



School Improvement Plan

Lean Elementary School

Warren Consolidated Schools

Mr. Mark Corless, Principal
2825 Girard
Warren, MI 48092

TABLE OF CONTENTS

Introduction	1
--------------------	---

Executive Summary

Introduction	3
--------------------	---

Description of the School	4
---------------------------------	---

School's Purpose	5
------------------------	---

Notable Achievements and Areas of Improvement	7
---	---

Additional Information	10
------------------------------	----

Improvement Plan Stakeholder Involvement

Introduction	12
--------------------	----

Improvement Planning Process	13
------------------------------------	----

School Data Analysis

Introduction	15
--------------------	----

Demographic Data	16
------------------------	----

Process Data	19
--------------------	----

Achievement/Outcome Data	21
--------------------------------	----

Perception Data	26
-----------------------	----

Summary	29
---------------	----

School Additional Requirements Diagnostic

Introduction 32
School Additional Requirements Diagnostic 33

Title I Schoolwide Diagnostic

Introduction 36
Component 1: Comprehensive Needs Assessment 37
Component 2: Schoolwide Reform Strategies 41
Component 3: Instruction by Highly Qualified Staff 48
Component 4: Strategies to Attract Highly Qualified Teachers 49
Component 5: High Quality and Ongoing Professional Development 51
Component 6: Strategies to Increase Parental Involvement 52
Component 7: Preschool Transition Strategies 55
Component 8: Teacher Participation in Making Assessment Decisions 56
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 57
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 59
Evaluation: 62

2016-2017 Pearl Lean School Improvement Plan

Overview 65
Goals Summary 66
 Goal 1: All Pearl Lean students will become proficient in reading 67
 Goal 2: All Pearl Lean students will become proficient in writing 77

Goal 3: All Pearl Lean students will become proficient in math.....	81
Goal 4: All Pearl Lean students will become proficient in science.....	87
Goal 5: All Pearl Lean students will become proficient in social studies.....	93
Goal 6: Pearl Lean staff will increase student achievement in the Core Content Areas by meeting the needs of all students.....	100
Activity Summary by Funding Source.....	103

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Pearl Lean Elementary is the center of learning in a middle-class, blue-collar, multicultural neighborhood in Warren, Michigan, a suburb just north of Detroit. Teachers and parents work closely together, resulting in the best educational opportunities for all of the students at Pearl Lean daily. We have a supportive group of parents who volunteer their time and resources at Pearl Lean daily.

Pearl Lean Enrollment 634

Grades Kindergarten through grade 5

Administrator 1

Classroom teachers 27 full time & 6 part time

Special Resources Teacher 1 full time

Language Acquisition Teacher (EL) 2 part time

Language Acquisition Paraprofessional (EL) 1 full time

1 full time Title I Teacher and 1 part time Title I Teacher

2 Half Day Title I Aides

13 Support Staff: (7 Special Ed./2 Office Staff/3 Custodial)

Pearl Lean's population is growing in its diversity each year, resulting in even more opportunities to learn from each other. About 38% of the students who attend Pearl Lean are English Learners (EL), with the majority of those being Chaldean, Arabic, and Asian. Pearl Lean is a Title I school with 60% of the students receiving a free or reduced price lunch.

Pearl Lean has 56 students born outside of the United States. We have 38 students that utilize School of Choice who come to Pearl Lean from other school districts. We currently have 3 families registered as homeless.

The staff continually evaluates the strengths and weaknesses of our students to determine their academic needs.

School's Purpose

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

Pearl Lean Elementary Mission Statement:

The Pearl Lean staff, in partnership with parents and community, is dedicated to educating our children intellectually, socially, and emotionally; therefore, empowering them to become responsible citizens, life-long learners and positive contributors to our ever changing world.

Pearl Lean Vision Statement:

The fundamental purpose of Pearl Lean is to ensure high levels of learning for all students.

Kindergarten uses the Michigan Literacy Progress Profile (MLPP) assessment to establish a baseline data in the beginning of the year. Kindergarten through fifth grade use the Developmental Reading Assessment 2nd Edition (DRA2) to assess children's literacy skills. Teachers identify the areas in which their students are already proficient, and also the areas in which students need more practice. Then they modify their instruction accordingly.

These assessments and evaluations are also used to help determine our SIP goals. All teachers are a part of the School Improvement Team (SIP) process, which works to identify ways to increase student achievement incorporating effective methods.

Our Literacy Library provides leveled sets of curriculum aligned books for guided reading activities. Guided reading activities involve teacher facilitated small group instruction, while addressing skills and comprehension. Daily 5 literacy centers and word walls provide further reading support for students.

Because teachers at Pearl Lean strive to provide the best education for each individual student, it is important to identify all students who need additional help. Our Child Study Team (CST), consisting of a teacher consultant, school psychologist, social worker, speech therapist, classroom teacher and the principal, tests students for possible learning disabilities or impairments, and creates Individual Education Plans (IEP) taking into consideration the child's academic, physical, social or emotional needs. The CST process is flexible and is tailored to the needs of each individual student. But in general, the teacher fills out a basic form, explaining their concerns for the student's education. The CST meets to determine what interventions, accommodations, or baseline testing may be needed to help the student. These interventions/accommodations/testing may include, but are not limited to academic/language screeners, behavioral rating scales, small intervention groups, behavior intervention plans, classroom observations, decreasing work load, extra time to complete assignments, peer buddy assistance, social skills training, etc. This intervention time generally lasts between 6-12 weeks, and the meeting is then reconvened at this time to discuss outcomes of the interventions. This intervention period may or may not lead to a full special education evaluation.

Our Title 1 teacher uses the (LLI) Level Literacy Intervention, a program to support our at risk students. We use the MLPP and DRA2 to assess for literacy skills, determining students with which the Title 1 teacher will work closely. Classroom teachers work with the Title I teacher to set up and maintain a "watch list" of students that could qualify for Title I services in the future, if available.

The Language Acquisition teacher (EL) program is determined by the W.I.D.A. placement testing. These students receive extensive strategies through the L.L.I. and the R.T.I. programs based on their reading levels.

School Improvement Plan

Lean Elementary School

school participates in school-wide assemblies and programs.

At Pearl Lean, we teach students the skills to grow up and become decent, productive citizens. Our staff developed and implemented a school-wide P.A.W.S. (Pride, Attitude, Wise choices, and Safety) behavior program. Our staff also incorporates Susan Kovalik's LIFESKILLS lessons into their classrooms to emphasize important character traits such as respect, responsibility, cooperation, perseverance, and honesty. The social worker also visits classrooms to incorporate lessons about friendship and conflict resolution. The social worker has also developed a Peer-to-Peer program to establish mentors between students.

The staff at Pearl Lean wants the best for each student and takes measures that will provide a safe environment for the best learning opportunities. Our diverse population requires that we work hard to meet the individual needs of our students.

