal.

Strategy 4:

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

Category:

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

Heinemann.

Tier: Tier 2

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Coherence, DISC, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 2	Implement	08/28/2019	06/11/2020	\$0	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	08/28/2019	06/11/2020	\$0	No Funding Required	Title I and EL teacher.
Activity - Target Assisted Guided Math - Extended Day Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional math instruction during extended learning opportunities outside of the school day.	Academic Support Program	Tier 2	Getting Ready	08/28/2019	06/11/2020	\$0	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	08/28/2019	06/11/2020	\$0	Title I Part A	Title I, EL and support staff.

Strategy 5:

Multi-Tiered Systems of Support - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: Mathematics

Research Cited: Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction.

<https://www.pbis.org/school/mtss>

Tier: Tier 2

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS process.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Administrator SLP Resource Room Social Worker Counselor Teachers

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Activity - Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MStep, NWEA, and classroom assessments (AVMR).	Academic Support Program	Tier 3		08/28/2019	06/11/2020	\$0	Title I Part A	Title I Staff Para Professionals
Activity - MTSS Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS Process-Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for student needs and determine student progress.	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All Staff
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and Evaluate MTSS Process, Supplemental Instruction and Student Progress.	Academic Support Program	Tier 2		08/28/2019	06/11/2020	\$0	Title I Part A	Administrator SLP Counselor Social Worker Staff

Goal 2: All students will meet or exceed state standards in reading.**Measurable Objective 1:**

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

Strategy 1:

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

Category: English/Language Arts

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

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

Tier: 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	08/28/2019	06/11/2020	\$0	Title I Part A	Media Specialist/Classroom teachers
Activity - March is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will form a committee during the month of March to come up with a theme to promote reading. To celebrate their love for reading students will set individual, class and school goals to increase the number of books or the number of minutes read. Activities will be provided for students and families to participate in and a culminating celebration will occur for goals that are met.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All Staff
Activity - Parent Meet the Teacher/Informational Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	General Fund	All Staff
Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1		08/28/2019	06/11/2020	\$0	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 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	08/28/2019	06/11/2020	\$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	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	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 before/after school hours.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration

Strategy 2:

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

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

achievement.

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

Category: English/Language Arts

Research Cited: Category:

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

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

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

Tier: Tier 1

Activity - Utilizing Reading Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teacher, Title I teacher, EL teacher

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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	08/28/2019	06/11/2020	\$0	Title I Part A	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	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Media Specialist/Title 1 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. Teachers will use these magazines either as a part of their Daily 5, or for direct instruction on different reading comprehension strategies. These will be used at a minimum of twice a month.	Academic Support Program	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers
Activity - BrainPop Support Videos	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use BrainPop resource videos for content-area support for all students. EL and Title I teachers will also have access to this resource for their Tier 2 students. The website has brief, instructional videos to support most content areas. They are presented in a child-friendly format to reinforce topics being taught in the classroom. BrainPOP should be utilized when appropriate topics are available.	Technology	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.

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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	08/28/2019	06/11/2020	\$0	General Fund	Classroom teachers, EL teacher and Title I teacher
Activity - Content Area 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	08/28/2019	06/11/2020	\$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, Implementation	Tier 1	Implement	08/28/2019	06/11/2020	\$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
Teachers will work with their grade level partner to combine students within the grade level to work on guided practice of a concept. By having flexible groups, teachers can work to help not only the struggling students, but to help those that already know a skill and need to be challenged. Depending on the students' need, this could be done across the grade levels as well. This should happen 2-3 times per month or more, if appropriate.	Behavioral Support Program	Tier 2	Getting Ready	08/28/2019	06/11/2020	\$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

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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 Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	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 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	08/28/2019	06/11/2020	\$0	No Funding Required	All teaching staff and Principal.

