



# **School Improvement Plan**

Lean Elementary School

Warren Consolidated Schools

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

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

Our staff collaboratively participated in the comprehensive needs assessment during regularly scheduled Professional Learning Communities (PLC) and staff meetings in the 2017-2018 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data, and Powerschool. The school improvement team and MTSS (Multi-Tiered system of Support) Team led the data analysis process during PLC meetings and staff meetings. The Pearl Lean staff identified achievement gaps in all content areas for all students and subgroups with multiple test results. The Pearl Lean staff then looked for connections/themes that aligned with staff/parent/student demographic input. Finally, staff prioritized the areas of greatest need for all and identified subgroups. Then preliminary priority goals, strategies, and activities were developed by the staff. The School Improvement team, which meets monthly, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders are involved in the process. The parent representatives are invited to be members of the school improvement team by the principal. The principal explains the process for the SIP meeting by way of a meeting with parent representatives. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents helped develop specific student activities such as the school-wide reading program. Parent representatives share updates at PTO meetings. We sought additional input regarding the school culture and specific parent concerns from online parent surveys during the fall of 2017-2018 school year. Additional information was gathered through meetings between the School Improvement team and the PTO.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The School Improvement team examined data in the following fields to assess the comprehensive needs of Pearl Lean Elementary:

#### Economically Disadvantaged Data:

In 2011-2012, student enrollment data shows that the economically disadvantaged student body was 49%. In the 2012-2013 school year, it increased to 55% of the student body being economically disadvantaged. In the 2013-2014 school year, the economically disadvantaged student body grew to 57%. In the 2015-2016 school year, it increased to 60% of the student body being economically disadvantaged. In the 2016-2017 school year, the economically disadvantaged student body was at 64.4%. In the 2017-2018 school year, the economically disadvantaged student body was 73% of the school population.

#### English Language Learners Data:

#### 2016-2017 ELL student percentage by grade level:

K - 61%  
1st - 40%  
2nd- 39%  
3rd - 36%  
4th - 26%  
5th - 17%

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2017-2018 ELL student percentage by grade level:

TK & K - 47%

1st - 56%

2nd - 60%

3rd - 49%

4th - 42%

5th - 32%

In the 2017-2018 school year, all English Language Learners were initially screened in kindergarten or when they registered in school for the first time with a WIDA (World Class Instructional Design and Assessment) screener. Then every spring (Feb.-March) students take the WIDA test. The WIDA test is broken down into four parts (speaking, listening, reading, writing). Students receive a score between 1 (lowest level) to 6 (highest level). ELL students are serviced according to their ELL level by the Language Acquisition instructor and an ELL aide. Kindergarten students levels 1 to 3, and below grade level DRA are serviced by the ELL aide 2-3 times weekly 40 minutes each. First grade and second grade level 1 and 2, and below grade level DRA are serviced by the ELL aid 3-5 times/week 40 minutes each. First grade Levels 3 and 4 and below grade level DRA are serviced by the ELL aid 2-3 times/week 40 minutes each. In addition, first and second grade level 1 and newcomers are also serviced by the Language Acquisition teachers 2-5 times/week 40 minutes each. Language Acquisition teachers service level 1 students in grade 2-5 five times/week. Level 2 students in grades 2-5 are serviced by Language Acquisition teachers 3-4 times/week 40 minutes each. Level 3-4 students are serviced by Language Acquisition teachers 2-3 times/week 40 minutes each.

Absenteeism and Not Proficient Data:

There appears to be a direct correlation with high absenteeism and students who are non-proficient in one or more subjects. The following is data that supports the correlation between high absenteeism and non-proficiency:

In the 2011-2012 school year, Lean had 75 students that missed 10 or more school days and of these students, 37 or 49% were not proficient in academic areas. Additionally, there were 25 students who missed 15 or more school days. 60% of those students were not proficient in academic areas.

In the 2012-2013 school year, Lean had 136 students that missed 10 or more school days and of these students, 44% were not proficient in academic areas. Additionally, there were 55 students who missed 15 or more school days. 55% of those students were not proficient in academic areas.

In the 2013-2014 school year, Lean had 80 students that missed 10 or more school days and of these students, 27 or 34% were not proficient in academic areas. Additionally, there were 22 students that missed 15 or more school days. 64% of those students were not proficient in academic areas.

In the 2014-2015 school year, Lean had 83 students who missed more than ten days, and 49% were not proficient in at least one academic area. 18 students missed more than 20 days, and 72% of those students were not proficient in at least one academic area. Data shows that of the 18 students who missed 20 or more days in the year 2014-2015, 89% were in grades K-2.

In the 2015-2016 school year, Lean had 143 students who missed ten or more days, and 56% of these were not proficient in one or more academic areas. Lean had 49 students who missed 15 or more days of school, and of these, 61% were not proficient in one or more academic areas. Lastly, 31 students were absent 20 or more days of school and of these, 68% were not proficient in one or more academic areas. Data shows that of the 31 students who missed 20 or more days of school during the 2015-2016 school year, 97% were in grades K-

3.

In the 2016-2017 school year, 157 out of 590 total students missed ten or more days of school which represents 27% of the student body population. 89 students missed 10-19 days, and 44% of those students were found to be not proficient in one or more of the following academic areas: math, reading, and writing. Lastly, 66 students missed 20 or more days, and 48% of those students were found to be not proficient in one or more of the following academic areas: math, reading, and writing.

In the 2017-2018 school year, 147 out of 573 total students missed ten or more days of school which represents 26% of the student body population. 120 students missed 10-19 days, 64% of those students were found to be not proficient in one or more of the following academic areas: math, reading, and writing. Lastly, 27 students missed 20 or more days, and 56% of those students were found to be not proficient in one or more of the following academic areas: math, reading, writing, science and social studies.

In conclusion, there is a growing percentage of economically disadvantaged students that creates a challenge in accommodating these students when class sizes are high and parent involvement has become difficult for after-school support at home. The data shows there is a direct correlation with high absenteeism and students who are not proficient in one or more subjects. There is a noticeable trend of a growing ELL population each year. Even with these challenges, survey perception data continues to show that our community is overall satisfied with our school.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

School goals are based on the results found within the priority needs and needs assessment. This ensures that Tier I, Tier II, and Tier III student needs are being met by annually updating our School Improvement Plan by way of analyzing data from the priority needs and needs assessment. For example, high numbers of economically disadvantaged students suggests a continuous need of support services, resources, activities, etc.

The goals of the Pearl Lean School Improvement Plan are based on data recovered through the comprehensive needs assessment. There are five goals in the areas of reading, writing, math, science, and social studies that the school improvement team has implemented in order to close the achievement gaps of at-risk students and increase the academic achievement throughout Tier I, Tier II, and Tier III support services. Within each goal are specific strategies and activities to focus on overall student needs as well as Tier II and Tier III students. We also added an additional goal pertaining to the overall health and well-being of our students.

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

The goals in our school-wide plan address the needs of all students from gifted and talented students through those with special needs. The following strategies within each goal focus on addressing the needs of all students and also give special recognition to children who are disadvantaged.

Goal 1: All Pearl Lean students will become proficient in reading.

Strategy 1:

Guided Reading for All Students: Teachers provide guided reading instruction at each student's instructional level using leveled books from

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our school literacy library. Teachers use the Benchmark Literacy curriculum to teach students reading strategies to small groups during guided reading. Grades K-3 and some Tier II and III students in fourth and fifth grades have the opportunity to take advantage of an online reading program called Raz-Kids at school and at home. Additionally, all students have the opportunity to participate in an online program called MobyMax on a weekly basis, along with the ability to access the program at home on a daily basis. A School Scrabble Club will be available for additional help in ELA.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

A Multi-Tier System of Support (MTSS) is implemented across all grade levels. Attention is given to all tiers with a focus on the Tier II and Tier III students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II and Tier III students. This includes specific individualized strategies and interventions for Tier II and Tier III students.

The goals in our school-wide plan address the needs of all students from gifted and talented students through those with special needs. The following strategies within each goal focus on addressing the needs of all students, and also give special recognition to children who are disadvantaged.

Goal 1: All Pearl Lean students will become proficient in reading.

#### Strategy 1

Guided Reading for All Students: Teachers provide guided reading instruction at each student's instructional level using leveled books from our school literacy library. Teachers use the Benchmark Literacy curriculum to teach students reading strategies to small groups during guided reading. Grades K-3 and some Tier II and III students in fourth and fifth grades have the opportunity to take advantage of an online reading program called Raz-Kids at school and at home. Additionally, all students have the opportunity to participate in an online program called MobyMax on a weekly basis, along with the ability to access the program at home on a daily basis.

Guided Reading for At-risk students: Title I and EL teachers provide additional guided reading instruction at each student's DRA2 instructional level using the Leveled Literacy Intervention program. Additionally, students who are certified special education also receive small group instruction. Reading strategies are reinforced through extra instruction to strengthen reading skills.

#### Strategy 2

Comprehension Monitoring for All Students: Teachers use differentiated instruction to meet the needs of all learners and to improve reading comprehension regularly. Teachers use the Benchmark Literacy curriculum to teach comprehension strategies in whole group mini lessons, as well as small groups during guided reading.

Comprehension Monitoring for At-risk Students: Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. During guided reading, instruction will be differentiated to meet the needs of all learners from gifted and talented students to students with special needs. Special Education staff monitors reading comprehension in special education students using the EasyCBM program.

Goal 2: All Pearl Lean students will become proficient in writing.

#### Strategy 1

Writer's Workshop for All Students: Teachers guide students in generating ideas for writing. Teachers use whole group instruction to teach mini lessons about various writing strategies. Students are given the opportunity to practice and develop writing fiction and nonfiction pieces while teachers conference with students about their writing progress.

Writer's Workshop for At-risk Students: Teachers use writing tools to guide at risk students to improve their writing skills. Students are given the opportunity to practice writing while teachers conference with them about their writing progress. EL teachers implement thinking maps to

help guide students' writing.

Goal 3: All Pearl Lean students will become proficient in math.

#### Strategy 1

Math for All Students: Teachers provide students with a variety of math strategies to help them develop problem solving skills. Teachers use the enVisionMath curriculum to teach problem solving strategies, as well as grade level math task journals. All students participate in a weekly STEM class (Science, Technology, Engineering, and Math) for 40 minutes. An after-school math club was offered for grades 3-5 for five weeks during the 2017-2018 school year. Additionally, all students have the opportunity to participate in an online program called MobyMax on a weekly basis, along with the ability to access the program at home on a daily basis. A School Scrabble Club will be available for additional math help.

Math for At-risk Students: Teachers will progress monitor at risk students to provide extra support with the development of problem solving skills. The Title One teachers will add AVMR intervention with first and second graders who need additional help in math.

Goal 4: All Pearl Lean students will become proficient in Science.

#### Strategy 1

Reading and Writing in Science for All students: Teachers guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Students are given the opportunity to observe, predict, and apply scientific knowledge. All students utilize their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing journal tasks. Teachers use the science leveled reader books and read-aloud books from the literacy library to reinforce concepts taught and provide students the opportunity for more reading in science. Additionally, all students participate in a weekly STEM class (Science, Technology, Engineering, and Math) for 40 minutes.

Reading in Science for At-risk Students: Teachers address any students with naive conceptions or misinformation. Title I and EL students are exposed to numerous non-fiction science leveled texts throughout the LLI program.

Goal 5: All Pearl Lean students will become proficient in Social Studies.

#### Strategy 1

Reading in Social Studies for All Students: Teachers will provide guided reading instruction at each student's instructional level using social studies leveled readers from the school literacy library. Students are given the opportunity for reading in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Comprehension Monitoring for At-risk Students: Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Title I and EL students are exposed to numerous non-fiction social studies leveled texts throughout the LLI program.

## **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Our school-wide plan includes research-based methods and strategies that increase the quality and quantity of instruction. An important method used is a Multi-Tier System of Support (MTSS) that is implemented across all grade levels. Attention is given to all tiers with a focus on the Tier II and Tier III students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II and Tier III students. This includes specific individualized strategies and interventions for Tier II and Tier III students. The following are specific

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researched based strategies.

Goal 1: All Pearl students will become proficient in reading.

## Strategy 1: Guided Reading

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. "Guided Reading: The Romance and the Reality" by Irene Fountas and Gay Su Pinnell in *The Reading Teacher*, December 2012/January 2013 (Vol. 66, #4, p. 268-284).