Notable Achievements and Areas of Improvement

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

Lean Elementary has many notable achievements in the last three years, as listed below:

- All new EL students entering the school are screened using the WIDA
- All EL students are tested using the WIDA every spring
- All EL students level 1-4, reading below grade level, are serviced two to five times per week by a language acquisition teacher and an EL aide
- EL and Title I host two parent meetings per year
- EL teachers and aides provide translation services for parents during conferences and any other meetings throughout the year
- We have an EL parent liaison that comes in every Friday for EL parent assistance
- Special Education staff provides accommodations for district and state assessments
- Special Education staff is available for parent/teacher conferences as needed
- Special Education staff provides academic and social skill interventions
- Special Education staff provides a Peer-to-Peer program to help with student social interaction skills
- Pearl Lean's kindergarten participated in the Story Champs program
- Kindergarten teachers meet with incoming kindergarten students for ice cream in August to ease the transition before the new school year begins
- Every kindergarten student reads to the Principal in March for Reading Month
- The entire first grade practices math facts and reading comprehension weekly using online resources, such as Xtra Math and Raz-kids
- The first grade participates in a "feast" to reinforce social studies concepts learned in the classroom
- In the fall, 44% of second graders were reading at grade level with a level 18 or higher
- In the winter, 52% of second graders were reading at grade level with a level 24 or higher
- 81% of the second grade students scored 70% or higher on the grade level math common assessment in the second trimester
- Fourth graders participated in "Market Day" to demonstrate their understanding of economics
- Student council collected water for the Flint water crisis
- Student council participated in a community outreach activity with a trip to a nursing home
- Fifth grade has Native American presenters attend the school each year with hands-on artifacts
- Fifth graders earn a reward each trimester for using Warren Consolidated Schools Life Skills
- The Detroit Tigers Foundation provides 100 free game tickets to our service squad and safety patrol students for a job well done
- Teachers run a Title I after school math program for third, fourth and fifth graders
- Teachers use a reading incentive program called "Book-It"
- Fifth grade teachers plan a field trip to the Cranbrook Science Center to attend a force and motion assembly, planetarium, and participate in a scavenger hunt
- Third grade students attend a field trip to the Henry Ford Museum to study motion of flight
- Metro Parks Mobile Learning Center gave a presentation to the third grade students about the Native Americans of Michigan
- All third grade teachers use an online point based incentive behavioral program called ClassDojo
- Third grade uses a monthly reading log to track student reading

-All Pearl Lean students participate in Warren Consolidated's new Science, Technology, Engineering, and Mathematics (S.T.E.M.) program SY 2016-2017

School Improvement Plan

Lean Elementary School

- Pearl Lean students participate in the district Art show in April
- 96% of Title I Students Gr 2 - 5 made gains of at least 1 DRA level from September to February in 2014-2015
- 43% of Title I Students Gr 2 - 5 made gains of 2 or more DRA levels from September to February in 2014-2015
- 75.8% of first grade students were proficient in ELA on the I.O.W.A. test in the fall of 2014
- 65.3% of second grade students were proficient in ELA on the I.O.W.A. test in the fall of 2014
- 72.7% of fourth grade students were proficient in ELA on the I.O.W.A. test in the fall of 2014
- 95% of 5th graders memorized 46 common prepositions
- 97% of 5th graders can recite the Preamble of the U.S. Constitution
- All 1st graders write in their math journals daily
- First graders attended three educational field trips in 2014-2015
- A state representative visited each 1st grade classroom for March is Reading Month in 2014-2015
- First grade celebrated Thanksgiving with a feast and musical performance which included families and community members
- A state representative read to the entire 3rd grade for March is Reading Month in spring of 2015 and 2016
- Third grade attended two educational field trips in 2014-2015 and 2015-2016 school years
- All 3rd graders practice math problem solving strategies in their math journals
- Pearl Lean has a vegetable garden that is taken care of by the school garden club
- Lean students and PTO raised money through various fundraisers to support the classrooms, school activities, and to beautify the school
- Lean students and PTO raised \$13,696.95 in the Fun Run to support the classrooms and school activities for the 2014-2015 school year
- PTO sponsors many community-building activities such as Fun Run, Halloween festivities, Santa shop, Valentine's doughnuts, St. Patrick's Day bagels, Reading for Education magazine sales, Teacher Appreciation week including luncheon, Fun Day, and popcorn sales.
- The PTO have several family night activities throughout the year to include Coney/Magic Night, Movie Night, school-wide talent show, family dance, and bingo night
- 38 students come to Pearl Lean through school of choice across the county for the 2015-2016 school year
- Pearl Lean also had three parent volunteers honored at the city hall in Warren for the 2013-2014 school year
- Pearl Lean received the Green School Award for the 2013-2014 school year
- Fifth grade students participated in the Area Concert with the middle and high school band
- Fifth graders have the opportunity to participate in fifth grade band with district provided instruments
- 95% of 5th graders participated in presenting a biography report in the Wax Museum
- Kindergarten through fourth grade perform a music concert each year
- 85 students from 4th and 5th grades volunteer to be Service Squad and Safety Patrol
- Lean fourth grade students raised over \$1,100.00 for St. Jude Children's Hospital in the 2013-2014 school year
- All Lean fourth grade students participated in a U.S. Geography play in 2014

Our school wide commitment to language literacy can be seen in our reading and writing School Improvement Plan (SIP) goals, Literacy Library, book buddies, and our utilization of classroom, media center, and computer lab. Our complete language program involves a number of established effective methods and practices including a Balanced Literacy Curriculum, Raz-Kids Online Reading Program, and Guided Reading. Our Title I teacher/tutor supports at-risk students in reading and writing using the Leveled Literacy Intervention (LLI) program. Our English Learners (EL) teacher/tutor works closely with EL students.

In addressing academic progress in a diverse student body, we have found that it is necessary to employ a variety of teaching techniques. With knowledge of Best Practices, we have implemented a number of proven methods for curriculum instruction. We implement the teachings of Howard Gardner to provide flexible, effective instruction. Moreover, there is a consistent and school-wide emphasis on involving students at the higher level of Bloom's Taxonomy. Lean teachers work to promote the synthesis of information and creation of new knowledge, as well as the appraisal and evaluation of information necessary for decision making. Classroom instruction at Lean frequently

School Improvement Plan

Lean Elementary School

involves activities promoted in brain research theories, such as small group and collaborative instruction, jigsaw learning, and peer tutoring.

As a learning community, we value the efforts and accomplishments of all our stakeholders, and focus continually on the success of our students. We believe in the potential of each student to become a positive force for the future of our community and our nation. As a learning community, we are exceptionally well equipped to direct Lean students in their social, emotional, academic, and civic development. The staff at Pearl Lean will continue to honor our roles as teachers, mentors and nurturers as we usher forth new citizens into the world.