Activity - Extended Day Learning Opportunities - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and volunteers will offer after school to provider tutoring before, during lunch, or after school in literacy skills.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Teaching staff, volunteers, and Principal

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...	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Any teaching staff member and principal.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will align instruction (lesson planning) with district curriculum and pacing guides. They will increase their understanding of utilizing high-leverage, research-based instructional strategies to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Professional Learning	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	No Funding Required	All teaching staff and Principal.
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Activity - Utilizing Blackboard Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/28/2019	06/11/2020	\$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, Counselor provided instruction, etc...	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	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

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Staff will participate in professional book clubs at a minimum of once per year. Topics discussed may include, but aren't limited to Mindfulness, children in poverty, Coherence, getting total participation of all students, and other varying topics.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.
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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	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, support staff, principal, and district curriculum specialists

Activity - DISC/Personality Insights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All Staff

Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will explore and use mindfulness to help regulate emotions and to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	General Fund	All Classroom Teachers

Strategy 3:

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. This greatly aids students in writing summary statements as well. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In reading and writing they will be used at a minimum of once per week. Summary statements will be added where appropriate. Additional training will be provided to new teaching staff and follow-up training will be provided to all staff up to 5 times throughout the year.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Title I Part A	Classroom teachers, Title I teacher, and Media Specialist

Activity - Big 6 Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers, Media Specialist
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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 Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Building Healthy Classroom Communities, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)

Activity - Monitor Implementation of Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring the implementation of writing across the curriculum through principal walk-throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	No Funding Required	Classroom teachers and principal.

Strategy 4:
 Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.
 Category: English/Language Arts
 Research Cited: Pinnell, G. S., Lyons, C. A., DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39.
 Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

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Tier: Tier 3

Activity - Research Based Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Classroom Community, and elementary school counselor provided professional development.	Professional Learning, Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Activity - Monitor Implementation of Target Assisted Guided Reading and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Tier 3 guided reading and writing through principal walk throughs and bi-weekly Title I lesson plans.	Monitor	Tier 3	Implement	08/28/2019	06/11/2020	\$0	No Funding Required	Title I and EL 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 3	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Title I and EL teacher
Activity - Read Naturally Intervention Kit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/28/2019	06/11/2020	\$0	No Funding Required	Title I Teacher
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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	08/28/2019	06/11/2020	\$0	Title I Part A	Title I and EL teachers

Strategy 5:

Multi-Tiered Systems of Support - Staff will develop, implement, monitor and evaluate the impact of a Multi-Tier System of Support Process and the delivery of Tier 2 and 3 interventions on students' behavioral and academic success.

Category: English/Language Arts

Research Cited: Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction.

<https://www.pbis.org/school/mtss>

Tier: Tier 2

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	All Staff

Activity - Supplemental Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Instruction- Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MSTEP, NWEA, and classroom assessments (Corrective Reading).	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Title I Paraprofessionals

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Activity - MTSS Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS Process-Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for student needs and determine student progress.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Staff Title I
Activity - Monitor and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and Evaluate MTSS Process, Supplemental Instruction and Student Progress.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Administrator SLP Resource Room Counselor Social Worker Title I

Goal 3: Building a positive school community.**Measurable Objective 1:**

80% of All Students will increase student growth by building positive community programs in Practical Living by 06/21/2021 as measured by changes in discipline and attendance rates as well as positive survey assessment results..

Strategy 1:

Mindfulness - Students will learn mindfulness strategies to help support social and emotional competency and self regulation in the school setting. These strategies will be supported through the use of programs including: Restorative Justice and Play works, as well as an understanding of cultural competency.

Category: School Culture

Research Cited:

Maslow (1954). Motivation and Personality. ESSA's focus on the whole child also underscores the importance of addressing the safety and membership/belonging needs outlined by Maslow's Hierarchy prior to significant learning being able to take place.

Hattie (2001). Visible Learning for Teachers. Programs which address positive school and learning behaviors and mindsets have a positive impact on student success.