Richardson, Jan. (2016). "The Next Step Forward in Guided Reading"; U.S.A. ;Scholastic, Inc.

Guided reading uses differentiated instruction by working with students in leveled reading groups based on most current DRA2 scores. Teachers use books at children's instructional levels and provide the support they need to build students' reading skills. It builds a classroom culture that makes it possible for teachers to teach and reteach reading strategies and hone their skills in those small groups, while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all four elements of proficient reading: oral language, decoding, comprehension, and fluency.

## Strategy 2: Comprehension Monitoring

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1996). Effective strategies for teaching beginning reading. E.J. Kame'enui, & D.W. Carnine (Eds.), *Effective Teaching Strategies That Accommodate Diverse Learners*. Columbus, OH: Merrill. Comprehension Monitoring: Definition and Practice by Murray M. Pitts *Journal of Reading*, Vol. 26, No. 6 (Mar., 1983), pp. 516-523

A vital component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills.

Research Cited: Benchmark Education Co. (2011). *Benchmark Literacy*. Comprehension-focused lessons teach students how to respond to text-dependent questions. Students work with an appropriate balance of fiction and nonfiction texts. Academic vocabulary is developed with multiple exposures to words in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Goal 2: All Pearl Lean Students will become proficient in writing.

## Strategy 1: Writer's Workshop

Research Cited: Calkins, Lucy. (2006). *Units of Study for Teaching Writing Grades 3-5*. Portsmouth, NH: Heinemann. Calkins, Lucy. (2003). *Units of Study for Teaching Writing K-2*. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons gives teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing. Students have the opportunity to practice writing and build on the skills they learn.

Goal 3: All Pearl Lean Students will become proficient in math.

## Strategy 1: Problem Solving for All Students

Research Cited: Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. *The Elementary School Journal*. 104: p116. (Encouraging students to use their own thinking and a variety of representations. After computation, students explain their thinking and illustrate their answer.)



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Research Cited: Foresman, S. & Wesley, A. (2011). enVision Math.

enVisionMath is designed for students in grades K-6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. This elementary math curriculum incorporates a blended approach of traditional and investigative learning techniques that emphasize problem based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation.

Strategy 2: Problem Solving for At-risk Students Research Cited: Foresman, S. & Wesley, A. (2011). enVision Math.

enVisionMath is designed for students in grades K-6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. This elementary math curriculum incorporates a blended approach of traditional and investigative learning techniques that emphasize problem based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation.

Research Cited: Sutton, J. & Krueger, A. (2002). ED Thoughts: What We Know About Mathematics Teaching and Learning. p.80. Playing games provides meaningful repetition of basic facts. Students play card, dice, or board games to encourage memorization of basic facts.

Goal 4: All Pearl Lean Students will become proficient in science.

Strategy 1: Reading and Writing in Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5. Anderson, Charlede and Smith, Edward L. 1984. Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp.71-72.

2009 Battle Creek Area Math and Science Center. Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason it is important to focus science lessons around their senses. The students are continually immersed in science as they discover all sorts of new and different things about the world around them, how things work, and about themselves and others. Formative assessments are imbedded in journals and in classroom activities.

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds a classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency.

Goal 5: All Pearl Lean students will become proficient in social studies.

Strategy 1: Guided Reading

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds a classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency.

Strategy 2: Comprehension Monitoring

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1996). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), *Effective Teaching Strategies That Accomodate Diverse Learners*. Columbus, OH: Merrill. Practice by Murray M. Pitts *Journal of Reading*, Vol. 26, No. 6 (Mar., 1983), pp. 516-523

A vital component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

We discovered that student enrollment data shows that there is an increase in economically disadvantaged students at Pearl Lean. Our research-based reform strategies in the schoolwide plan align with these findings. The Tier II strategies target the economically disadvantaged students at Pearl Lean. The Tier III strategies target special education students and English language learners. The following strategies in each goal address these two tiers. The MTSS process is utilized within the comprehensive needs assessment.

Goal 1: All Pearl Lean students will become proficient in reading.

#### Strategy 1: Guided Reading for At-risk Students

Title I teachers provide additional guided reading instruction at each student's instructional level using the Leveled Literacy Intervention program. Reading strategies are reinforced during this small group instruction as students are given an extra opportunity to strengthen their reading skills.

#### Strategy 2: Comprehension Monitoring for At-risk Students

Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Title I and EL teachers use DRA2 scores to progress monitor in order to make grouping adjustments based on student needs. Special education teachers use the EasyCBM Program to monitor comprehension. During guided reading, instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Grades K-3 and Tier II and III students in fourth and fifth grades have the opportunity to take advantage of an online reading program called Raz-Kids at school and at home. Additionally, students utilize an online program called MobyMax at school that can also be accessed on a daily basis at home.

Goal 2: All Pearl Lean students will become proficient in writing.

#### Strategy 1: Writing for At-risk Students

Teachers use writing tools to guide at risk students to improve their writing skills. Students are given the opportunity to practice writing fiction and nonfiction pieces while teachers conference with them about their writing progress. EL students use thinking maps to help develop their writing skills.

Goal 3: All Pearl Lean students will become proficient in math.

#### Strategy 1: Problem Solving for At-risk Students

Teachers will progress monitor at-risk students to provide extra support with the development of problem solving skills. Grade level problem solving journals are used weekly to develop math skills. A STEM class is provided to all grades once a week for 40 minutes.

Goal 4: All Pearl Lean students will become proficient in science.

## Strategy 1: Reading and Writing in Science for At-risk Students

Teachers address students with naive conceptions or misinformation. They utilize KWL charts, Thinking Maps, and use the Science Leveled Readers from the school's literacy library. Title I and EL students use LLI non-fiction science lessons that include writing book activities to support writing across the curriculum. A STEM class is provided to all grades once a week for 40 minutes.

Goal 5: All Pearl Lean students will become proficient in social studies.

## Strategy 1: Comprehension Monitoring for At-risk Students

Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Title I and EL students use LLI non-fiction social studies lessons that include strategies and activities to support comprehension.

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

A Multi-Tier System of Support (MTSS) is implemented across all grade levels. Attention is given to all tiers with a focus on the Tier II and Tier III students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II and Tier III students. This includes specific individualized strategies and interventions for Tier II and Tier III students. The Tier II and Tier III strategies in our schoolwide plan provide a level of interventions for students who need the most instructional support. After analyzing our school data, the following strategies within each goal address the students who need the most support: Tier II strategies target individual students that are not performing at grade level and do not receive additional support services while Tier III strategies target the English Language Learners, resource room students, and Title I students.

Goal 1: All Pearl Lean students will become proficient in reading.

## Strategy 1: Guided Reading for At-risk Students

Title I and EL staff provide additional guided reading instruction at each student's instructional level. Reading strategies are reinforced during this small group instruction as students are given an extra opportunity to strengthen their reading skills. The Leveled Literacy Intervention (L.L.I.) program and the literacy library resources are used to support a balanced literacy program.

## Strategy 2: Comprehension Monitoring for At-risk students

Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. During guided reading, instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Special education students' comprehension is monitored using the EasyCBM program. The Leveled Literacy Intervention (L.L.I.) program and the literacy library resources are used to support a balanced literacy program.

Goal 2: All Pearl Lean students will become proficient in writing.

## Strategy 1: Writer's Workshop for At-risk Students

Teachers use writing tools to guide at-risk students to improve their writing skills. Students are given the opportunity to practice writing personal narratives while teachers conference with them about their writing progress. The Leveled Literacy Intervention (L.L.I.) program

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encompasses writing used to support a balanced literacy program. The EL program uses thinking maps, as well as writing journals. Progress monitoring of Tier II and III students is done school-wide to determine the students that are at-risk.

Goal 3: All Pearl Lean students will become proficient in math.

### Strategy 1: Math for At-risk Students

Teachers provide at-risk students with meaningful repetition of basic facts through the use of math games. Teachers will also provide students with a variety of math strategies to help them understand basic facts and problem solving strategies. A STEM class is provided to all grades once a week for 40 minutes.

Goal 4: All Pearl Lean students will become proficient in science.

### Strategy 1: Reading and Writing in science for At-risk Students

Teachers address any students with naive conceptions or misinformation. Teachers utilize the science leveled readers during guided reading. Literacy library and L.L.I. non-fiction texts are used to support reading and writing across the science curriculum. A STEM class is provided to all grades once a week for 40 minutes.

Goal 5: All Pearl Lean students will become proficient in social studies.

### Strategy 1: Comprehension Monitoring for At-risk Students

Teachers monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Teachers will use social studies leveled readers during guided reading. Instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Teachers utilize the Social Studies Leveled Readers during guided reading. Literacy Library and L.L.I. non-fiction texts are used to support reading and writing across the social studies curriculum.

## 5. Describe how the school determines if these needs of students are being met.

The school uses informal and formal assessments in reading and math to monitor the progress of students within the Tier II and Tier III subgroups. This includes progress monitoring assessments such as district or grade level common assessments, DRA2, NWEA, and M-STEP. The Title I program and the Special Education team use DRA2, N.W.E.A., M-STEP, and EasyCBM as progress monitoring tools to determine individual needs of students. Additionally, the EL program uses DRA2 scores and W.I.D.A. levels as progress monitoring tools.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

For the 2013-2014 school year, there was a high teacher turnover rate with 41% of the teachers being new to Pearl Lean Elementary.

For the 2014-2015 school year, there was a lower turnover rate of teachers at Pearl Lean Elementary with 18% of the teachers being new to Pearl Lean Elementary.

For the 2015-2016 school year, there was a slightly higher turnover rate of teachers at Pearl Lean Elementary with 22% of the teachers being new to Pearl Lean Elementary.

For the 2016-2017 school year, there was a low turnover rate of teachers at Pearl Lean Elementary with 8% of teachers being new to Pearl Lean Elementary.

For the 2017-2018 school year, there was a higher turnover rate of teachers at Pearl Lean Elementary with 15% of teachers being new to Pearl Lean Elementary.

### **2. What is the experience level of key teaching and learning personnel?**

For the 2013-2014 school year, the average experience level of the key teaching and learning personnel is 11.5 years certified. The average number of years teaching at Lean is 6.

For the 2014-2015 school year, the average experience level of the key teaching and learning personnel is 12.9 years certified. The average number of years teaching at Lean is 6.

For the 2015-2016 school year, the average experience level of the key teaching and learning personnel is 13.6 years certified. The average number of years teaching at Lean is 7.

For the 2016-2017 school year, the average experience level of the key teaching and learning personnel is 13.6 years certified. The average number of years teaching at Lean is 7.6.

For the 2017-2018 school year, the average experience level of the key teaching and learning personnel is 13.2 years certified. The average number of years teaching at Lean is 7.3.

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

The school follows district policy to only hire highly qualified teachers.

**4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The district has a policy of hiring only highly qualified teachers.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

The district follows policy for determining teacher placement.

In the 2013-2014 school year, there was a high turnover rate including internal shifts, as well as new to the building teacher placements.

For the 2014-2015 school year, there was a lower turnover rate due to a stabilization of the student population and less staff changes/placements at the district level.

For the 2015-2016 school year, there was a slight turnover rate due to a stabilization of the student population and minimal staff changes/placements at the district level.

For the 2016-2017 school year, there was a much lower teacher turnover rate due to a stabilization of the student population and minimal staff changes/placements at the district level.

For the 2017-2018 school year, there was a higher teacher turnover rate due to school transfer placements and new teacher/instructional staff hires to the building.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff participates in Professional Learning Communities (PLC), English Language Arts (ELA) training, Math and Technology training, and Classroom Instruction That Works (CITW) training that aligns with the comprehensive needs assessment and the goals of the school improvement plan. Language for Learning and Language for Thinking was offered for the EL staff. Instructional Learning Cycle (ILC) training was provided for the 4th and 5th grade teachers. MTSS reading specialists visit with teachers in their classrooms several times a year to provide instructional support. In addition, staff members participate in various professional development training at the district level that aligns with our school improvement plan. Staff members discuss and implement what is learned during PLC meetings.