Additional Information

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

The staff at Lean has the unwavering support of our dedicated PTO parents. Some parents in our school participate heavily in the PTO and school volunteerism. Whether they are working with teachers in the classroom or helping students in the media center, our parents provide solid role models and a nurturing atmosphere for students. PTO parents also contribute to the safety and security of students. Two volunteer parents are stationed every day, in all weather, in our parking lot, where they make sure that children exit and enter cars safely. They also address other parents to let them know the traffic rules of the parking lot.

Our PTO organizes school fundraisers, classroom activities, and keeps the Warren community involved in our school. Without them our school would not be as successful. The PTO helps the teachers buy supplies and teaching materials for their classrooms, and sponsors Panther P.A.W.S., principal's club, book fair, Green School initiatives, talent shows, assemblies, field days, family nights, and fundraisers. They are visible in our school and are very active in the classroom.

The cooperation and support of our parents make us more than just a school. It makes us a community that cares for all of its members. It makes us a family.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The School Improvement team is comprised of volunteer teacher stakeholders representing grades K-5 as well as various support staff and the building principal. An agreed upon day and time for meetings was selected by the team. The School Improvement team meets bi-weekly on Thursday mornings and all stakeholders are invited to attend as well as give input. Stakeholders are also encouraged to attend the District School Improvement Team (DSIT) meetings. Pearl Lean Parent Teacher Organization (PTO) meetings are scheduled one evening per month. All stakeholders are encouraged to attend these meetings, share ideas, and volunteer to participate in school activities.

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

Pearl Lean has 1-2 teacher representatives from each grade level on the school improvement team. In addition, support staff are included on the school improvement team. The School Improvement team conducts parent and student surveys to assess parent and student feedback on the school's progress, strengths, and areas of improvement. A staff survey also identifies areas where staff is most satisfied and least satisfied with different aspects of our school. Teachers are involved in cross-grade level meetings to discuss and implement possible school wide improvement. Grade level teams meet weekly during common prep times for data review to analyze and develop student progress monitoring tools.

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

The current improvement plan is communicated to staff members at Professional Learning Community meetings and staff meetings throughout the school year. The School Improvement Plan is also posted on the school website for all stakeholders to access.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Student enrollment data shows that there has been an increase in economically disadvantaged students at Pearl Lean. For instance, the economically disadvantaged student body was 57% in 2013-2014. The percentage of economically disadvantaged students rose to 60% in 2014-2015 school year and remains the same in 2015-2016. The English Learning (EL) students represented 20% of the school population in the 2013-2014 school year, rose to 31% in the 2014-2015 school year, and continued rising to 38% in the 2015-2016 school year. As a result, there is a challenge in accommodating these students when class sizes are high. Also, gaining parent involvement has become difficult for after school support at home.

Student Demographic Data

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

The staff has determined that a main challenge is student absenteeism and the lack of parental support with importance of school. There appears to be a direct correlation with high absenteeism and students who are non-proficient in one or more subjects. In the 2013-2014 school year, Lean had 80 students that missed ten or more school days and of these students, 34% were not proficient in academic areas. Additionally, there were 22 students who missed 15 or more school days and 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. Eighteen 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.

Student Demographic Data

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

A total of 13 students have been suspended during the 2015-2016 school year. Only 3 of the 13 have had more than one suspension. Over the past three years, the trend shows that suspensions have decreased. This may be because the district does not encourage out-of-school suspensions for elementary students and resources do not allow for in-school suspensions. In effect, this could lead to more disruptions in class.

Student Demographic Data

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

The district has placed a class size cap on all grades which will help meet the needs of all students. If funding allows, the Pearl Lean staff will develop and implement more after school learning activities/opportunities such as "Raz-Kids" Parent Tutorials, and an after-school Math Club to involve a variety of parents, including the English Learners and economically disadvantaged students. The school will report absenteeism as required by law, as well as make additional conferences with parents and students to help ensure that truancy does not persist. Teachers continue to encourage good attendance and punctuality.

Teacher/School Leader(s) Demographic Data

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

The principal has had over 30 years of experience in teaching and administration, the last 14 of which have been at Lean Elementary. This lengthy tenure gives him knowledge and understanding of the community and his position in it. This also gives him a good insight on the staff's strengths and best placement options for teachers. Students will benefit from his careful considerations. Furthermore, teachers benefit from the guidance that comes from his many years of experience.

Teacher/School Leader(s) Demographic Data

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

In 2015-2016, 81% of the staff has at least ten or more years of teaching experience. Several teachers with many years of teaching experience should result in higher student achievement. Furthermore, the 19% of staff who have fewer than ten years teaching experience may bring new insights and innovative ideas to existing methods and procedures, benefitting our students as well.

Teacher/School Leader(s) Demographic Data

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

Due to the vast experience of our principal, our building has established routines and procedures. In the event our principal is out of the building, a veteran teacher fills in and continues the normal routine. Student achievement is not affected by our principal's absence due to the dedicated and highly qualified staff members in our building.

Teacher/School Leader(s) Demographic Data

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

Teacher absences, due to professional development, impact student achievement positively because teachers gain new and innovative ways

to teach required content. However, excessive teacher absences can affect student achievement negatively because substitutes cannot be expected to teach the curriculum content thoroughly. Also, substitute teachers do not have the acquired knowledge of each student's individual needs on a daily basis that the classroom teacher does.

Teacher/School Leader(s) Demographic Data

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

This year our EL population has increased to 38%. Ideally, it would be helpful to have more EL support staff who are able to communicate with students and parents. Also, additional EL support staff could consult with other staff members to maximize EL student achievement. In recent years, more male staff members have been placed at our school, resulting in more gender diversity amongst staff members, which benefits students needing good male role models.

Process Data

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

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

Our Self-Assessment revealed that our school strengths are Standard 1 (Purpose and Direction), Standard 2 (Governance and Leadership), Standard 3 (Teaching and Assessing for Learning), and Standard 5 (Using Results for Continuous Improvement), scoring 3 for every strand.

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

Our Self-Assessment revealed that our school challenge is Standard 4 (Resources and Support Systems), with 2.86 as the average score.

12. How might these challenges impact student achievement?

A lack of resources and support systems impacts student achievement. It limits the students' access to such services as counseling and additional educational support in terms of support staff, technology and materials.

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

Additional funds are needed to update individual classroom technology. A district bond to raise funds has been recently passed by the community stakeholders. We're looking forward to the positive effects.

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

Pearl Lean ensures that students with disabilities have access to the full array of intervention programs through examining data and collaborating with teachers. Child study teams, which include the Special Education team as well as the General Education teacher, develop a plan and schedule to include any students with disabilities. Plans are documented and modified on a regular basis to meet any changing needs.