Tier: Tier 1

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Activity - Restorative Justice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Restorative justice empowers students to resolve conflicts on their own and in small groups. Use of restorative justice brings students together in peer-mediated small groups to talk, ask questions, air their grievances and decide next steps for resolution.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Administrator Counselor Social Worker All Staff
Activity - Play Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Playworks is an Oakland-based national nonprofit that supports learning and physical health by providing safe and inclusive play to low-income students in urban schools. Playworks works with schools to design curriculum and activities that offer play opportunities during recess, lunch and after school programs.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	No Funding Required	Administrator Counselor Social Worker All Staff
Activity - Cultural Competency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educating and training students and staff on how to understand different cultures in the school and celebrate our diversity.	Communication	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Administrator Counselor Social Worker Teaching Staff
Activity - Mindfulness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn mindfulness strategies to help support social and emotional competency and self regulation in the school setting. These strategies will be supported through the use of programs including: Restorative Justice and Play works, Class Dojo Mindfulness lessons, Calm App., as well as an understanding of cultural competency.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Title I Part A	Administrator All Staff

Strategy 2:

Mentoring - All staff will participate in mentoring students in the school setting both individually and in small groups to improve school connectedness and stronger communities.

Category: School Culture

Research Cited: U.S. Department of Education (2009). Mentoring resource center fact sheet. Washington D.C.: Author, Retrieved from

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<http://educationnorthwest.org/webfmsend/292>

Tier: Tier 1

Activity - Peer to Peer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An opportunity for students in grades 4-5 to act as peer mediators and mentors to other students in grades K-5 in the building to promote conflict resolution and social skills.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	No Funding Required	Administrat or Counselor Social Worker Staff

Activity - Bee Hive-PreK-5 Cross Grade Level	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades PreK-5 will be placed in mentoring rooms with one staff member serving as the group mentor. These groups will be called the Bee Hive. This grouping is a way to promote teaching of life skills, promotes community and mentoring opportunities for students from all grade in the school.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Title I Part A	Administrat or Counselor Social Worker Staff

Activity - Building Based Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Superintendents challenge is a way for staff to identify students who need an extra role model or mentor in the building due to issues with behavior, academics or difficult home lives. Students are indentified by their classroom teacher and then matched with a staff mentor. This mentor conducts weekly check-ins with to support their student mentee both academically and socially in the building. These mentor/mentee relationships stay the same each year K-5.	Behavioral Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/28/2019	06/11/2020	\$0	Classroom teacher, Title I teacher, EL teacher
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	08/28/2019	06/11/2020	\$0	All staff.
Monitor Implementation of Target Assisted Guided Reading and Writing	Monitor the implementation of Tier 2 guided reading and writing through principal walk throughs and bi-weekly Title I logs.	Monitor	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Title I and EL teacher.

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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 to improve the effectiveness of instruction. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. They will continue the MTSS process to ensure all student growth in achievement and behavioral successes and will monitor and analyze the impact of adult implementation of instructional strategies and activities as they relate to student achievement.	Professional Learning	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
Content Area Guided Reading	Teachers will group and instruct students according to their instructional reading levels. They will meet with students at a minimum of three times per week, utilizing the literacy library for leveled readers for small group instruction. The literacy library contains a wide variety of level books for all content areas.	Academic Support Program	Tier 2	Evaluate	08/28/2019	06/11/2020	\$0	Classroom teachers, EL teacher, and Title I teacher
Monitor Implementation of Differentiation Strategies	Monitor the implementation of differentiated strategies through principal walk throughs, lesson plans, computer lab schedules, staff discussions and student samples.	Monitor	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
Monitor Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Classroom teachers 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	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
Parent Meet the Teacher and Curriculum Night	Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	Classroom teachers and Media Specialist. Allied Arts teachers and Itinerants will be available for support.