### 2. Describe how this professional learning is "sustained and ongoing."

Professional Learning Communities (PLC) are conducted approximately 10 times per year, ELA training is available at the district level, and Classroom Instruction that Works training is provided for staff members. MTSS reading specialists continue to visit teachers in their classrooms to provide instructional support. Staff members discuss and implement what was learned at PLC meetings. The SIP team conducts monthly meetings to share, discuss, and implement ongoing school improvement strategies. Teachers meet in weekly grade level common preparatory meetings. Additionally, teachers are given scheduled days to focus on MTSS Tier II and III intervention strategies and data review, as well as focusing on students with Individual Reading Plans (IRP) beginning in Kindergarten through 3rd grade.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Goals and Plans 2018-2019 2018-2019 PD Plan Template for WCS



## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

Parents are involved in the development of the school wide plan through their involvement with the school improvement team. At the beginning of the year, the principal and chosen staff members attend the first PTO meeting to discuss the school's Title I status, as well as the need for parents to be involved with school improvement. Throughout the year, the principal and staff members seek input from parents through the PTO meetings for school improvement. Parents are also invited to share their thoughts with staff members through agendas, websites, phone calls, email, informal conferences, surveys, as well as notes. Staff then share the parent concerns and suggestions. Parents are encouraged to help the staff implement the School Improvement Plan programming. Parents volunteer daily during the school day by working with students on reading, writing, and math. Twice a year, in the fall and spring, Title I and EL teachers host an informational parent meeting to discuss student progress, the Parent Compact, parent involvement plan and share ideas for the school improvement plan for next year's program. A family resource assistant comes once a week to help EL families communicate with the school staff regarding their child's academic and social skills. Additional support services are offered for qualifying students throughout the school year and the summer. This provides an opportunity for parents to become involved.

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parent input is solicited throughout the year for revision to the school plan. Classroom teachers and parents work daily to help implement our program. Pearl Lean Elementary believes that our children are our most precious resource. Through the combined efforts of parents, school, and community we will develop our children as lifelong learners, problem solvers, and thinkers by recognizing their individual and unique learning styles. Pearl Lean Elementary includes parents in the developing, implementing, evaluating, and revising of the Parent Involvement Policy (PIP). The PIP is distributed to parents for review at the Meet the Teacher night, Title I and EL parent meetings, Special Ed IEPs and staffings, Parent-Teacher Organization (PTO) meetings, Parent/Teacher Conferences, surveys, Pearl Lean Elementary newsletters, the Pearl Lean Elementary school website, and other regular written communications with parents. The district provides a family resource assistant for all EL families to enhance communication.

Pearl Lean Elementary believes that parents play an integral role in assisting student learning. Parents are welcome in the school and their support and assistance are sought. Pearl Lean Elementary will continue to include parents in the planning and implementing of activities by providing monthly PTO meetings, activities offered at various times of the day, classroom volunteers, and volunteers for various school committees.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

Pearl Lean Elementary School will periodically evaluate and update the Parent Involvement Policy to meet the changing needs of parents. One of the best ways we evaluate our program is through the use of surveys. School surveys are conducted annually. There are also Title I surveys conducted annually. They help us to understand and address the concerns of our parents and staff and also evaluate our schoolwide plan. Suggestions and comments will be used to revise the School Improvement Plan in the spring for the following school year. We also value feedback from parents through agendas, phone calls, formal conferences, impromptu conferences, and emails that are shared with the appropriate staff. The results of the evaluation and feedback will be used to improve and make changes as appropriate to the

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schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, our school has a Title I Parent Involvement policy that carries out the required activities of E.S.E.A. Section 1118 (c) through (f) by including parents in the developing, implementing, evaluating, and revising of the Parent Involvement Policy (PIP). The PIP is distributed to parents for review at the Meet the Teacher night, Title I parent meetings, Parent-Teacher Organization (PTO) meetings, Parent/Teacher Conferences, surveys, Pearl Lean Elementary newsletters, the Pearl Lean Elementary school website, and other regular written communications with parents.	Pearl Lean PIP Document

## 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

A beginning of the year packet and introduction letter are sent home to parents describing our Title I program. There are two parent meetings held annually in the fall and spring with the general teaching staff. Title I teachers meet with parents during parent teacher conferences. Parents are encouraged to email or set up a meeting to conference about their child throughout the school year.

## 6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

One of the best ways to evaluate our program is through the use of surveys. Surveys are conducted annually. They help us understand and address the concerns of our parents and staff. Suggestions and comments will be used to revise the School Improvement Plan in the spring at the Title I Program Evaluation Meeting. We also value feedback from parents through agendas, phone calls, formal conferences, impromptu conferences, emails, and share this information with the appropriate staff. The results of the evaluation and feedback will be used to improve and make changes as appropriate to the school-wide program. Sign in sheets at parent meetings and activities are also used to indicate the number of participants involved in the activity, as well as the number of parents that attend the meetings and/or conferences.

## 7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluations of the different programs involving parents are positive. Overall, parents are highly satisfied with our school and our staff. Many parents are grateful for the different opportunities they are invited to attend. Based on the evaluations, parents wished that programs would be offered at different times or more often. Parents would like to see more after school activities for their children. If funding allows, the SIP team would like to offer more school-wide programs for parents and students.

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

## School Improvement Plan

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The School Improvement Plan team invites parents to meet and become involved in the development of the school-parent compact and make any necessary changes. The staff reviews the school-parent compact with parents at Meet the Teacher Night, as well as parent teacher conferences. The compact is sent home via the September newsletter or Meet the Teacher Night. It is also available online at the school's home page.

### 9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The school-parent compact is a reference used at parent teacher conferences to restate the importance of parental roles in their child's educational development and success.

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Pearl Lean provides brochures titled "A Parents Guide to Report Cards" to serve as a guide for understanding the academic language of the report cards. If English is not the parent's primary language, we have translators available to speak with parents directly. We are also able to generate letters to accommodate other languages. In addition, we have a language line that can be used to translate phone conversations with parents that speak other languages. The district website provides videos and translation tabs to make the website more language friendly for EL families. We also have a family resource assistant who is available every Friday to help staff and EL families communicate.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

There is currently a Transitional Kindergarten (TK) classroom located in the same area of the school as the kindergarten classrooms. These students will be kindergarteners next year. The students and teacher interact and work together with the traditional kindergarten program on a regular basis. The school provides information to parents new to the school. Parents have the opportunity to attend Kindergarten Round-Up in May, where they have a chance to visit the kindergarten classrooms during a regular school day. Additionally, before the school year begins, incoming kindergarten students are invited to attend a Kindergarten Preview, where they meet their new teachers, visit the kindergarten classrooms, cafeteria and playground, and participate in various activities. The principal also leads tours of the school throughout the school year.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Parents are invited to attend an informational meeting at the district and school level about the expectations of kindergarten. There is a district kindergarten meeting in February outlining kindergarten options available in our district. There is also a school provided kindergarten Round-Up in May where parents meet the kindergarten teachers and tour the classrooms. Each family receives information from the kindergarten teachers regarding the skills children will need to be ready for kindergarten.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

School-based academic assessments are determined by the Office of Curriculum and Instruction (O.C.I.). Teachers have the opportunity to join Curriculum Alignment Committees to participate in making assessment decisions. Teachers provide input into school based assessment decisions during PLC, grade level MTSS, and staff meetings. Teachers work collaboratively with their teams to determine types of assessments to be used to monitor student learning for Tier II and Tier III students. Teachers meet weekly during grade level common preparatory times to discuss decisions regarding academic assessments.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers and staff are involved in analyzing data at PLC meetings, staff meetings, grade level MTSS meetings, and SIP meetings using results from DRA2, M-STEP, W.I.D.A., and N.W.E.A. to compare and contrast scores. Based on the discussion of the data trends and item analysis, the staff develops or refines strategies and assessments to improve student achievement. The instructional staff members review the data to determine additional intervention needs or possible testing for special education services.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

Pearl Lean uses integrated cross-curricular instruction, designed to accommodate the needs of various learning styles of students having difficulty mastering state or district standards.

Reading: Students who fall below grade level.

Grades K-3: MLPP/DRA2

Grades 3-5: DRA2/M-STEP

Grades 1-5: NWEA

Grades K-5 WIDA

Writing: Students who fall below grade level.

Grades K-5: District Writing Performance Tasks (Fall and Spring)

Grades 1-5: NWEA

Grades K-5: WIDA

Math: Students who fall below grade level.

Grades K: District provided common assessments

Grades 1-5: NWEA Scores

Grades 3-5: M-STEP

Science: Students who fall below grade level.

Grade 4: M-STEP

Social Studies: Students who fall below grade level.

Grade 5: M-STEP

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Ongoing assistance is conducted from a differentiated tiered intervention model.

MTSS (Multi-Tiered System of Support)

Tier I:

Tier I applies to all students. The curriculum is presented with a variety of instructional strategies depending on academic ability level.

Strategies such as guided reading and writing groups, peer tutoring, book buddies, literacy blocks, center-based activities, life skills, and

math manipulatives are used. Also, Raz-kids online reading program is used to build upon reading strategies at each student's individual reading level. MobyMax is another online based program that focuses on all subjects that students have access to at school and at home.

### Tier II:

Tier II strategies target individual students that are not performing at grade level and do not receive additional support services. Tier II includes small group instruction with at-risk students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II students. Students who are more than one grade level below expectations based on test results are placed on an Individualized Reading Plan (IRP), and receive additional individual support. The plan is unique to each student, and requires parent involvement.

### Tier III:

Tier III applies to students who struggle with the interventions in Tier II. This tier involves the utilization of Pearl Lean special education support staff. The Special education team is informed of the interventions that have already taken place in Tiers I and II, and then they provide input and assistance if further interventions are needed. Parents are also contacted and informed of the interventions taking place.

### Extended Learning Opportunities:

Raz-Kids and Moby Max are provided school-wide to support the ELA curriculum. An after-school math club is available to grades 3-5 twice a week for five weeks. Warren Mott high school students in the National Honor Society provide math fact tutoring. A summer reading program taught by Pearl Lean teachers is offered for students who need additional help in reading in grades 1-3. The Media Specialist opens the library for student access several days throughout the summer. Kindergarten teachers host a kindergarten preview in August for incoming kindergarten students. Upper and Lower Elementary students have the opportunity to participate in a Healthy Kids Club that meets after school. This is designed to educate students on living a healthy lifestyle and guiding students to increase physical activity.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Students who have IRPs receive unique individual instruction, depending upon their needs. A Multi-Tier System of Support (MTSS) is implemented across all grade levels. Attention is given to all tiers with a focus on the Tier II and Tier III students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II and Tier III students. This includes specific individualized strategies and interventions for Tier II and Tier III students. Ongoing assistance is conducted from a differentiated tiered intervention model.

### Tier I:

Tier I applies to all students. The curriculum is presented with a variety of instructional strategies depending on academic ability level. Strategies such as guided reading and writing groups, peer tutoring, book buddies, literacy blocks, center-based activities, district provided math tasks, and math manipulatives are used. Also, Raz-Kids online reading program is used to build upon reading strategies at each student's individual reading level. MobyMax is another online based program that focuses on all subjects that students have access to at school and at home.

### Tier II:

Tier II strategies target individual students that are not performing at grade level and do not receive additional support services. Tier II includes small group instruction with at-risk students. MTSS grade level meetings are held bi-monthly to analyze data to readdress the needs of Tier II students.

### Tier III:

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### Extended Learning Opportunities:

Raz-Kids and Moby Max are provided to support the ELA curriculum. An after-school math club is available to grades 3-5 twice a week for five weeks. Warren Mott high school students in the National Honor Society provide math fact tutoring. A summer reading program taught by Pearl Lean teachers is offered for students who need additional help in reading in grades 1-3. The Media Specialist opens the library for student access several days throughout the summer. Kindergarten teachers host a kindergarten preview in August for incoming kindergarten students. Upper and Lower Elementary students have the opportunity to participate in a Healthy Kids Club that meets after school. This is designed to educate students on living a healthy lifestyle and guide students to increase physical activity.



## Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects of the Title I program. The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, the Department of Community Services, and Departments of Nutrition Services, Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations.

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The building principal, in coordination with the Department of State and Federal Programs, develops and implements the school-level budget into the school's instructional program. All programs and resources are coordinated and integrated towards the achievement of the schoolwide goals. The plan describes how Warren Consolidated Schools use Federal, State, and District resources and programs to implement the Title I schoolwide components. Warren Consolidated Schools employs an Administrator of State and Federal Programs to oversee all aspects. The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, the Department of Community Services, and Departments of Nutrition Services, Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations. Note: For the 2010-2011, 2011-2012, and 2012-2013 school years Section 31a funding was received. During the 2014-15, 2015-16, 2016-2017 and 2017-2018 school years, the Title I budget was allocated to each building based on student enrollment numbers by WCS administrators of state and federal programs.