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

The following are extended learning opportunities for students: Title 1 reading groups (Grades 1-5 servicing students achieving the bottom 30%), Raz-Kids online reading program (available to all students in grades K-4, and the bottom 30% of 5th graders), Story Champs program SY 2016-2017

(all kindergarten students), and the internally developed school wide reading program (all students). This year we also implemented and after school Math Club for students in third, fourth and fifth grade.

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

Students who are most at risk of failing to meet the current state academic achievement standards are identified by using M-STEP, IOWA, DRA2, Story Champ assessment, teacher recommendation, WIDA, report cards, and CA60s. The school sends information regarding extended learning opportunities by posting it on the school's website, sending school/classroom newsletters, parent/teacher formal and informal conferences, and through Parent Teacher Organization meetings.

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

The district has implemented new standards and pacing within the district's curriculum to integrate the Common Core State Standards. Teacher's lesson plans must be aligned to the Common Core State Standards. It is encouraged for the strands to be noted in the lesson plans. Teachers post Common Core State Standard Objectives and learning targets for each subject in their classrooms daily. Several teachers from our staff are on district committees to update and align curriculum which is relayed through the district's Blackboard website.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Spring 2015 M-STEP results show that grades 4 and 5 scored higher than district average at proficiency levels 3 and 4 (50.0% and 45.7% respectively compared to 40.3% and 43.0%).

The Fall 2015 IOWA results show that our students achieved the highest reading score (49.9% NPR) in the area of spelling. The next highest was in the area of vocabulary (44.9% NPR).

19b. Reading- Challenges

Spring 2015 results show that grade 3 students scored below district average in reading at proficiency levels 3 and 4 (35.9% compared to 43.5%).

The Fall 2015 IOWA results show that Lean students scored lowest in capitalization (39.8% NPR). The next lowest area was punctuation (41.1% NPR).

19c. Reading- Trends

The IOWA scores from 2014 and 2015 show that when class sizes are higher that year, in all but one instance, scores went down overall. Spring 2015 M-STEP results indicate that all sub-groups (Economically Disadvantaged, Limited English Proficient, and Special Education) scored lower than the average for all students who took the test.

19d. Reading- Summary

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

Our School Improvement Team is constantly looking at our IOWA, DRA2 scores and common assessments to guide instruction. Based on fall 2015 IOWA data, we will put more focus on grammar components such as punctuation and capitalization. We will review M-STEP data annually to identify specific weaknesses and adjust instruction to address any challenges.

20a. Writing- Strengths

Lean students as a whole increased in Written Expression from 41.1% NPR in fall 2014 to 43.2% NPR in the fall of 2015 IOWA scores.

20b. Writing- Challenges

The fall of 2015 IOWA results show a decrease in Conventions of Writing, from 45.0% NPR in 2014 to 41.5% NPR in 2015.

20c. Writing- Trends

Per the IOWA data that we received, our writing scores decreased from the Spring of 2014 to Spring of 2015 as shown in the 2014-2015 data. The 2015-2016 data shows an increase from Fall 2014 to Fall 2015 in Written Expression in all but one grade.

It is difficult to identify trends in M-STEP data as writing is not a separate category.

20d. Writing- Summary

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

To address the challenge of Conventions of Writing, teachers will focus more on writing conventions during guided reading group instruction. Our School Improvement Team is constantly looking at our IOWA, DRA2 scores and common assessments to guide instruction. We will review M-STEP results annually to identify specific weaknesses and adjust instruction to address any challenges.

21a. Math- Strengths

Spring 2015 M-STEP results show that grade 4 scored higher than district average at levels 3 and 4 proficiency (39.2% compared to 33.3%).

Math Total (with Computation) improved from 38.6% NPR in Fall 2014 IOWA to 39.5% NPR, as shown in Fall 2015 IOWA.

21b. Math- Challenges

Spring 2015 M-STEP data shows that grades 3 and 5 scored lower than district average for those in levels 3 and 4 proficiency (27.2% and 15.7% respectively compared to 42.1% and 25.5%).

IOWA data shows that Computation scores decreased from 41.4% NPR in Fall 2014 to 40.5% NPR in Fall 2015.

21c. Math- Trends

Spring 2015 M-STEP results indicate that all sub-groups (Economically Disadvantaged, Limited English Proficient, and Special Education) scored lower than the average for all students who took the test.

Fall 2015 IOWA data shows that all grades but one improved in Math (Without Computation).

21d. Math- Summary

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

District-provided Math Tasks are now a part of our curriculum and are being used as part of math instruction. Our School Improvement Team is continually looking at our IOWA, M-STEP, DRA2 scores and common assessments to guide instruction.

22a. Science- Strengths

Spring 2015 M-STEP data shows that 4th grade scored much higher than district average (16.7% earning a level 3 or 4 proficiency compared to 8.5%).

There is a district-wide pacing guide that teachers must follow. Our Media Center and Literacy Library include many books on Science topics that can be used independently, whole class or during guided reading instruction. We have a very hands-on science curriculum. It is currently being evaluated for adjustment to align with the Common Core State Standards.

22b. Science- Challenges

Not all grade levels are tested in the area of Science in the district-provided IOWA or M-STEP assessments. Currently there is a lack of data regarding Science on the state standardized tests.

22c. Science- Trends

Spring 2015 M-STEP results indicate that all sub-groups (Economically Disadvantaged, Limited English Proficient, and Special Education) scored lower than the average for all students who took the test.

22d. Science- Summary

School Improvement Plan

Lean Elementary School

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

There is no school-wide data from state standardized tests to monitor science progress. Our School Improvement Team is consistently looking at our IOWA, M-STEP, DRA2 scores and common assessments to guide and adjust instruction.

23a. Social Studies- Strengths

Spring 2015 M-STEP shows that grade 5 scored higher than district average (17.3% earning a level 3 or 4 proficiency compared to 14.6%). There is a district-wide pacing guide that teachers must follow. Our Media Center and Literacy Library include many books on Social Studies topics that can be used independently, whole class or during guided reading instruction. In addition, fifth grade teachers team teach in the areas of Science and Social Studies.

23b. Social Studies- Challenges

Not all grade levels are tested in the area of Social Studies in the district-provided IOWA or on the state level M-STEP assessments. Currently there is a lack of data in grades K-4 regarding Social Studies.

23c. Social Studies- Trends

Spring 2015 M-STEP Fifth Grade results indicate that all sub-groups (Economically Disadvantaged, Limited English Proficient, and Special Education) scored lower than the average for all students who took the test.

23d. Social Studies- Summary

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

There is no school-wide data from district or state level standardized tests to monitor Social Studies progress in grade levels K-4. Our School Improvement Team is continually looking at our IOWA, M-STEP, DRA2 scores and common assessments to guide instruction. We will review the data and adjust instruction to address any challenges.