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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	08/28/2019	06/11/2020	\$0	Title I Teacher
Monitor Implementation of Target Assisted Guided Reading and Writing	Monitor the implementation of Tier 3 guided reading and writing through principal walk throughs and bi-weekly Title I lesson plans.	Monitor	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Title I and EL teacher.
Monitor Implementation of Writing Across the Curriculum	Monitoring the implementation of writing across the curriculum through principal walk-throughs, lesson plans, student work, and data director.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Classroom teachers and principal.
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	08/28/2019	06/11/2020	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education Staff.
Play Works	Playworks is an Oakland-based national nonprofit that supports learning and physical health by providing safe and inclusive play to low-income students in urban schools. Playworks works with schools to design curriculum and activities that offer play opportunities during recess, lunch and after school programs.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Administrat or Counselor Social Worker All Staff

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Supplimental Materials for Hands-On Math	Teachers will use math manipulatives throughout lessons at a minimum of twice a week to provide a hands-on experience for students. Manipulatives help students develop conceptual understanding of mathematical ideas by representing the ideas in multiple ways. By offering students a variety of manipulatives, students may choose which is the best way to visually represent the problem, which will help them explain their understanding. (Manipulatives may include, but are not limited to math versa-tiles, base ten blocks, sorting squares, scales, clocks, tangrams, solid figures, web-based learning activities, EnVision support materials, etc...)	Academic Support Program	Tier 2	Monitor	08/28/2019	06/11/2020	\$0	Classroom teachers, EL teacher and Special Education staff.
Monitor Implementation of School and Community Collaboration	Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
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	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
Peer to Peer	An opportunity for students in grades 4-5 to act as peer mediators and mentors to other students in grades K-5 in the building to promote conflict resolution and social skills.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Administrator Counselor Social Worker Staff
Monitor Implementation of School and Community Collaboration	Monitor the implementation of school and community collaboration through parent, student and teacher surveys to see if events are beneficial, as well as school website.	Monitor	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	All teaching staff and Principal.
Building Based Mentoring	The Superintendents challenge is a way for staff to identify students who need an extra role model or mentor in the building due to issues with behavior, academics or difficult home lives. Students are identified by their classroom teacher and then matched with a staff mentor. This mentor conducts weekly check-ins with to support their student mentee both academically and socially in the building. These mentor/mentee relationships stay the same each year K-5.	Behavioral Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	All Staff

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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	08/28/2019	06/11/2020	\$0	Classroom teachers.
Flexible Grouping	Teachers will work with their grade level partner to combine students within the grade level to work on guided practice of a concept. By having flexible groups, teachers can work to help not only the struggling students, but to help those that already know a skill and need to be challenged. Depending on the students' need, this could be done across the grade levels as well. This should happen 2-3 times per month or more, if appropriate.	Behavioral Support Program	Tier 2	Getting Ready	08/28/2019	06/11/2020	\$0	Classroom teachers.
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	08/28/2019	06/11/2020	\$0	Classroom teachers, Media Specialist

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Process	MTSS Process-Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for student needs and determine student progress.	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	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 Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Building Healthy Classroom Communities, Mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, PLC and Common Assessments, Classroom Instruction that Works, Building Academic Vocabulary, Love and Logic, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teachers and aides, EL teacher and Resource Room teachers.
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, Thinking Maps, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, DISC, Playworks, Mindfulness, and Building Healthy Classroom Community.	Professional Learning	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	Classroom teachers, Media Specialist, Title I teacher, EL teacher and Resource Room teachers.