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The building principal coordinates with the Office of Curriculum and Instruction, Department of State and Federal Programs, the Department of Community Services, and Departments of Nutrition Services and Transportation and Business to ensure that funding and programs are integrated into the school's instructional program and operations.

Each section lists the school wide component, then the funding source, followed by the services/programs provided.

#### 1. Comprehensive Needs Assessment

General Fund

-PLC meetings, SIP team meetings

Title I (a)

-School-wide Component Planning Consultant

#### 2. School-wide Reform Strategies

General Fund

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

Title I (a)

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-Specific strategies for Title I buildings are supported with Title I Funds

## 3. Highly Qualified (HQ) Teachers

General Fund

-All staff (teacher and aide/paraprofessional) has met the criteria for Highly Qualified.

## 4. Strategies to Attract HQ Teachers

General Fund

-District/School level Mentoring System

-Extensive Interview Process

-New Teacher Academy provided by Macomb Intermediate School District (MISD)

-Curriculum Alignment Committees and Professional Staff Development Funding for teachers

-Competitive Salary and Benefits package

-Classroom computer and email system for each staff member

-Curriculum Specialists to support classroom teachers

-Positive School Climate-shared decision making through the Professional Learning Communities (PLC) Model of School Improvement

-Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee Curriculum Alignment Committees, PBS Committee, Teacher Leader Academy at MISD

-Media centers with full time media specialists in each building; distance learning capability, wireless capability

-Full time Curriculum and Instructional Technology department and technology support

## 5. High Quality & Ongoing Professional Development

General Fund; Title I (a)

-Grade level common preparatory

-District level professional development in core academic areas, fine arts; ex. Writer's workshop, guided reading, DRA2 use, PBS, RTI, science and social studies, and Data Director

Title I (a)

-Title I Schools professional development based on CNA and SIP

-Professional Development for Title I staff: Literacy supplemental strategies; Writing Fluency, RTI, Data Director, LLI, DRA2 and Math Recovery Training

-PLC Leadership and School Improvement Training

-Differentiated instruction for English Language Learners; EL Staff training-oral language assessment and development, Writing fluency, Literacy supplemental strategies, and vocabulary in all content areas General Fund

-District provides a yearly budget for curriculum alignment committee, workshops, and professional staff development

## 6. Strategies to increase parent involvement

Title I (a)

-Fall Title I and EL Parent Meeting and Parent-School Compact

-Spring Annual Title I and EL Evaluation Meeting

-Parent survey/focus group

General Fund

-EL Tutor/translators available for parent meetings/communication

-EL Classes through Community Services

-Spring and Fall Parent-Teacher Conferences

-Powerschool Program: online progress reports, lesson plans and grade book, email to staff (Implemented as of spring 2009)

-Automated Phone fan-out system and district text message fan-out system

-Lean and district websites

-Volunteer/Community Service

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- Parent participation in School Improvement Process and Title I Evaluation
- IEP meetings for special education students
- Classroom/media center volunteers/field trip/camp supervision
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest
- District School Improvement Team

### 7. Preschool Transition Strategies

Title I (a)/General Fund

Kindergarten Orientation Meeting

### 8. Teacher Participation in Making Assessment Decisions

Title I (a)

- Data Director: data warehouse management training

Title I (a)

- PLC Leadership and School Improvement Training for building leadership team

General Fund

- PLC bi-weekly team meetings-develop grade level/content area district assessments; analyze assessment data
  - Teacher teams align district curriculum and create common end of the unit assessments in Science, Social Studies, Music, Art, and Math
- IDEA/General Fund

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

Title I (a)

- Title I schools annually evaluate the Title I Program and make program decisions/modifications for the following year
- Grant/Report writing teams for Title I, AdvancED, and QAR

### 9. Timely and Additional Assistance to students having difficulty mastering the standards

- MobyMax online subscription funds from Title I
- RazKids online subscription through PTO funds (K-3 only)
- MTSS through Title I funds under substitutes for interventions and progress monitoring

Title I (a)

- 1 FTE Title I Teacher
- .5 FTE Title I Teacher

General Fund/Sec. 41/Title III

- 1 FTE EL Teacher
- .5 FTE EL Aide
- EL Supplemental Instructional Materials- (LLI and leveled readers)

IDEA/Title I (a)

- 1 FTE Resource Room Teacher
- 1 FTE Teacher Consultant
- 1 FTE Speech Teacher
- 1 FTE Counselor
- .6 FTE Social Worker
- .2 FTE Psychologist

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Our school evaluates the implementation of the schoolwide plan and programs through a continuous cycle model of the AdvancED/ASSIST school improvement process. The staff uses data from multiple sources--M-Step, NWEA, WIDA, DRA2, Raz-Kids, MobyMax, District Assessments, staff, parent, and student perceptual and implementation surveys. Focus groups are used to determine the level of progress being made on the school goals during our PLC meetings. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored daily and weekly throughout the year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The SIP team meets a minimum of twice a month to review and revise the plan as needed. Parents are invited to attend SIP team meetings. The Parent-Teacher Organization (PTO) is invited to attend the SIP meetings to provide valuable input regarding student and family needs. Families are updated monthly on our progress through teacher and school newsletters, website, and at PTO meetings. The effectiveness of the current schoolwide plan will be reviewed by our stakeholders in the spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I and EL spring review meeting. The SIP team will consider all ideas when updating the plan for the new school year.

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

Our school evaluates the implementation of the school wide plan and programs through a continuous cycle model of the AdvancED/ASSIST school improvement process. The staff uses data from multiple sources: M-Step, NWEA, WIDA, DRA2, Raz-Kids, MobyMax, District Assessments, staff, parent, and student perceptual and implementation surveys. Focus groups are used to determine the level of progress being made on the school goals during our PLC meetings. Our staff has an opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored daily and weekly throughout the year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

The SIP team meets a minimum of twice a month to review and revise the plan as needed. Parents are invited to attend SIP team meetings. The Parent-Teacher Organization (PTO) is invited to attend the SIP meetings to provide valuable input regarding student and family needs. Families are updated monthly on our progress through teacher and school newsletters, website, and at PTO meetings. The effectiveness of the current schoolwide plan will be reviewed by our stakeholders in the spring. Stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year by attending a Title I and EL spring review meeting. The SIP team will consider all ideas when updating the plan for the new school year.

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

The school improvement team reviews and compares beginning of the year student achievement data in all grades from M-Step, NWEA, WIDA, district assessments, PLC data, DRA2, Raz-Kids, and MobyMax scores to the middle and end of the year assessments. This

comparison of data determines whether the schoolwide program has been effective in increasing the achievement of students. Additionally, a schoolwide focus is placed on students that have an IRP or IIP. Grade level team meetings are conducted throughout the year to discuss progress monitoring of at-risk students.

#### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Near the end of the year, the school improvement team reviews student achievement data, as well as the evaluation of the school improvement program from stakeholders. Based on these results, the SIP team will revise the plan, as necessary, to ensure continuous improvement for Pearl Lean students.

# **2018-2019 School Improvement Plan**

## Overview

### Plan Name

2018-2019 School Improvement Plan

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Pearl Lean students will become proficient in reading.	Objectives: 5 Strategies: 11 Activities: 25	Academic	\$12150
2	All Pearl Lean students will become proficient in writing.	Objectives: 5 Strategies: 3 Activities: 6	Academic	\$3750
3	All Pearl Lean students will become proficient in math.	Objectives: 5 Strategies: 3 Activities: 10	Academic	\$7100
4	All Pearl Lean students will become proficient in science.	Objectives: 5 Strategies: 3 Activities: 8	Academic	\$2701
5	All Pearl Lean students will become proficient in social studies.	Objectives: 5 Strategies: 3 Activities: 8	Academic	\$1050
6	Pearl Lean staff will increase student achievement in the Core Content Areas by meeting the needs of all students.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
7	Students will develop skills to become healthier in both body and mind.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$2500



## Goal 1: All Pearl Lean students will become proficient in reading.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/16/2022 as measured by the state assessment..

### (shared) Strategy 1:

Guided Reading for All Students - Teachers will provide guided reading instruction at each student's instructional level using leveled books from our school literacy library. Teachers will use the Benchmark Literacy curriculum to teach students reading strategies to small groups during guided reading.

Category: English/Language Arts

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children.

Benchmark Education Co. (2011). Benchmark Literacy.

Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - MobyMax and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers

Activity - New Teacher Introduction to MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Lean Elementary School

Professional development will be provided for new teachers to the building regarding the school-wide use of MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program. They will be familiarized with how the programs work and how to set them up for classroom use.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)
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### (shared) Strategy 2:

Comprehension Monitoring for All Students - Teachers will use differentiated instruction to meet the needs of all learners and to improve comprehension regularly. Teachers use the Benchmark Literacy curriculum to teach comprehension strategies in whole group mini lessons, as well as small groups during guided reading.

Category: English/Language Arts

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill.

Benchmark Education Co. (2011). Benchmark Literacy

Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD.

Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985.

Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann.

A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - School-wide Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books and fiction books (ex. picture books, chapter books, etc.) and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each of the stories they read. In addition, students turn in reading logs to their teacher based on the reading they did at home to earn a Book It certificate.	Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist

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Activity - Moby Max and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers
Activity - School-wide Book Review Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the Media Specialist, as well as parent stakeholders, a school-wide book review program was implemented to encourage students to evaluate and analyze books they have read.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	Media Specialist

### Strategy 3:

Multi-Tiered System of Support (MTSS) - Teachers will meet to identify and evaluate students as Tier 1, Tier 2 or Tier 3. Teachers will develop individualized instruction to meet the needs of all students.

Category: English/Language Arts

Research Cited: Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.

Hartman, W.T. & Fay, T.A. (1996). Cost effectiveness of instructional support teams in Pennsylvania. *Journal of Education Finance*, 21(4), 555-580.

Simmons, D.K., Kame'enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002).

Building, implementing, and sustaining a beginning reading improvement model:

Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.),

Interventions for academic and behavior problems II: Preventive and remedial approach (pp. 537-570). Bethesda, MD: National Association of School Psychologists.

Richardson, Jan (2016) *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader*

Tier: Tier 1

SY 2018-2019

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Activity - Teacher-constructed ELA activities to support literacy for whole class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	Teachers

Activity - Staff MTSS meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will meet with their grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	principal, general education teachers, Title 1 teachers

### Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/16/2022 as measured by DRA2 scores.

### (shared) Strategy 1:

Guided Reading for All Students - Teachers will provide guided reading instruction at each student's instructional level using leveled books from our school literacy library. Teachers will use the Benchmark Literacy curriculum to teach students reading strategies to small groups during guided reading.

Category: English/Language Arts

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children.

Benchmark Education Co. (2011). Benchmark Literacy.

Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - MobyMax and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers
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Activity - New Teacher Introduction to MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for new teachers to the building regarding the school-wide use of MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program. They will be familiarized with how the programs work and how to set them up for classroom use.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)

### (shared) Strategy 2:

Comprehension Monitoring for All Students - Teachers will use differentiated instruction to meet the needs of all learners and to improve comprehension regularly. Teachers use the Benchmark Literacy curriculum to teach comprehension strategies in whole group mini lessons, as well as small groups during guided reading.

Category: English/Language Arts

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Benchmark Education Co. (2011). Benchmark Literacy

Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD.

Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985.

Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann.

A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

## School Improvement Plan

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Activity - School-wide Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books and fiction books (ex. picture books, chapter books, etc.) and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each of the stories they read. In addition, students turn in reading logs to their teacher based on the reading they did at home to earn a Book It certificate.	Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist
Activity - Moby Max and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers
Activity - School-wide Book Review Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the Media Specialist, as well as parent stakeholders, a school-wide book review program was implemented to encourage students to evaluate and analyze books they have read.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	Media Specialist

### Strategy 3:

Multi-Tiered System of Support - Teachers will meet to identify and evaluate students as Tier 1, Tier 2 or Tier 3. Teachers will develop individualized instruction to meet the needs of all students.

Category: English/Language Arts

Research Cited: Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

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Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.

Hartman, W.T. & Fay, T.A. (1996). Costeffectiveness of instructional support teams in Pennsylvania. Journal of Education Finance, 21(4), 555580.

Simmons, D.K., Kame'enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002).

Building, implementing, and sustaining a beginning reading improvement model:

Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.),

Interventions for academic and behavior problems II: Preventive and remedial approach

(pp. 537570). Bethesda, MD: National Association of School Psychologists.