Perception Data

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

24a. Student Perception Data

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

In questions regarding the principal and teachers, the students indicated a very favorable rating. High scores were evident in the areas of teachers wanting students to learn and to do their best. Students also indicated satisfaction that the school has books for them to read.

24b. Student Perception Data

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

The lowest overall level of student satisfaction as indicated by students was their family's willingness to visit Pearl Lean.

24c. Student Perception Data

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

Some possible actions include hosting cultural awareness events to improve parent participation. Staff will also encourage students to participate with their families at PTO-sponsored after-school events.

25a. Parent/Guardian Perception Data

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

Parents indicated that they are most satisfied with the teachers and staff of Pearl Lean and with the education their children are receiving.

25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction among parents/guardians was in the area of school dismissal and parking lot procedures.

25c. Parent/Guardian Perception Data

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

A change was made during the school year to modify dismissal areas for some students improving the student exit procedure. Parking lot crowding continues to be a concern due to the large number of students who are picked up at school; other procedures will be considered.

26a. Teacher/Staff Perception Data

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

Teachers and staff are most satisfied that our school's purpose statement is clearly focused on student success. Also, our school's purpose statement is based on shared values and beliefs that guide decision making and is supported by the policies and practices adopted by the school board or governing body.

26b. Teacher/Staff Perception Data

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

The lowest overall level of satisfaction among teachers and staff is regarding the provision of a plan for the acquisition and support of technology to support student learning and the school's operational needs. Staff also indicated dissatisfaction with the process to support new staff members in their professional practice and provide peer coaching to teachers. Further, there is concern with the lack of consistent common grading policies across grade levels.

26c. Teacher/Staff Perception Data

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

Staff will be encouraged to use time during data-digs and grade-level common prep times to consider consistent common grading and reporting policies across grade levels. In the past there has not been funding to provide for the acquisition of additional technology to support student learning and the school's operational needs. However, a school bond recently passed that will enhance the district's needs for students.

27a. Stakeholder/Community Perception Data

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

Surveys were only completed by teachers, students and parents. Next year, we will consider sending out a survey to the local stakeholders in our community.

27b. Stakeholder/Community Perception Data

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

Surveys were only completed by teachers, students and parents. Next year, we will consider sending out a survey to the local stakeholders in our community.

27c. Stakeholder/Community Perception Data

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

Surveys were only completed by teachers, students and parents. Next year, we will consider sending out a survey to the local stakeholders in our community.

Summary

28a. Summary

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

Some strengths identified in the four kinds of data include having a principal and most teachers with more than ten years of experience. Our staff rates our school highly overall, which indicates a high level of support and involvement from staff members. Our achievement/outcome results show that in every category there was some improvement. Another strength is that our staff and principal are perceived well by students and families and have a strong belief in the school's purpose.

A few of the challenges identified in the four kinds of data include a growing population which includes many economically disadvantaged and EL students. Furthermore, high absenteeism and the lack of parent involvement impede student achievement. The staff indicated a need for more resources and support. There is a lack of data to help us guide instruction in the areas of science and social studies. Students would like family members to be more involved in school; parents indicate dissatisfaction with parking lot/dismissal procedures; staff members see a need for new staff support and common assessments.

28b. Summary

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

With an increase in economically disadvantaged households, many families have limited resources and time which can negatively impact student achievement. Difficulties may include lack of technology, preschooling and basic needs not being met. The increase in EL households has led to difficulty in communication with parents and the school staff. Parents may feel reluctant to volunteer and are unable to help with their child's homework.

A lack of resources has a negative effect on teacher's ability to access all means to teach the curriculum. Minimal parental involvement from some families indicate that students may receive limited academic support at home.

28c. Summary

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

Lean staff members will continue to reassess instruction based on data gathered. EL teachers will continue to guide teachers and parents with communication needs and learning opportunities. A bond has been passed by the community stakeholders to bolster funds for school resources and improvements. Grade-level common assessments are being introduced and implemented in math at this time.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students in grades 1-5 are tested in the fall and spring using the District IOWA Assessment. The IOWA assessment has both literacy and math sections. Students in grades 1-2 are tested for reading levels using the DRA2 assessment in the fall, winter and spring. Students in grades 3-5 are tested using the DRA2 assessment in fall and spring. Kindergarten utilizes MLPP assessment in the fall and DRA2 assessment in winter and spring.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	See attachment.	Annual Education Report

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

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 elementary school.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Lean Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Warren Consolidated Human Resources Department: Human Resources Attn: Compliance Officer 31300 Anita Warren, Michigan 48093 (586-698-4099)	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Click on the following link or download the attachment to view the Parent Involvement Plan: http://www.wcskids.net/curriculum/School_Improvement/docs/Parent_involvement_plan/lean.pdf	Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Click on the following link or the attachment to view the School-Parent Compact Plan: http://www.wcskids.net/curriculum/School_Improvement/docs/compact/lean.pdf	Parent Compact Plan

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Evidence that supports our school improvement plan is collected throughout the school year and stored on-site, for teacher reference.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: 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 2015-2016 school year. Data reports were accessed either electronically or in paper from Data Director, Data Manager, BAA, CEPI, MI School Data, and Powerschool. The school improvement team led the data analysis process during PLC meetings, as well as staff meetings. The Pearl Lean staff identified achievement gaps in all content areas for all students and sub groups 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 sub groups, and preliminary priority goals, strategies, and activities were developed by the staff. The School Improvement team, which meets bi-weekly, used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED-Assist. 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 2015-2016 school year. Additional information was gathered through direct 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 school enrollment by grade and ethnicity/racial groups; attendance data by grade, race, and ethnicity.

Student enrollment data shows that the economically disadvantaged student body was 49% in 2011-2012. 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.

As for the Limited English Proficient students, the student body had 16% L.E.P. students in 2011-2012, and increased to 22% of the student body in 2012-2013. In the 2013-2014 school year, it declined to 20%. Of those students, 38% scored proficient or advanced proficient on the ELPA test in the Spring 2013.

In the 2015-2016 school year, all English learners are initially screened in kindergarten or when they register 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). EL students are serviced according to their EL level by the Language Acquisition instructor and an EL aide. Kindergarten students level 1 and 2 are serviced by the aide weekly. First grade, level 1 and 2 students are serviced by the EL aid 3-4 times/week 40 minutes each. Grades 2-5, level 1 and 2, are serviced by an EL aide 2-3 times a week. Language Acquisition teachers service grade 2-5, levels 1 to 4, 2 to 5 times a week.

There appears to be a direct correlation with high absenteeism and students who are non-proficient in one or more subjects. 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. Eighteen 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. Due to the growing percentage of economically disadvantaged students, there is a challenge in accommodating these students when class sizes are high and gaining parent involvement has become difficult for after school support at home. There appears to be a direct correlation with high absenteeism and students who are non-proficient in one or more subjects.