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<p>DISC/Personality Insights</p>	<p>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.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/28/2019</p>	<p>06/11/2020</p>	<p>\$0</p>	<p>All staff</p>
<p>Parent Information Literacy Training</p>	<p>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.</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/28/2019</p>	<p>06/11/2020</p>	<p>\$0</p>	<p>Media Specialist and classroom teachers</p>
<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 Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, Mindfulness, and elementary school counselor provided professional development.</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>08/28/2019</p>	<p>06/11/2020</p>	<p>\$0</p>	<p>Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)</p>

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Staff Professional Book Club	Staff will participate in professional book clubs at a minimum of once per year. Topics discussed may include, but aren't limited to Mindfulness, children in poverty, Coherence, getting total participation of all students, and other varying topics.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I, EL, Resource Room, Media Specialist and any other support staff necessary.
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	08/28/2019	06/11/2020	\$0	Media Specialist/C classroom teachers
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Classroom Community, and elementary school counselor provided professional development.	Professional Learning, Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Cultural Competency	Educating and training students and staff on how to understand different cultures in the school and celebrate our diversity.	Communication	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Administrator Counselor Social Worker Teaching Staff

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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, Counselor provided instruction, etc...	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
Thinking Maps	Thinking Maps training was provided by the MISD. This training helps bring a consistent tool and common vocabulary for our teachers and students to utilize, share, and incorporate into all content areas. Thinking Maps are graphic organizers that students will utilize while developing their thoughts as they progress throughout the writing process. This greatly aids students in writing summary statements as well. As a staff, we will commit to understanding how these maps will help foster and deepen our students' thinking and problem solving. Thinking Maps are used frequently throughout the week in all content areas. In reading and writing they will be used at a minimum of once per week. Summary statements will be added where appropriate. Additional training will be provided to new teaching staff and follow-up training will be provided to all staff up to 5 times throughout the year.	Academic Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Classroom teachers, Title I teacher, and Media Specialist
Professional Learning	Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS process.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Administrat or SLP Resource Room Social Worker Counselor Teachers

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MTSS Process	MTSS Process-Staff will analyze screener and diagnostic data to plan and provide Tier 2 and 3 interventions. Staff will also meet quarterly to plan for student needs and determine student progress.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Staff Title I
Title I Parent Meetings	Title I teacher will hold two parent meetings to communicate Title I services, resources and expectations. This will happen once in the fall and once in the spring.	Parent Involvement	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Title I teacher.
March is Reading Month	Staff will form a committee during the month of March to come up with a theme to promote reading. To celebrate their love for reading students will set individual, class and school goals to increase the number of books or the number of minutes read. Activities will be provided for students and families to participate in and a culminating celebration will occur for goals that are met.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All Staff
Bee Hive-PreK-5 Cross Grade Level	Students in grades PreK-5 will be placed in mentoring rooms with one staff member serving as the group mentor. These groups will be called the Bee Hive. This grouping is a way to promote teaching of life skills, promotes community and mentoring opportunities for students from all grade in the school.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Administrators or Counselor Social Worker Staff
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Mindfulness, DISC, Building Healthy Classroom Community, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teacher, 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	08/28/2019	06/11/2020	\$0	Title I teachers and aide
Supplemental Instruction	Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MStep, NWEA, and classroom assessments (AVMR).	Academic Support Program	Tier 3		08/28/2019	06/11/2020	\$0	Title I Staff Para Professionals

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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	Tier 1	Monitor	08/28/2019	06/11/2020	\$0	Classroom teachers
DISC/Personality Insights	Staff will be evaluated and trained by certified Personality Insights trainers. Personality Insights is about transformation based on understanding each staff members strengths and weaknesses. The trainers are committed to helping gain insights that will empower staff and students to improve. The approach is distinctly positive in orientation because they are invested in building people to create stronger teams and stronger relationships. Training can also be extended to the classroom to better help teachers and students work together	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All Staff
Support Learning at Home	Provide parents with opportunities to help support their students with math before or after school hours or during lunch period.	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration.
Title I Summer Reading	The Media Specialist will provide Title I students an opportunity to choose high interest reading material. Research shows that when students do not read over the summer they have more difficulty performing in the following school year. By providing students with books of interest, they are more likely to close the gap and have a more successful school year. Students will have the opportunity to come into the media center 5 times during the summer to change out books and work with teachers and volunteers on fluency and comprehension. When they attend a summer reading day, then they will receive more of their chosen books.	Extra Curricular	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Media Specialist/Title 1 teacher
Support Learning at Home	Provide parents with opportunities to help support their students in reading before/after school hours.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Media Specialist, Title I staff, Title III staff, administration