Richardson, Jan (2016) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader

Tier: Tier 1

Activity - Staff MTSS meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will meet with their grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	General education teachers, Title 1 teachers, principal

Activity - Teacher-constructed ELA activities to support literacy for whole class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	teachers

### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 06/13/2019 as measured by NWEA, DRA2 or other district common assessments..

### (shared) Strategy 1:

Guided Reading for All Students - Teachers will provide guided reading instruction at each student's instructional level using leveled books from our school literacy library. Teachers will use the Benchmark Literacy curriculum to teach students reading strategies to small groups during guided reading.

Category: English/Language Arts

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children.

Benchmark Education Co. (2011). Benchmark Literacy.

Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the

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support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - MobyMax and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers
Activity - New Teacher Introduction to MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided for new teachers to the building regarding the school-wide use of MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program. They will be familiarized with how the programs work and how to set them up for classroom use.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)

### (shared) Strategy 2:

Comprehension Monitoring for All Students - Teachers will use differentiated instruction to meet the needs of all learners and to improve comprehension regularly. Teachers use the Benchmark Literacy curriculum to teach comprehension strategies in whole group mini lessons, as well as small groups during guided reading.

Category: English/Language Arts

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill.

Benchmark Education Co. (2011). Benchmark Literacy

Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD.

Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985.



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Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann.

A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - School-wide Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books and fiction books (ex. picture books, chapter books, etc.) and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each of the stories they read. In addition, students turn in reading logs to their teacher based on the reading they did at home to earn a Book It certificate.	Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist

Activity - Moby Max and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers

Activity - School-wide Book Review Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Under the direction of the Media Specialist, as well as parent stakeholders, a school-wide book review program was implemented to encourage students to evaluate and analyze books they have read.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	Media Specialist
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### Strategy 3:

Multi-Tiered System of Support to increase by 10% - Teachers will meet to identify and evaluate students as Tier 1, Tier 2 or Tier 3. Teachers will develop individualized instruction to meet the needs of all students.

Category: English/Language Arts

Research Cited: Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.

Hartman, W.T. & Fay, T.A. (1996). Cost-effectiveness of instructional support teams in Pennsylvania. *Journal of Education Finance*, 21(4), 555-580.

Simmons, D.K., Kame'enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building, implementing, and sustaining a beginning reading improvement model:

Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.),

Interventions for academic and behavior problems II: Preventive and remedial approach (pp. 537-570). Bethesda, MD: National Association of School Psychologists.

Richardson, Jan (2016) *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader*

Tier: Tier 1

Activity - Teacher-constructed ELA activities to support literacy for whole class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General Fund	Teachers

Activity - Staff MTSS meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	\$100	General Fund	General education teachers, principal, Title 1

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### Measurable Objective 4:

70% of Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 06/16/2022 as measured by the state assessment..

#### Strategy 1:

Guided Reading for Economically Disadvantaged At Risk Students - Title I Staff will provide supplemental guided reading instruction to a select group based on data at each student's instructional level. Reading strategies will be reinforced during this small group instruction as students are given an extra opportunity to strengthen their reading skills.

Category: English/Language Arts

Research Cited: Richardson, Jan (2016) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader

Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children.

Benchmark Education Co. (2011). Benchmark Literacy. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 3

Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with best practice professional development with reading and writing from multiple sources.	Professional Learning	Tier 2	Monitor	09/04/2018	06/13/2019	\$2150	Title I Schoolwide	district, MISD, and regional

Activity - MobyMax and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers

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Activity - Leveled Literacy Intervention Program (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used in the Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$625	Title I Schoolwide	Title I Staff

### Strategy 2:

Comprehension Monitoring for Economically Disadvantaged At Risk Students - Teachers will monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. During guided reading, instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs.

Category: English/Language Arts

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann. A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 2

Activity - School-wide Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books, picture books, or chapter books and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report on each of the books they read.	Extra Curricular	Tier 2	Implement	09/05/2017	06/13/2019	\$1300	Title I Schoolwide	Parent stakeholder s/volunteer s under the guidance of the School Improvement Team

Activity - MobyMax, RAZ Kids and EasyCBM Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the Easy CBM online computer program.	Academic Support Program	Tier 2	Implement	09/05/2017	06/13/2019	\$150	Title I Schoolwide	classroom teachers
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### Strategy 3:

Multi-Tiered System of Support for Economically Disadvantaged - Teachers will meet to identify and evaluate students as Tier 1, Tier 2 or Tier 3. Teachers will develop individualized instruction to meet the needs of all students.

Category: English/Language Arts

Research Cited: Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.

Hartman, W.T. & Fay, T.A. (1996). Cost-effectiveness of instructional support teams in Pennsylvania. *Journal of Education Finance*, 21(4), 555-580.

Simmons, D.K., Kame'enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building, implementing, and sustaining a beginning reading improvement model: Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approach* (pp. 537-570). Bethesda, MD: National Association of School Psychologists.

Tier: Tier 2

Activity - Staff MTSS meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

General Education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 2	Implement	03/29/2017	06/13/2019	\$100	General Fund	General education teachers, Title 1 teachers, principal
Activity - Teacher-constructed ELA activities to support literacy for economically disadvantaged at-risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop activities based on student needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$100	General Fund	Teachers

### Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency in reading in English Language Arts by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Guided Reading for EL At Risk Students - EL Staff and Title I Staff will provide supplemental guided reading instruction at each student's instructional level. Reading strategies will be reinforced during this small group instruction as students are given an extra opportunity to strengthen their reading skills.

Category: English/Language Arts

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children.

Benchmark Education Co. (2011). Benchmark Literacy. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaged in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Richardson, Jan (2016) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader

Tier: Tier 3

Activity - ELA Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with best practice professional development with reading and writing from multiple sources.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$2150	Title I Schoolwide	district, MISD, and regional

Activity - Moby Max and RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school as well, as at home for students in grades K-3.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers
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Activity - Leveled Literacy Program (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$625	Title I Schoolwide	Title I Staff and EL Staff

### Strategy 2:

Comprehension Monitoring for EL At Risk Students - Teachers will monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. During guided reading, instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs.

Category: English/Language Arts

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann. Benchmark Education Co. (2011). Benchmark Literacy. A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills. Benchmark Literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to texts in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Richardson, Jan (2016) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader

Tier: Tier 2

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

Lean Elementary School

Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books, picture books, or chapter books and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each book they read.	Extra Curricular	Tier 3	Monitor	09/04/2018	06/13/2019	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist
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Activity - RAZ Kids Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school as well, as at home for students in grades K-3.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$150	Title I Schoolwide	classroom teachers

### Strategy 3:

Multi-Tiered System of Support for English Learners - Teachers will meet to identify and evaluate students as Tier 1, Tier 2 or Tier 3. Teachers will develop individualized instruction to meet the needs of all students.

Category: English/Language Arts

Research Cited: Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Metaanalytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381–394.

Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.

Hartman, W.T. & Fay, T.A. (1996). Cost-effectiveness of instructional support teams in Pennsylvania. *Journal of Education Finance*, 21(4), 555-580.

Simmons, D.K., Kame'enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002).

Building, implementing, and sustaining a beginning reading improvement model:

Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.),

Interventions for academic and behavior problems II: Preventive and remedial approach (pp. 537-570). Bethesda, MD: National Association of School Psychologists.



## School Improvement Plan

Lean Elementary School

Tier: Tier 3

Activity - Staff MTSS meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$100	General Fund	General education teachers, principal, Title 1 teachers
Activity - Teacher-constructed ELA activities to support literacy for English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop activities based on student needs.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$100	General Fund	Teachers

## Goal 2: All Pearl Lean students will become proficient in writing.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 06/16/2022 as measured by the state assessment..

### (shared) Strategy 1:

Writer's Workshop for All Students (Tier 1) - Teachers will guide students in generating ideas for writing non-fiction and fiction text such as informational/explanatory, opinion/argumentative, and personal narrative pieces. Teachers use whole group instruction to teach mini lessons about various writing strategies. Students are given the opportunity to practice writing while teachers conference with students about their writing progress.

Category: English/Language Arts

Research Cited: Oakland Schools (2013) MAISA Reading and Writing Units K-5 <http://oaklandk12-public.rubiconatlas.org>.

Calkins, Lucy. (2006) Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann.

Calkins, Lucy. (2003) Units of Study for Teaching Writing Grades K-2. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons give teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing.

Students have the opportunity to practice writing and build on the skills they learn.

Tier: Tier 1

## School Improvement Plan

Lean Elementary School

Activity - Non-Fiction and Fiction Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and model different strategies with the use of Writer's Workshop.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom Teachers
Activity - Grade Level Meeting to Analyze Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in writing will be available to classroom teachers during weekly grade level meetings. Teachers will have the opportunity to collaborate to analyze student writing pieces.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers and curriculum specialists

### Measurable Objective 2:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 06/13/2019 as measured by district wide common assessments.

### (shared) Strategy 1:

Writer's Workshop for All Students (Tier 1) - Teachers will guide students in generating ideas for writing non-fiction and fiction text such as informational/explanatory, opinion/argumentative, and personal narrative pieces. Teachers use whole group instruction to teach mini lessons about various writing strategies. Students are given the opportunity to practice writing while teachers conference with students about their writing progress.

Category: English/Language Arts

Research Cited: Oakland Schools (2013) MAISA Reading and Writing Units K-5 <http://oaklandk12-public.rubiconatlas.org>.

Calkins, Lucy. (2006) Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann.

Calkins, Lucy. (2003) Units of Study for Teaching Writing Grades K-2. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons give teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing.

Students have the opportunity to practice writing and build on the skills they learn.

Tier: Tier 1

Activity - Non-Fiction and Fiction Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and model different strategies with the use of Writer's Workshop.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom Teachers
Activity - Grade Level Meeting to Analyze Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Lean Elementary School

Professional development in writing will be available to classroom teachers during weekly grade level meetings. Teachers will have the opportunity to collaborate to analyze student writing pieces.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers and curriculum specialists
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### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 06/13/2019 as measured by classroom informal assessments.

#### (shared) Strategy 1:

Writer's Workshop for All Students (Tier 1) - Teachers will guide students in generating ideas for writing non-fiction and fiction text such as informational/explanatory, opinion/argumentative, and personal narrative pieces. Teachers use whole group instruction to teach mini lessons about various writing strategies. Students are given the opportunity to practice writing while teachers conference with students about their writing progress.

Category: English/Language Arts

Research Cited: Oakland Schools (2013) MAISA Reading and Writing Units K-5 <http://oaklandk12-public.rubiconatlas.org>.

Calkins, Lucy. (2006) Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann.

Calkins, Lucy. (2003) Units of Study for Teaching Writing Grades K-2. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons give teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing. Students have the opportunity to practice writing and build on the skills they learn.

Tier: Tier 1

Activity - Non-Fiction and Fiction Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate and model different strategies with the use of Writer's Workshop.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom Teachers

Activity - Grade Level Meeting to Analyze Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in writing will be available to classroom teachers during weekly grade level meetings. Teachers will have the opportunity to collaborate to analyze student writing pieces.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers and curriculum specialists

### Measurable Objective 4:

72% of Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 06/16/2022 as measured by the state assessment..

#### Strategy 1:

Writer's Workshop for At Risk Students (Tier 2) - Teachers will use a variety of writing tools such as thinking maps to guide at risk students to improve their writing skills.

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## School Improvement Plan

Lean Elementary School

Students are given the opportunity to practice writing while teachers conference with them about their writing progress.

Category: English/Language Arts

Research Cited: Oakland Schools (2013) MAISA Reading and Writing Units K-5 <http://oaklandk12-public.rubiconatlas.org>.

Calkins, Lucy. (2006) Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann. Calkins, Lucy. (2003) Units of Study for Teaching Writing Grades K-2. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons give teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing.

Students have the opportunity to practice writing and build on the skills they learn.

Tier: Tier 2

Activity - Writing Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of writing tools such as thinking maps, spelling dictionary, etc. to help guide the at risk students.	Supplemental Materials	Tier 2	Monitor	09/04/2018	06/13/2019	\$250	Title I Schoolwide	Classroom Teachers

Activity - Leveled Literacy Intervention Program (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$625	Title I Schoolwide	EL Staff and Title I Staff

### Measurable Objective 5:

72% of English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Writer's Workshop for At Risk Students - Teachers will use a variety of writing tools such as thinking maps to guide at risk students to improve their writing skills.

Students are given the opportunity to practice writing while teachers conference with them about their writing progress.