Perception data continues to show that our community is 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, 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.

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 as well as give special recognition to children who are disadvantaged.

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

Strategy 1:

School Improvement Plan

Lean Elementary School

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. Additionally, students in grades k-4 and the bottom 30% of fifth graders have the opportunity to participate in an online reading program called Raz-Kids on a weekly 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 with special education needs also receive small group instruction. 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 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 ed 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 problem solving journals. Additionally, all students participate in a special class, called STEM (Science, Technology, Engineering, and Math). An after-school math club is offered for grades 3-5 for ten weeks during the 2015-2016 school year. Math for At Risk Students: Teachers will progress monitor at risk students to provide extra support with the development of problem solving skills.

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 this task. Teachers use the science leveled reader books from the literacy library to reinforce

School Improvement Plan

Lean Elementary School

concepts taught and provide students the opportunity for more reading in science. Additionally, all students participate in a special class, called STEM (Science, Technology, Engineering, and Math).

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.

Component 2: Schoolwide Reform Strategies

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

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 as well as 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. Additionally, students in grades k-4 and the bottom 30% of fifth graders have the opportunity to participate in an online reading program called Raz-Kids on a weekly 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 ed also receive small group instruction. 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 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 ed 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

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Lean Elementary School

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 problem solving journals. Additionally, all students participate in a special class, called STEM (Science, Technology, Engineering, and Math) once a week. An after-school math club is offered for grades 3-5 for ten weeks during the 2015-2016 school year.

Math for At Risk Students: Teachers will progress monitor at risk students to provide extra support with the development of problem solving skills.

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 this task. Teachers use the science leveled reader 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 special class, called STEM (Science, Technology, Engineering, and Math).

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.

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).

Guided reading uses differentiated instruction by working with students in leveled reading groups based on most current DRA2 scores. 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 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 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.

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: Problems 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. Teachers assign students a two-digit multiplication problem. After computation, students explain their thinking and illustrate their answer.)

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 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.

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.

School Improvement Plan

Lean Elementary School

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 ed students and English language learners. The following strategies in each goal address these two tiers.

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

Strategy 1: Guided Reading for At Risk Students

Title I teacher provides additional guided reading instruction at each students' 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 ed 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-4 and the bottom 30% of fifth graders have the opportunity to take advantage of an online reading program called Raz-kids at school and 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 program solving journals are used weekly to develop math skills. A specials class, called STEM (Science, Technology, Engineering, and Math) is provided to all grades once a week.

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. Title I and EL students use LLI non-fiction science lessons that include writing book activities to support writing across the curriculum. A specials class, called STEM (Science, Technology, Engineering, and Math) is provided to all grades once a week.

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

Strategy 1: Comprehension Monitoring for At Risk Students

School Improvement Plan

Lean Elementary School

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.

The Tier II and Tier III strategies in our school wide 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. focusing on progress monitoring the bottom 30% of students, the Tier II strategies target the economically disadvantaged students at Pearl Lean, while the Tier III strategies target the English language learners.

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 Ed 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 encompasses writing used to support a balanced literacy program. The EL program uses thinking maps, as well as writing journals. Progress monitoring of the bottom 30% 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 as well as problem solving strategies. A specials class, called STEM (Science, Technology, Engineering, and Math) is provided to all grades once a week.

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

Strategy 1: Reading and Writing in science for at risk students

School Improvement Plan

Lean Elementary School

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 specials class, called STEM (Science, Technology, Engineering, and Math) is provided to all grades once a week.

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 progress monitor students within the Tier II and Tier III sub-groups. This includes progress monitoring assessments such as DRA2, I.O.W.A., M-STEP. The Title I program and the Special Education team uses DRA2, I.O.W.A., M-STEP, 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	The instructional staff including paraprofessionals at Pearl Lean are all 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	The teachers at Pearl Lean are all highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

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

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

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

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.

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.

School Improvement Plan

Lean Elementary School

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 slightly higher turnover rate due to a stabilization of the students population and minimal staff changes/placements at the district level.

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 training that aligns with the comprehensive needs assessment and the goals of the school improvement plan. SIOP (Sheltered Instruction Observation Protocol) training was offered for EL staff. 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 bi-monthly, ELA training is available at the district level, and Classroom Instruction that Works training is provided for staff members. Staff members discuss and implement what was learned at PLC meetings. The SIP team conducts bi-weekly meetings to share, discuss, and implement ongoing school improvement strategies. Teachers meet in weekly grade level common preparatory meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Plans & Goals 2016-2017

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. In addition, at the beginning of the year, the principal and select 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 shares 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. Parents are also invited during the school year to participate in parenting workshops that focus on reading and writing strategies offered by the Title I and classroom teachers. In the fall and spring, Title I and E.L. 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 years 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 E.L. parent meetings, Special Ed IEPs and staffing's, 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 E.L. 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 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, as well as evaluate our school wide 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

School Improvement Plan

Lean Elementary School

school-wide 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.	Lean Parent Involvement Plan 2016-2017

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. Many parents are grateful for the different opportunities they are invited to. Based on the evaluations, parents wished that programs would be offered at different times or more often. If funding allows, our SIP team would like to offer more school-wide programs for parents and students.

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

The School Improvement Plan team meets with parents involved to review the school-parent compact and make any necessary changes.

School Improvement Plan

Lean Elementary School

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 held in each classroom.

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

The teacher refers to the school-parent compact at parent teacher conferences to remind parents of the roles they need to take on regarding their child's educational development. They are also reminded of the roles their child needs to take on to be successful in school.

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		School Parent Compact

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

We have translators available to speak with parents directly as well as generate letters to accommodate other languages. We also 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?

The school provides information to parents new to the school. Parents have the opportunity to attend Kindergarten Orientation in the spring, where they have a chance to visit the kindergarten classrooms during a regular school day. Additionally, before the school year begins, students are invited to attend a kindergarten ice cream social where they meet their new teachers. 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 a packet including a book, as well as information from the kindergarten teachers regarding the skills children will need when they enter 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, 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 prep 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 the analyzing of data at PLC meetings, staff meetings, grade level meetings, and SIP meetings using results from Data Director, M-STEP, W.I.D.A., and IOWA 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. Tier I, Tier II, and Tier III 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: IOWA

Grades K-5 WIDA

Writing: Students who fall below grade level.

Grades K-5: Score a level 3 or 4 according to the District Writing Rubric

Grades 1-5: IOWA

Grades K-5: WIDA

Math: Students who fall below grade level.

Grades 1-5: IOWA 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.

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 is used school-wide to build upon reading strategies at each student's individual reading level.

Tier II:

Tier II applies to students who struggle with the interventions in Tier I. Tier II includes small group instruction with at risk students. These students have the opportunity to work with the Title I teachers and aides, EL teachers and aides, as well as parent volunteers in order to assist in the intervention process. Title I and EL teachers are using the L.L.I. program to enhance and support the ELA.