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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	08/28/2019	06/11/2020	\$0	Title I, EL and support staff.
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	08/28/2019	06/11/2020	\$0	Classroom teachers, support staff, principal, and district curriculum specialists
Purchase additional Leveled Literacy Intervention	School Improvement Team will allocate funds to purchase the Leveled Literacy Intervention (LLI) System. LLI is a small group, supplementary literacy intervention designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level. LLI includes a combination of reading, writing, and phonics/word study	Materials	Tier 3	Getting Ready	08/28/2019	06/11/2020	\$0	Title I and EL teacher
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include but are not limited to Add+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Building Healthy Classroom Community, mindfulness, and elementary school counselor provided professional development.	Professional Learning	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers. (Allied arts and itinerants where appropriate.)
Extended Day Learning Opportunities - After School	Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, book publishing, tutoring etc...	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Any teaching staff member and principal.
Mindfulness	Students will learn mindfulness strategies to help support social and emotional competency and self regulation in the school setting. These strategies will be supported through the use of programs including: Restorative Justice and Play works, Class Dojo Mindfulness lessons, Calm App., as well as an understanding of cultural competency.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Administrat or 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		08/28/2019	06/11/2020	\$0	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. Summary statements of information found on Thinking Maps will be created where appropriate.	Academic Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom Teachers, EL Teacher and Resource Room Teacher.
Mindfulness	Students in grades K-5 will explore and use mindfulness as a way to regulate their emotions to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and also have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, outdoor classroom/garden, DISC training, Healthy Kids Club, and peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	All Classroom Teachers
Extended Day Learning Opportunities - Tutoring	Staff and volunteers will offer after school to provider tutoring before, during lunch, or after school in literacy skills.	Academic Support Program	Tier 3	Getting Ready	08/28/2019	06/11/2020	\$0	Teaching staff, volunteers, and Principal

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Monitor and Evaluate	Monitor and Evaluate MTSS Process, Supplemental Instruction and Student Progress.	Academic Support Program	Tier 2		08/28/2019	06/11/2020	\$0	Administrat or SLP Counselor Social Worker Staff
Classroom Environment	Teachers will create a learning environment in which students know what they are supposed to be learning, have clear direction on how well they are progressing toward that learning objective, understand their roles as learners, have an engaging and interactive place to learn, and feel safe in their surroundings. They will do this by combining the Classroom Instruction that Works component "Creating the Environment for Learning" with classroom management strategies/activities. Creating a positive classroom environment using research based classroom management strategies along with a positive framework for learning will motivate and focus student learning, allow students to actively engage in and "own" their learning, provide opportunities for students to collaborate, and learn how to monitor and reflect on their behavior and learning. The elementary counselor will also support students and teachers with these techniques. Teachers will attend PD to support this strategy. PD may include, but is not limited to CITW, Love and Logic, Mindfulness, Playworks, Building Healthy Communities	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All classroom teachers, Title I, EL, Resource Room, Allied Arts and support staff.
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	08/28/2019	06/11/2020	\$0	Classroom teachers, resource room teacher, Title I teacher, Allied Arts teachers.
Supplemental Instruction	Supplemental Instruction- Title I teachers and paraprofessionals will provide additional, individualized, instruction to identified students in order to strengthen skills in which students have demonstrated deficits according to MSTEP, NWEA, and classroom assessments (Corrective Reading).	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	Title I Paraprofes sionals