Category: English/Language Arts

Research Cited: Oakland Schools (2013) MAISA Reading and Writing Units K-5 <http://oaklandk12-public.rubiconatlas.org>.

Calkins, Lucy. (2006) Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann. Calkins, Lucy. (2003) Units of Study for Teaching Writing Grades K-2. Portsmouth, NH: Heinemann.

The mini-lessons for Writer's Workshop teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons give teachers the opportunity to give direct instruction to students and model the lessons using authentic literature or teacher's own writing.

Students have the opportunity to practice writing and build on the skills they learn.

Tier: Tier 2

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Lean Elementary School

Activity - Writing Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of writing tools such as thinking maps, spelling dictionary, etc. to help guide the At Risk students.	Supplemental Materials	Tier 2	Implement	09/04/2018	06/13/2019	\$250	Title I Schoolwide	Classroom Teachers
Activity - Leveled Literacy Intervention Program (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$625	Title I Schoolwide	EL Staff and Title I Staff

### Goal 3: All Pearl Lean students will become proficient in math.

#### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with problem solving in Mathematics by 06/16/2022 as measured by the state assessment..

#### (shared) Strategy 1:

Math Concepts and Strategies for All Students (Tier 1) - Teachers will provide students with a variety of math strategies to help them develop problem solving skills. Teachers use the district provided curriculum to teach problem solving strategies.

Category: Mathematics

Research Cited: Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. The Elementary School Journal. 104: p116. Students are encouraged to use their own thinking and a variety of representations. Teachers assign students a two-digit multiplication problem. After computation, students explain their thinking and illustrate their answer.

Foresman, S. & Wesley, A. (2011). enVisionMath;

enVisionMath is designed for students in grades K-6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. This elementary math curriculum incorporates a blended approach of traditional and investigative learning techniques that emphasize problem-based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation.

Tier: Tier 1

Activity - Problem Solving Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

Students are given a problem solving task to solve in their math journal. Students have the opportunity to use various manipulatives to help them solve the problem. Students must also explain how they solved it. Teachers use a rubric to evaluate the levels of students' problem solving skill abilities. Teachers provide extra guidance according to students' needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	Classroom Teachers
<b>Activity - Grade Level Math Meetings to Analyze Student Work</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers
<b>Activity - After School Math Club</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom teachers and support staff
<b>Activity - Number Talks</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

### Measurable Objective 2:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with problem solving in Mathematics by 06/13/2019 as measured by IOWA Scores or other district common assessments..

### (shared) Strategy 1:

Math Concepts and Strategies for All Students (Tier 1) - Teachers will provide students with a variety of math strategies to help them develop problem solving skills. Teachers use the district provided curriculum to teach problem solving strategies.

Category: Mathematics

Research Cited: Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. The Elementary School Journal. 104: p116. Students are encouraged to use their own thinking and a variety of representations. Teachers assign students a two-digit multiplication problem. After computation, students explain their thinking and illustrate their answer.

Foresman, S. & Wesley, A. (2011). enVisionMath;

enVisionMath is designed for students in grades K-6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. This elementary math curriculum incorporates a blended approach of traditional and

## School Improvement Plan

Lean Elementary School

investigative learning techniques that emphasize problem-based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation.

Tier: Tier 1

Activity - Problem Solving Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given a problem solving task to solve in their math journal. Students have the opportunity to use various manipulatives to help them solve the problem. Students must also explain how they solved it. Teachers use a rubric to evaluate the levels of students' problem solving skill abilities. Teachers provide extra guidance according to students' needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	Classroom Teachers
Activity - Grade Level Math Meetings to Analyze Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers
Activity - After School Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom teachers and support staff
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with problem solving in Mathematics by 06/13/2019 as measured by classroom formal and informal assessments..

### (shared) Strategy 1:

Math Concepts and Strategies for All Students (Tier 1) - Teachers will provide students with a variety of math strategies to help them develop problem solving skills.

Teachers use the district provided curriculum to teach problem solving strategies.

Category: Mathematics

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Research Cited: Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. The Elementary School Journal. 104: p116. Students are encouraged to use their own thinking and a variety of representations. Teachers assign students a two-digit multiplication problem. After computation, students explain their thinking and illustrate their answer.

Foresman, S. & Wesley, A. (2011). enVisionMath;

enVisionMath is designed for students in grades K-6 and seeks to help students develop an understanding of math concepts through problem-based instruction, small group interaction, and visual learning with a focus on reasoning and modeling. This elementary math curriculum incorporates a blended approach of traditional and investigative learning techniques that emphasize problem-based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation.

Tier: Tier 1

Activity - Problem Solving Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given a problem solving task to solve in their math journal. Students have the opportunity to use various manipulatives to help them solve the problem. Students must also explain how they solved it. Teachers use a rubric to evaluate the levels of students' problem solving skill abilities. Teachers provide extra guidance according to students' needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	Classroom Teachers
Activity - Grade Level Math Meetings to Analyze Student Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	classroom teachers
Activity - After School Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom teachers and support staff
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher



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### Measurable Objective 4:

69% of Economically Disadvantaged students will demonstrate a proficiency with problem solving in Mathematics by 06/16/2022 as measured by the state assessment..

#### Strategy 1:

Math Concepts and Strategies for At Risk Students (Tier 2) - Teachers will provide at risk students with meaningful repetition of basic facts as well as problem solving skills.

Category: Mathematics

Research Cited: Sutton, J. & Krueger, A. (2002). ED Thoughts: What We Know About Mathematics Teaching and Learning. p. 80. Playing games provides meaningful repetition of basic facts. Students play card, dice, or board games to encourage memorization of basic facts.

Tier: Tier 2

Activity - Modified Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate problem solving strategies with at risk students in small groups.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$150	Title I Schoolwide	Classroom Teachers

Activity - After School Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 2	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom Teacher and support staff

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

### Measurable Objective 5:

69% of English Learners students will demonstrate a proficiency with problem solving in Mathematics by 06/16/2022 as measured by the state assessment..

#### Strategy 1:

Math Concepts and Strategies for At Risk Students (Tier 3) - Teachers will provide at risk students with meaningful repetition of basic facts as well as problem solving strategies.

Category: Mathematics

Research Cited: Sutton, J. & Krueger, A. (2002). ED Thoughts: What We Know About Mathematics Teaching and Learning. p. 80. Playing games provides meaningful repetition of basic facts. Students play card, dice, or board games to encourage memorization of basic facts.

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Tier: Tier 3

Activity - Modified Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will facilitate problem solving strategies with at risk students in small groups.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$150	Title I Schoolwide	Special Education teachers
Activity - After School Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Materials	Tier 3	Monitor	09/04/2018	06/13/2019	\$2000	Title I Schoolwide	Classroom teacher and support staff
Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 3	Monitor	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Resource Room teacher, Classroom teacher

## Goal 4: All Pearl Lean students will become proficient in science.

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Science by 06/13/2019 as measured by NWEA (MAP assessment), M-STEP Scores or other district common assessments..

### (shared) Strategy 1:

Reading and Writing in Science for All Students (Tier 1) - Teachers will guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Students will be given the opportunity to observe, predict and apply scientific knowledge. Students will use their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing these tasks. Teachers will use the science leveled reading books from the school literacy library to reinforce concepts taught and provide students the opportunity for more reading in science.

Category: Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5

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(from the research Anderson, Charlede and Smith, Edward L 1984. Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp. 71-72. Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason, it is important to focus science lessons around things that they can see, hear, touch, taste, and smell so that they are continually immersed in science as they discover all sorts of new and different things about the world around them, how things work, and about themselves, and others.

Tier: Tier 1

Activity - Scientific Observation Responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$667	Title I Schoolwide	Teaching Staff
Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with various science reading texts to strengthen key concepts. These will be based on the depth of knowledge levels, by providing opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	classroom teachers
Activity - New Science Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development at the district and building level. The professional development will be constructed around the science standards.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers, district content specialists
Activity - Grade Level Science Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Other	Classroom Teachers

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### Measurable Objective 2:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Science by 06/16/2022 as measured by the state assessment..

### (shared) Strategy 1:

Reading and Writing in Science for All Students (Tier 1) - Teachers will guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Students will be given the opportunity to observe, predict and apply scientific knowledge. Students will use their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing these tasks. Teachers will use the science leveled reading books from the school literacy library to reinforce concepts taught and provide students the opportunity for more reading in science.

Category: Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5

(from the research Anderson, Charlede and Smith, Edward L 1984. Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp. 71-72.

Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason, it is important to focus science lessons around things that they can see, hear, touch, taste, and smell so that they are continually immersed in science as they discover all sorts of new and different things about the world around them, how things work, and about themselves, and others.

Tier: Tier 1

Activity - Scientific Observation Responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$667	Title I Schoolwide	Teaching Staff

Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with various science reading texts to strengthen key concepts. These will be based on the depth of knowledge levels, by providing opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	classroom teachers

Activity - New Science Standards Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development at the district and building level. The professional development will be constructed around the science standards.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers, district content specialists

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Activity - Grade Level Science Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Other	Classroom Teachers

### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Science by 06/13/2019 as measured by classroom formal and informal assessments..

### (shared) Strategy 1:

Reading and Writing in Science for All Students (Tier 1) - Teachers will guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Students will be given the opportunity to observe, predict and apply scientific knowledge. Students will use their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing these tasks. Teachers will use the science leveled reading books from the school literacy library to reinforce concepts taught and provide students the opportunity for more reading in science.

Category: Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5 (from the research Anderson, Charlede and Smith, Edward L 1984. Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp. 71-72.

Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason, it is important to focus science lessons around things that they can see, hear, touch, taste, and smell so that they are continually immersed in science as they discover all sorts of new and different things about the world around them, how things work, and about themselves, and others.

Tier: Tier 1

Activity - Scientific Observation Responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$667	Title I Schoolwide	Teaching Staff
Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide students with various science reading texts to strengthen key concepts. These will be based on the depth of knowledge levels, by providing opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Title I Schoolwide	classroom teachers
<b>Activity - New Science Standards Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be provided with professional development at the district and building level. The professional development will be constructed around the science standards.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers, district content specialists
<b>Activity - Grade Level Science Field Trips</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Other	Classroom Teachers

### Measurable Objective 4:

61% of Economically Disadvantaged students will demonstrate a proficiency with reading and writing in Science by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Reading and Writing in Science for At Risk Students (Tier 2) - Teachers will guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Teachers will address any students with naive conceptions or misinformation. Students will be given the opportunity to observe, predict and apply scientific knowledge. Students will use their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing these tasks. Teachers will use the science leveled reading books from the school literacy library to reinforce concepts taught and provide students the opportunity for more reading in science.

Category: Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5 (from the research Anderson, Charlede and Smith, Edward L 1984.

Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp. 71-72.

Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason, it is important to focus science lessons around things that they can see, hear, touch, taste, and smell so that they are continually immersed in science as they discover all sorts of new and different things about the world around

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them, how things work, and about themselves, and others.

Tier: Tier 2

Activity - Scientific Observation Responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$667	Title I Schoolwide	Teaching Staff

Activity - Grade Level Science Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Other	Classroom Teachers

### Measurable Objective 5:

61% of English Learners students will demonstrate a proficiency with reading and writing in Science by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Reading and Writing in Science for At Risk Students (Tier 3) - Teachers will guide students to construct sets of ideas, expectations, and explanations about natural phenomena. Teachers will address any students with naive conceptions or misinformation. Students will be given the opportunity to observe, predict and apply scientific knowledge. Students will use their science writing journals to record observations, predictions, and acquired knowledge from scientific experiments. Students are expected to use the writing process and strategies when completing these tasks. Teachers will use the science leveled reading books from the school literacy library to reinforce concepts taught and provide students the opportunity for more reading in science.

Category: Science

Research Cited: Transforming Ideas for Teaching and Learning Science, Office of Research, U.S. Department of Education, Washington, D.C. Sept. 1993. page 5 (from the research Anderson, Charlede and Smith, Edward L 1984. Science with Young Children, Bess-Gene Holt, NAEYC, Washington, D.C. 1989. pp. 71-72.

Young children, particularly those between three to eight years of age, learn best through doing. Abstract thoughts and concepts are difficult for them to grasp because they primarily learn about the world around them by experiencing it through their senses. For this reason, it is important to focus science lessons around things that they can see, hear, touch, taste, and smell so that they are continually immersed in science as they discover all sorts of new and different things about the world around them, how things work, and about themselves, and others.