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 staff. The Special Ed 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 through regularly scheduled IEP's of the interventions and support taking place.

Extended Learning Opportunities:

During the 2008-2009 school year, several extended learning opportunities were offered to students grades K-5: Camp Read summer program, All A's Program, Chess Club, Literacy Night, Lunchtime tutoring with teachers and Title I aides, and National Honor Society students from Warren Mott High School tutored at risk students. Starting in 2009-2010, these programs were no longer available due to budget constraints. However, Raz-Kids is provided school-wide to support the ELA curriculum. In 2015-2016, there was an after-school math club available to grades 3-5 twice a week for five weeks.

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

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, problem solving math journals, life skills, and math manipulatives are used. Also, Raz-kids is used school-wide to build upon reading strategies at each student's individual reading level.

Tier II:

Tier II applies to students who struggle with the interventions in Tier I. Tier II includes small group instruction with at risk students. These students have the opportunity to work with the Title I teachers and aides, EL teachers and aides, as well as parent volunteers in order to assist in the intervention process. Title I and E.L. teachers are using the L.L.I. program to enhance and support the ELA.

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 staff. The Special Ed 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 through regularly scheduled IEP's of the interventions and support taking place.

Extended Learning Opportunities:

During the 2008-2009 school year, several extended learning opportunities were offered to students grades K-5: Camp Read summer program, All A's Program, Chess Club, Literacy Night, Lunchtime tutoring with teachers and Title I aides, and National Honor Society students from Warren Mott High School tutored at risk students. Starting in 2009-2010, these programs were no longer available due to budget constraints. However, Raz-Kids is provided school-wide to support the ELA curriculum. In 2015-2016, there was an after-school math club available to grades 3-5 twice a week for five weeks.

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 develop and implement the school-level budget into the school's instructional program. All programs and resources are coordinated and integrated towards the achievement of the school-wide goals. The plan describes how Warren Consolidated Schools use Federal, State, and district resources and programs to implement the Title I School-wide 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 and 2015-16 school year, 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)

School Improvement Plan

Lean Elementary School

-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 Instructional Technology department and tech support

5. High Quality & Ongoing Professional Development

General Fund; Title I (a)

-Grade level common prep

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

Title I (a)

-Title I Schools professional development based on CNA and SIP

-Professional Development for Title I staff: Oral Language Assessment and Development; Literacy supplemental strategies; Writing Fluency, RTI, Data Director, LLI, and DRA2

-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

School Improvement Plan

Lean Elementary School

- 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

Title I (a)

- _1_ FTE Title I Teacher
- _2_ FTE Title I Teacher
- Summer School Program (including elementary level instructional DVDs in reading and math)

General Fun/Sec. 41/Title III

- _2_ FTE EL Teachers (.5)
- _1_ 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
- _0.8_ FTE Social Worker
- _0.2_ 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 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, IOWA, WIDA, DRA2, Raz-Kids, 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 bi-weekly 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. Quarterly progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from the quarterly reports will be the basis for adjustments made to the school improvement plan. 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, IOWA, WIDA, DRA2, Raz-Kids, 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 bi-weekly 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. Quarterly progress reports will be submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The analysis from the quarterly reports will be the basis for adjustments made to the school improvement plan. 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, IOWA, WIDA, district assessments, PLC data, DRA2, and Raz-Kids scores to the middle and the 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 fall within the bottom 30%. 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 of Pearl Lean students.

2016-2017 Pearl Lean School Improvement Plan

Overview

Plan Name

2016-2017 Pearl Lean 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: 6 Activities: 14	Academic	\$11050
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: 11	Academic	\$8100
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: 3 Activities: 5	Organizational	\$0

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 (Tier 1) - 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:

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:

Activity - RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers

Activity - New Teacher Introduction to 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 RAZ Kids Online Reading Program. They will be familiarized with how the program works and how to set it up for classroom use.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)

School Improvement Plan

Lean Elementary School

(shared) Strategy 2:

Comprehension Monitoring for All Students (Tier 1) - 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:

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:

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	09/06/2016	06/15/2017	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist

Activity - RAZ Kids and EasyCBM Online Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Lean Elementary School

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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom 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 (Tier 1) - 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:

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:

Activity - RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers

School Improvement Plan

Lean Elementary School

Activity - New Teacher Introduction to 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 RAZ Kids Online Reading Program. They will be familiarized with how the program works and how to set it up for classroom use.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)

(shared) Strategy 2:

Comprehension Monitoring for All Students (Tier 1) - 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:

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:

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

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 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	09/06/2016	06/15/2017	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist
---	------------------	--------	---------	------------	------------	--------	--------------------	---

Activity - RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom 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 06/15/2017 as measured by IOWA Scores or other district common assessments..

(shared) Strategy 1:

Guided Reading for All Students (Tier 1) - 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:

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:

School Improvement Plan

Lean Elementary School

Activity - RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers
Activity - New Teacher Introduction to 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 RAZ Kids Online Reading Program. They will be familiarized with how the program works and how to set it up for classroom use.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$700	Title I Schoolwide	mentor teacher(s)/facilitator(s)

(shared) Strategy 2:

Comprehension Monitoring for All Students (Tier 1) - 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:

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.

School Improvement Plan

Lean Elementary School

Tier:

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	09/06/2016	06/15/2017	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist

Activity - RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers

Measurable Objective 4:

67% 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 At Risk Students (Tier 2) - 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:

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-

School Improvement Plan

Lean Elementary School

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:

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	09/06/2016	06/15/2017	\$2150	Title I Schoolwide	district, MISD, and regional

Activity - RAZ Kids and EasyCBM 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-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	09/06/2016	06/15/2017	\$150	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 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	09/06/2016	06/15/2017	\$625	Title I Schoolwide	Title I Staff

Strategy 2:

Comprehension Monitoring for At Risk Students (Tier 2) - 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:

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 Accommodate 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

School Improvement Plan

Lean Elementary School

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:

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	09/06/2016	06/15/2017	\$1300	Title I Schoolwide	Parent stakeholders/volunteers under the guidance of the School Improvement Team

Activity - RAZ Kids and EasyCBM 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-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	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers

Measurable Objective 5:

54% 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 At Risk Students (Tier 3) - 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:

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

School Improvement Plan

Lean Elementary School

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:

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	09/06/2016	06/15/2017	\$2150	Title I Schoolwide	district, MISD, and regional

Activity - RAZ Kids and EasyCBM 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-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the EasyCBM online computer program.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom teachers

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	Implement	09/06/2016	06/15/2017	\$625	Title I Schoolwide	Title I Staff and EL Staff

Strategy 2:

Comprehension Monitoring for At Risk Students (Tier 3) - 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:

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. &

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Lean Elementary School

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.