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Vocabulary for Core Content Areas	Students in grades K-5 will engage in vocabulary activities to help strengthen core academic vocabulary understanding. Each grade level will use appropriate journals for their grade level to keep track of core content vocabulary. Activities include, but are not limited to Vocabulary journals, alpha boxes, and other activities based on the SLOP training. Teachers will use these activities at least two times per unit/topic.	Curriculum Development	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All Classroom Teachers
Restorative Justice	Restorative justice empowers students to resolve conflicts on their own and in small groups. Use of restorative justice brings students together in peer-mediated small groups to talk, ask questions, air their grievances and decide next steps for resolution.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Administrator Counselor Social Worker All Staff
Extended Day Learning Opportunities - After School Programs	Students would be offered various enrichment opportunities after school. These programs may include, but are not limited to robotics, cartooning, tutoring etc...	Extra Curricular	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	Any teaching staff member and principal.
Research Based Professional Development	Staff will participate in research-based instructional professional development. Professional development will benefit all students on the Multi-tier system of support. Professional development opportunities may include, but are not limited to: Ad+Vantage Math Recovery, Math Common Core Standards Implementation, Practical Ideas for Educators, Various MISD and WCS math training, Classroom Instruction that Works, Building Academic Vocabulary, The Leader in Me - 7 Habits for Happy Kids, Love and Logic, Coherence, DISC, Building Healthy Classroom Communities, and elementary school counselor provided professional development.	Professional Learning	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Classroom teachers, Title I teacher, EL teacher and Resource Room teachers.
Professional Learning	Staff will participate in professional learning to strengthen the implementation of supplemental instruction and MTSS processes.	Academic Support Program	Tier 3	Implement	08/28/2019	06/11/2020	\$0	All Staff
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	08/28/2019	06/11/2020	\$0	Title I and EL 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	08/28/2019	06/11/2020	\$0	Classroom teachers, media specialist, Title I teacher, EL teacher

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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	08/28/2019	06/11/2020	\$0	Classroom teachers.
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	08/28/2019	06/11/2020	\$0	Qualified Tier 1, Tier 2 & Tier 3 staff
Tablets for Technology Integration	When possible Tablets will be used to extend learning opportunities during guided math. Programs that can be used on the tablets include, but are not limited to MeL.org, math learning sites, BrainPop, IXL, Xtra Math, Dream Box, and any other grade appropriate app or website that will help with student achievement.	Technology	Tier 2		08/28/2019	06/11/2020	\$0	Classroom teachers, Title I and Media Specialist.
Monitor and Evaluate	Monitor and Evaluate MTSS Process, Supplemental Instruction and Student Progress.	Academic Support Program	Tier 2	Implement	08/28/2019	06/11/2020	\$0	Administrat or SLP Resource Room Counselor Social Worker Title I

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	08/28/2019	06/11/2020	\$0	Classroom teachers, EL teacher and Title I teacher
Implementation of Classroom Instruction that Works Strategies	Staff who are trained will use strategies from Classroom Instruction that Works, such as Advanced Organizers, Non-Linguistic Representations, Summarizing, Note Taking and Identifying Similarities and Differences during math instruction and activities. This will take place a minimum of three times per week.	Direct Instruction, Implementation	Tier 1	Implement	08/28/2019	06/11/2020	\$0	Classroom Teachers, Allied Arts Teachers, Title I, EL and Special Education
Parent Meet the Teacher/Informational Night	Parent Meet the Teacher and Curriculum night will be held for grades K-5 and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts and will be held once in September.	Parent Involvement	Tier 1	Implement	08/28/2019	06/11/2020	\$0	All Staff
Mindfulness	Students in grades K-5 will explore and use mindfulness to help regulate emotions and to improve healthy living habits for social and emotional growth. Students will learn about mindfulness and have access to various tools to use mindfulness throughout the year. Tools include, but are not limited to, the mindfulness room, low lighting, glitter jars, positive I can statement, peer mediation.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2019	06/11/2020	\$0	All Classroom Teachers