Tier: Tier 3

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Activity - Scientific Observation Responses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$667	Title I Schoolwide	Teaching Staff

  

Activity - Grade Level Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 3	Monitor	09/04/2018	06/13/2019	\$0	Other	Teaching Staff

## Goal 5: All Pearl Lean students will become proficient in social studies.

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Social Studies by 06/13/2019 as measured by NWEA (MAP assessment), M-STEP Scores or other district common assessments..

### (shared) Strategy 1:

Reading and Writing in Social Studies for All Students (Tier 1) - Teachers will provide guided reading instruction at each student's instructional level using social studies leveled reading books from the school literacy library. Students will be given the opportunity for reading as well as writing in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Category: Social Studies

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. Benchmark Education Co. (2011). Benchmark Literacy. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaging in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to words in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1



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Activity - Grade Level Social Studies Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers
Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with various social studies reading texts to strengthen key concepts. Texts will be chosen based on the depth of knowledge levels, and will provide opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers
Activity - Professional Development with Content Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on their grade level social studies concepts at the district and building level. The professional development will be constructed around the social studies standards.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$250	Title I Schoolwide	classroom teachers, district content specialists
Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

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### Measurable Objective 2:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Social Studies by 06/16/2022 as measured by the state assessment..

### (shared) Strategy 1:

Reading and Writing in Social Studies for All Students (Tier 1) - Teachers will provide guided reading instruction at each student's instructional level using social studies leveled reading books from the school literacy library. Students will be given the opportunity for reading as well as writing in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Category: Social Studies

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. Benchmark Education Co. (2011). Benchmark Literacy. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaging in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to words in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

Activity - Grade Level Social Studies Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers

Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with various social studies reading texts to strengthen key concepts. Texts will be chosen based on the depth of knowledge levels, and will provide opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers

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Activity - Professional Development with Content Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on their grade level social studies concepts at the district and building level. The professional development will be constructed around the social studies standards.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$250	Title I Schoolwide	classroom teachers, district content specialists

Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with reading and writing in Social Studies by 06/13/2019 as measured by classroom formal and informal assessments..

### (shared) Strategy 1:

Reading and Writing in Social Studies for All Students (Tier 1) - Teachers will provide guided reading instruction at each student's instructional level using social studies leveled reading books from the school literacy library. Students will be given the opportunity for reading as well as writing in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Category: Social Studies

Research Cited: Fountas, Irene C. & Pinnell, Gay Su. (1996). Guided Reading: Good First Teaching for All Children. Benchmark Education Co. (2011). Benchmark Literacy. Guided reading uses differentiated instruction by working with students in leveled reading groups, using books at children's instructional levels and providing the support they need to build their reading skills. It builds classroom culture that makes it possible for the teacher to work with small groups while the rest of the class is engaging in other productive literacy activities. Guided reading allows the teacher to address all three elements of proficient reading: decoding, comprehension, and fluency. Benchmark literacy has comprehension-focused lessons that teach students how to respond to text-dependent questions. Students work with an appropriate balance of informational and literary texts. Academic vocabulary is developed with multiple exposures to words in a variety of formats. Reader's Theater scripts engage students in improving their fluency, speaking, and listening.

Tier: Tier 1

## School Improvement Plan

Lean Elementary School

Activity - Grade Level Social Studies Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers
Activity - Writing from Key Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with various social studies reading texts to strengthen key concepts. Texts will be chosen based on the depth of knowledge levels, and will provide opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 2	Implement	09/04/2018	06/13/2019	\$200	Title I Schoolwide	classroom teachers
Activity - Professional Development with Content Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on their grade level social studies concepts at the district and building level. The professional development will be constructed around the social studies standards.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$250	Title I Schoolwide	classroom teachers, district content specialists
Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	Classroom Teacher

## School Improvement Plan

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### Measurable Objective 4:

66% of Economically Disadvantaged students will demonstrate a proficiency with reading and writing in Social Studies by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Reading and Writing in Social Studies for at risk students (Tier 2) - Teachers will monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Teachers will provide guided reading instruction at each students' instructional level using social studies leveled reading books from the school literacy library. Students will be given the opportunity for reading as well as writing in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Category: Social Studies

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann. A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills.

Tier: Tier 2

Activity - Grade Level Social Studies Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p> <p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p>	Field Trip	Tier 2	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers

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Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 2	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers

### Measurable Objective 5:

66% of English Learners students will demonstrate a proficiency with reading and writing in Social Studies by 06/16/2022 as measured by the state assessment..

### Strategy 1:

Reading and Writing in Social Studies for at risk students (Tier 3) - Teachers will monitor students' comprehension with daily, weekly, and monthly formal and informal assessments. Instruction will be differentiated to meet the needs of all learners from gifted and talented students through students with special needs. Teachers will provide guided reading instruction at each students' instructional level using social studies leveled reading books from the school literacy library. Students will be given the opportunity for reading as well as writing in social studies to strengthen their vocabulary and knowledge of the concepts taught.

Category: Social Studies

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), *Effective Teaching Strategies That Accomodate Diverse Learners*. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). *Research-Based Methods of Reading Instruction: Grades K-3*. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). *Guiding Reading, Good First Teaching for All Children*. Heinemann. A valuable component of reading comprehension is the ability to monitor the quality of one's understanding. Teachers work with small guided reading groups to teach students comprehension monitoring strategies and allow them time to practice and build on their reading skills.

Tier: Tier 3

Activity - Grade Level Social Studies Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.	Field Trip	Tier 3	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers
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Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 3	Implement	09/04/2018	06/13/2019	\$100	Title I Schoolwide	classroom teachers

## Goal 6: Pearl Lean staff will increase student achievement in the Core Content Areas by meeting the needs of all students.

### Measurable Objective 1:

collaborate to have 85% of all students become proficient in all academic areas by 06/16/2022 as measured by the state assessment.

### Strategy 1:

Professional Learning Community - Staff will collaborate as a professional learning community to implement district approved curriculum, instruction, and assessment practices in all content areas.

Category: Learning Support Systems

Research Cited: Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker; Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

## School Improvement Plan

Lean Elementary School

Tier: Tier 1

Activity - PLC Framework	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. 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 keep grade level PLC binders to show grade level goals, as well as analyze grade level data to guide instruction.	Direct Instruction, Implementation, Teacher Collaboration, Monitor, Professional Learning, Policy and Process, Evaluation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	No Funding Required	Principal, Teachers, and Support Staff.

### Strategy 2:

Tier II Grade Level Team Meetings with Support Staff - Grade level teams will meet with support staff to collaborate and monitor Tier II interventions during professional learning communities and grade level MTSS meetings.

Category: Learning Support Systems

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann.

Richardson, Jan (2016) The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader

Tier: Tier 2

Activity - ELA Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all encompassing literacy program that is used exclusively with EL and Title I Interventions. Grade level teams will meet with EL and Title I support staff to monitor the progress from the beginning to the end of the year using the DRA2 reading assessment.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Title I Schoolwide	Principal, Teachers, Support Staff

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Lean Elementary School

Grade level teams will meet with support staff to monitor and evaluate problem solving strategies using grade level as well as district assessments.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Title I Schoolwide	Principal, Teachers, and Support Staff
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### Strategy 3:

Tier III Grade Level Team Meetings with Support Staff - Pearl Lean staff will support school Tier III intervention strategies.

Category: Learning Support Systems

Research Cited: Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching

beginning reading. In E.J. Kame'enui, & D.W. Carnine (Eds.), Effective Teaching Strategies That Accomodate Diverse Learners. Columbus, OH: Merrill. Vaughn, S. & Linan-Thompson, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. Alexandria, VA: ASCD. Clay 1993: Goodman 1996: Routman 1991:

Department of Education, New Zealand, 1985. Fountas, L. & Pinnell, G. (1996). Guiding Reading, Good First Teaching for All Children. Heinemann.

Tier: Tier 3

Activity - ELA Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leveled Literacy Intervention Program (LLI) is an all encompassing literacy program that is used exclusively with EL and Title I Interventions. Grade level teams will meet with EL and Title I support staff to monitor the progress from the beginning to the end of the year using the DRA2 reading assessment. Teachers will identify Tier III students based on their performance on the DRA2 assessment, and the guidelines set by the district. An Individualized Reading Plan (IRP) will be established and implemented for students in need.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Title I Schoolwide	Principal, Teachers, and Support Staff.

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet with support staff to monitor and evaluate problem solving strategies using grade level as well as district assessments.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Title I Schoolwide	Principal, Teachers, and Support Staff

### Strategy 4:

Classroom Teacher Tier II Support - Classroom teachers develop specific times and interventions to support Tier II student achievement.

Category: Learning Support Systems

Research Cited: Kame'enui, E.J., Simmons, D.C., Baker, S., Chard, D.J., Dickson, S.V., Gunn, B., Sprick, M. & Lin, S.J. (1997). Effective strategies for teaching

Tier: Tier 2

## School Improvement Plan

Lean Elementary School

Activity - ELA Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom Teachers develop specific times and interventions to work with Tier II students to support ELA achievement.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom Teachers

  

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers develop specific times and interventions to work with Tier II students to support math achievement.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	No Funding Required	Classroom teachers

## Goal 7: Students will develop skills to become healthier in both body and mind.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will collaborate to choose healthier foods, to be more active, and to manage emotions in Health/Physical Education by 06/13/2019 as measured by participation in healthy community lessons, the opportunity to become enrolled in the Healthy Kids Club, and the ability to receive social/emotional support from the counselor..

### Strategy 1:

Healthy Food - Teachers will teach the 8 lessons to their students from the Building Healthy Communities: A Guide for Classroom Engagement throughout the school year, focusing on how to implement and maintain a healthy lifestyle.

Category: Other - CARE

Research Cited: "Building Healthy Communities"

Tier: Tier 1

Activity - Healthy Community Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be involved in the lessons outlined in the "Building Healthy Communities" curriculum guide.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Principal and teachers

### Strategy 2:

Physical Activities (During and After School) - The staff at Lean will provide opportunities during and after school in which the students can participate, in order to promote physical fitness.

Category: Other - CARE

Research Cited: "Building Healthy Communities"

## School Improvement Plan

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<https://www.jumpwithjill.com/>

<https://www.gonoodle.com/>

<https://www.adventuretofitness.com/>

Tier: Tier 1

Activity - Healthy Kids Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead a group of students after school in activities that promote a healthy lifestyle.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Teachers and principal

Activity - Physical Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided opportunities to participate in activities at school that promote physical fitness such as "Jump With Jill", "Adventure to Fitness", and "GoNoodle" in the classroom.	Supplemental Materials, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Teachers and principal

### Strategy 3:

Emotional Support - Staff will assist students in dealing with their feelings in constructive ways.

Category: Learning Support Systems

Research Cited: Building Healthy Communities

Tier: Tier 1

Activity - Counseling Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will work with identified students in small groups to teach and model appropriate social/emotional skills and strategies.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	School counselor

Activity - Brain Breaks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students "Brain Breaks" throughout the day to reduce stress, using recess, "Jump With Jill", "Adventure to Fitness", and "GoNoodle."	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Title I Part A	Classroom teachers

## 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
Grade Level Meeting to Analyze Student Work	Professional development in writing will be available to classroom teachers during weekly grade level meetings. Teachers will have the opportunity to collaborate to analyze student writing pieces.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	classroom teachers and curriculum specialists
PLC Framework	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 keep grade level PLC binders to show grade level goals, as well as analyze grade level data to guide instruction.	Direct Instruction, Implementation, Teacher Collaboration, Monitor, Professional Learning, Policy and Process, Evaluation	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Principal, Teachers, and Support Staff.
Grade Level Math Meetings to Analyze Student Work	Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Teacher Collaboration	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	classroom teachers
Math Interventions	Classroom teachers develop specific times and interventions to work with Tier II students to support math achievement.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Classroom teachers
ELA Interventions	Classroom Teachers develop specific times and interventions to work with Tier II students to support ELA achievement.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Classroom Teachers

### Title I Schoolwide

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

Lean Elementary School

New Science Standards Professional Development	Teachers will be provided with professional development at the district and building level. The professional development will be constructed around the science standards.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$200	classroom teachers, district content specialists
Leveled Literacy Program (LLI)	The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$625	Title I Staff and EL Staff
School-wide Reading Program	Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books, picture books, or chapter books and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each book they read.	Extra Curricular	Tier 3	Monitor	09/04/2018	06/13/2019	\$1300	Classroom teachers and Media Specialist
Moby Max and RAZ Kids Online Reading Program	MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school as well, as at home for students in grades K-3.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$150	classroom teachers
Non-Fiction and Fiction Writing	Teachers will demonstrate and model different strategies with the use of Writer's Workshop.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Classroom Teachers

**School Improvement Plan**

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Grade Level Social Studies Field Trips	<p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p> <p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p>	Field Trip	Tier 2	Implement	09/04/2018	06/13/2019	\$100	classroom teachers
Grade Level Social Studies Field Trips	<p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p>	Field Trip	Tier 1	Implement	09/04/2018	06/13/2019	\$100	classroom teachers
Math Interventions	Grade level teams will meet with support staff to monitor and evaluate problem solving strategies using grade level as well as district assessments.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Principal, Teachers, and Support Staff

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Problem Solving Journals	Students are given a problem solving task to solve in their math journal. Students have the opportunity to use various manipulatives to help them solve the problem. Students must also explain how they solved it. Teachers use a rubric to evaluate the levels of students' problem solving skill abilities. Teachers provide extra guidance according to students' needs.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	Classroom Teachers
Number Talks	Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 3	Monitor	09/04/2018	06/13/2019	\$100	Resource Room teacher, Classroom teacher
Leveled Literacy Intervention Program (LLI)	The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$625	EL Staff and Title I Staff
Number Talks	Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$100	Classroom Teacher
Math Interventions	Grade level teams will meet with support staff to monitor and evaluate problem solving strategies using grade level as well as district assessments.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal, Teachers, and Support Staff
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$667	Teaching Staff
Writing from Key Words	Teachers will provide students with various science reading texts to strengthen key concepts. These will be based on the depth of knowledge levels, by providing opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$500	classroom teachers

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MobyMax and RAZ Kids Online Reading Program	MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$150	classroom teachers
Writing Resources	Teachers will use a variety of writing tools such as thinking maps, spelling dictionary, etc. to help guide the at risk students.	Supplemental Materials	Tier 2	Monitor	09/04/2018	06/13/2019	\$250	Classroom Teachers
Modified Problem Solving Strategies	Special Education teachers will facilitate problem solving strategies with at risk students in small groups.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/04/2018	06/13/2019	\$150	Special Education teachers
Moby Max and RAZ Kids Online Reading Program	MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	classroom teachers
After School Math Club	The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Materials	Tier 3	Monitor	09/04/2018	06/13/2019	\$2000	Classroom teacher and support staff
Modified Problem Solving Strategies	Teachers will facilitate problem solving strategies with at risk students in small groups.	Direct Instruction	Tier 2	Monitor	09/04/2018	06/13/2019	\$150	Classroom Teachers
New Teacher Introduction to MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program	Professional development will be provided for new teachers to the building regarding the school-wide use of MobyMax online multi-faceted academic program and RAZ Kids Online Reading Program. They will be familiarized with how the programs work and how to set them up for classroom use.	Professional Learning	Tier 1	Implement	09/04/2018	06/13/2019	\$700	mentor teacher(s)/facilitator(s)



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Professional Development with Content Specialist	Teachers will be provided with professional development on their grade level social studies concepts at the district and building level. The professional development will be constructed around the social studies standards.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/13/2019	\$250	classroom teachers, district content specialists
RAZ Kids Online Reading Program	RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school as well, as at home for students in grades K-3.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$150	classroom teachers
ELA Professional Development	Staff will be provided with best practice professional development with reading and writing from multiple sources.	Professional Learning	Tier 3	Implement	09/04/2018	06/13/2019	\$2150	district, MISD, and regional
School-wide Reading Program	Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books, picture books, or chapter books and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report on each of the books they read.	Extra Curricular	Tier 2	Implement	09/05/2017	06/13/2019	\$1300	Parent stakeholder s/volunteer s under the guidance of the School Improvement Team
Social Studies Assemblies and Hands on Learning	The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 3	Implement	09/04/2018	06/13/2019	\$100	classroom teachers

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<p>Social Studies Assemblies and Hands on Learning</p>	<p>The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.</p>	<p>Other</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/13/2019</p>	<p>\$100</p>	<p>classroom teachers</p>
<p>MobyMax, RAZ Kids and EasyCBM Online Reading Program</p>	<p>MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the Easy CBM online computer program.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/13/2019</p>	<p>\$150</p>	<p>classroom teachers</p>
<p>Grade Level Social Studies Field Trips</p>	<p>The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce the social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Troy Historical Museum. Third grade classes visit the Detroit Institute of Arts and the Henry Ford Museum. Fourth grade classes visit the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum. The Fifth grade also has a "Native American Experience" in-school field trip.</p>	<p>Field Trip</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/13/2019</p>	<p>\$100</p>	<p>classroom teachers</p>

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Leveled Literacy Intervention Program (LLI)	The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used exclusively in the EL and Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/13/2019	\$625	EL Staff and Title I Staff
Number Talks	Number Talks is a short routine that provides students with a meaningful ongoing math strategy practice. These classroom conversations and discussions incorporate accuracy, efficiency, and flexibility when solving computation problems.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$100	Classroom Teacher
After School Math Club	The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$2000	Classroom teachers and support staff
ELA Interventions	The Leveled Literacy Intervention Program (LLI) is an all encompassing literacy program that is used exclusively with EL and Title I Interventions. Grade level teams will meet with EL and Title I support staff to monitor the progress from the beginning to the end of the year using the DRA2 reading assessment.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$0	Principal, Teachers, Support Staff
Leveled Literacy Intervention Program (LLI)	The Leveled Literacy Intervention Program (LLI) is an all-encompassing literacy program that is used in the Title I Intervention Program. This intense research-based program focuses on teaching, building, and reinforcing fluency and comprehension strategies as well as basic writing concepts.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$625	Title I Staff
ELA Professional Development	Staff will be provided with best practice professional development with reading and writing from multiple sources.	Professional Learning	Tier 2	Monitor	09/04/2018	06/13/2019	\$2150	district, MISD, and regional
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 3	Implement	09/04/2018	06/13/2019	\$667	Teaching Staff
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/13/2019	\$667	Teaching Staff
After School Math Club	The After School Math Club incorporates the use of technology and hands-on math activities that support third, fourth, and fifth grade students in math.	Academic Support Program, Extra Curricular	Tier 2	Monitor	09/04/2018	06/13/2019	\$2000	Classroom Teacher and support staff

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Social Studies Assemblies and Hands on Learning	The use of hands-on learning and role playing assist in the reinforcement of social studies concepts. Many grade levels participate in various assemblies that help reinforce these concepts learned in social studies. Grade levels meet with the principal for "Town Hall Meetings" 3-4 times per year. First and Second grade classes attend a Water Conservation program. Second grade classes create land form projects. Third grade students create "Biography Bottles". Fourth grade classes create biography boxes. Fifth grade classes present a wax museum. Students choose a historical figure to research and present to all school stakeholders and the surrounding community. Fifth grade classes memorized and recited the Preamble to the Constitution. The entire school participates in PBIS assemblies monthly.	Other	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Classroom Teacher
MobyMax and RAZ Kids Online Reading Program	MobyMax is an online multi-faceted academic program that supports the curriculum. MobyMax adapts to the needs of individual students based on performance of the tasks. RAZ Kids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. It provides supplemental reading practice with hundreds of animated leveled books. Students can listen to books for modeled fluency, read books with pronunciation and vocabulary support, and record their reading to practice fluency. The program is provided for extra support in school, as well as at home for students in grades K-3.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$150	classroom teachers
Writing Resources	Teachers will use a variety of writing tools such as thinking maps, spelling dictionary, etc. to help guide the At Risk students.	Supplemental Materials	Tier 2	Implement	09/04/2018	06/13/2019	\$250	Classroom Teachers
ELA Interventions	The Leveled Literacy Intervention Program (LLI) is an all encompassing literacy program that is used exclusively with EL and Title I Interventions. Grade level teams will meet with EL and Title I support staff to monitor the progress from the beginning to the end of the year using the DRA2 reading assessment. Teachers will identify Tier III students based on their performance on the DRA2 assessment, and the guidelines set by the district. An Individualized Reading Plan (IRP) will be established and implemented for students in need.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$0	Principal, Teachers, and Support Staff.

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Writing from Key Words	Teachers will provide students with various social studies reading texts to strengthen key concepts. Texts will be chosen based on the depth of knowledge levels, and will provide opportunities for students to use key words and formulate written responses.	Direct Instruction	Tier 2	Implement	09/04/2018	06/13/2019	\$200	classroom teachers
School-wide Reading Program	Under the direction of the School Improvement Team, as well as parent stakeholders, a school-wide reading program was implemented to encourage students to increase the reading of books at their level. The program allows students to read nonfiction books and fiction books (ex. picture books, chapter books, etc.) and discuss story elements such as main ideas, themes, characters, making connections, and inferencing. Students will read books at their level making sure that those with special needs, as well as students who are gifted and talented, are being challenged at their own level. Students then write a book report for each of the stories they read. In addition, students turn in reading logs to their teacher based on the reading they did at home to earn a Book It certificate.	Extra Curricular	Tier 1	Monitor	09/04/2018	06/13/2019	\$1300	Classroom teachers and Media Specialist

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff MTSS meetings	General Education teachers will meet with their grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	principal, general education teachers, Title 1 teachers
Teacher-constructed ELA activities to support literacy for English Learners	Teachers develop activities based on student needs.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$100	Teachers
Teacher-constructed ELA activities to support literacy for whole class	Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Teachers
Teacher-constructed ELA activities to support literacy for economically disadvantaged at-risk students	Teachers develop activities based on student needs.	Academic Support Program	Tier 2	Implement	09/04/2018	06/13/2019	\$100	Teachers

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Staff MTSS meetings	General Education teachers will meet with their grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	General education teachers, Title 1 teachers, principal
School-wide Book Review Program	Under the direction of the Media Specialist, as well as parent stakeholders, a school-wide book review program was implemented to encourage students to evaluate and analyze books they have read.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Media Specialist
Staff MTSS meetings	General Education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 3	Implement	09/04/2018	06/13/2019	\$100	General education teachers, principal, Title 1 teachers
Staff MTSS meetings	General education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 1	Implement	09/05/2017	06/13/2019	\$100	General education teachers, principal, Title 1
Teacher-constructed ELA activities to support literacy for whole class	Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	teachers
Staff MTSS meetings	General Education teachers will meet with other grade level teachers, Title 1 staff, principal, and possibly district support staff to discuss individual student needs and progress. The main focus of these meetings is to discuss the progress of the IRP students and to gain strategies that may better their learning.	Academic Support Program	Tier 2	Implement	03/29/2017	06/13/2019	\$100	General education teachers, Title 1 teachers, principal
Teacher-constructed ELA activities to support literacy for whole class	Teachers develop activities based on student needs.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$100	Teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Brain Breaks	Teachers will give students "Brain Breaks" throughout the day to reduce stress, using recess, "Jump With Jill", "Adventure to Fitness", and "GoNoodle."	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Classroom teachers

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Physical Activity	Students will be provided opportunities to participate in activities at school that promote physical fitness such as "Jump With Jill", "Adventure to Fitness", and "GoNoodle" in the classroom.	Supplemental Materials, Community Engagement	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Teachers and principal
Healthy Kids Club	Teachers will lead a group of students after school in activities that promote a healthy lifestyle.	Extra Curricular	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Teachers and principal
Counseling Groups	The school counselor will work with identified students in small groups to teach and model appropriate social/emotional skills and strategies.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	School counselor
Healthy Community Lessons	Students will be involved in the lessons outlined in the "Building Healthy Communities" curriculum guide.	Academic Support Program	Tier 1	Implement	09/04/2018	06/13/2019	\$500	Principal and teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Science Field Trips	The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 1	Monitor	09/04/2018	06/13/2019	\$0	Classroom Teachers
Grade Level Field Trips	The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 3	Monitor	09/04/2018	06/13/2019	\$0	Teaching Staff

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Grade Level Science Field Trips	The use of hands-on learning assists in the reinforcement of science concepts. Many grade levels participate in field trips to reinforce the science curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Cranbrook and the Detroit Zoo. Second grade visits the Detroit Science Center. Third grade classes visit the Detroit Institute of Art and the Henry Ford Museum. Fourth grade classes visit Camp Tamarack and the African American History Museum. Fifth grade visits Cranbrook and the Holocaust Museum.	Field Trip	Tier 2	Monitor	09/04/2018	06/13/2019	\$0	Classroom Teachers
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