Tier:

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 for each book they read.	Extra Curricular	Tier 3	Implement	09/06/2016	06/15/2017	\$1300	Title I Schoolwide	Classroom teachers and Media Specialist

Activity - RAZ Kids and EasyCBM 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-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the EasyCBM online computer program.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$150	Title I Schoolwide	classroom 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..

School Improvement Plan

Lean Elementary School

(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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers

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 06/15/2017 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.

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers

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 06/15/2017 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	Implement	09/06/2016	06/15/2017	\$2000	Title I Schoolwide	Classroom Teachers

School Improvement Plan

Lean Elementary School

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	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers

Measurable Objective 4:

62% 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. 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.	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$625	Title I Schoolwide	EL Staff and Title I Staff

Measurable Objective 5:

48% of English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/16/2022 as measured by the state assessment..

School Improvement Plan

Lean Elementary School

Strategy 1:

Writer's Workshop for At Risk Students (Tier 3) - 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 3

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.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$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	Implement	09/08/2015	06/16/2016	\$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

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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
Professional development in math will be provided. Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers
Activity - Guided Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the implementation of the district provided math curriculum.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	Title I Schoolwide	teachers, district content specialist
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	Implement	09/06/2016	06/15/2017	\$2000	Title I Schoolwide	Classroom teachers and support staff

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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 06/15/2017 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 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	Implement	09/06/2016	06/15/2017	\$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
Professional development in math will be provided. Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers

School Improvement Plan

Lean Elementary School

Activity - Guided Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the implementation of the district provided math curriculum.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	Title I Schoolwide	teachers, district content specialist
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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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 06/15/2017 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

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

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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
Professional development in math will be provided. Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	No Funding Required	classroom teachers
Activity - Guided Math Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on the implementation of the district provided math curriculum.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	Title I Schoolwide	teachers, district content specialist
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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	Classroom Teacher

Measurable Objective 4:

57% 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

School Improvement Plan

Lean Elementary School

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.	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/08/2015	06/16/2016	\$100	Title I Schoolwide	Classroom Teacher

Measurable Objective 5:

44% 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.

Tier: Tier 3

Activity - Modified Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Lean Elementary School

Teachers will facilitate problem solving strategies with at risk students in small groups.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$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.	Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	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 06/15/2017 as measured by IOWA 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:

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

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Other	Classroom Teachers

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:

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Other	Classroom Teachers

School Improvement Plan

Lean Elementary School

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 06/15/2017 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:

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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$200	Title I Schoolwide	classroom teachers, district content specialists

School Improvement Plan

Lean Elementary School

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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Other	Classroom Teachers

Measurable Objective 4:

41% 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:

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

School Improvement Plan

Lean Elementary School

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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Other	Classroom Teachers
---	------------	--------	-----------	------------	------------	-----	-------	--------------------

Measurable Objective 5:

39% 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:

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

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	09/06/2016	06/15/2017	\$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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Other	Classroom Teachers

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 06/15/2017 as measured by IOWA 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:

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 social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$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

School Improvement Plan

Lean Elementary School

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	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 1	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	Classroom Teacher

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:

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

School Improvement Plan

Lean Elementary School

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 social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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

School Improvement Plan

Lean Elementary School

<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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.</p>	Other	Tier 1	Implement	09/06/2016	06/15/2017	\$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 06/15/2017 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:

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

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 social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 1	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	Classroom Teacher

School Improvement Plan

Lean Elementary School

Measurable Objective 4:

47% 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:

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
The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 2	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	classroom teachers

Activity - Social Studies Assemblies and Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Lean Elementary School

<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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.</p>	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	classroom teachers
---	-------	--------	-----------	------------	------------	-------	--------------------	--------------------

Measurable Objective 5:

39% 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:

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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

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 social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 3	Implement	09/06/2016	06/15/2017	\$100	Title I Schoolwide	classroom teachers
---	------------	--------	-----------	------------	------------	-------	--------------------	--------------------

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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$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

School Improvement Plan

Lean Elementary School

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).

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.	Teacher Collaboration, Monitor, Professional Learning, Direct Instruction, Policy and Process, Implementation, Evaluation	Tier 1	Implement	09/06/2016	06/15/2017	\$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.

Category:

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

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. Staff will keep a progress monitoring binder to record Tier II students' math problem solving scores.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	Principal, Teachers, and Support Staff
--	--------------------------	--------	-----------	------------	------------	-----	--------------------	--

Strategy 3:

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

Category:

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.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/15/2017	\$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. Staff will keep a progress monitoring binder to record Tier III students' math problem solving scores.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Title I Schoolwide	Principal, Teachers, and Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	classroom teachers
RAZ Kids and EasyCBM 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-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	09/06/2016	06/15/2017	\$150	classroom teachers

School Improvement Plan

Lean Elementary School

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	09/06/2016	06/15/2017	\$1300	Parent stakeholders/volunteers under the guidance of the School Improvement Team
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 3	Implement	09/06/2016	06/15/2017	\$667	Teaching 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 3	Implement	09/06/2016	06/15/2017	\$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 2	Implement	09/06/2016	06/15/2017	\$2000	Classroom Teacher and support staff
Non-Fiction and Fiction Writing	Teachers will demonstrate and model different strategies with the use of Writer's Workshop.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Classroom Teachers
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$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.	Materials, Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$2000	Classroom teacher and support 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	09/06/2016	06/15/2017	\$2150	district, MISD, and regional
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 3	Getting Ready	09/06/2016	06/15/2017	\$0	Principal, Teachers, and Support Staff.

School Improvement Plan

Lean Elementary School

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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$100	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 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	09/06/2016	06/15/2017	\$625	Title I Staff
RAZ Kids and EasyCBM 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-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the EasyCBM online computer program.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$150	classroom teachers
Modified Problem Solving Strategies	Teachers will facilitate problem solving strategies with at risk students in small groups.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$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.	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$250	Classroom Teachers
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	Getting Ready	09/06/2016	06/15/2017	\$200	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	09/06/2016	06/15/2017	\$2150	district, MISD, and regional
Modified Problem Solving Strategies	Teachers will facilitate problem solving strategies with at risk students in small groups.	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$150	Classroom Teachers

School Improvement Plan

Lean Elementary School

RAZ Kids and EasyCBM 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-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	09/06/2016	06/15/2017	\$150	classroom teachers
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	09/06/2016	06/15/2017	\$250	classroom teachers, district content specialists
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	Implement	09/06/2016	06/15/2017	\$500	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.	Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/15/2017	\$0	Principal, Teachers, Support Staff
Scientific Observation Responses	Students will conduct science experiments and formulate written responses in complete sentences based on their observations.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$667	Teaching Staff
RAZ Kids and EasyCBM 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-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 1	Implement	09/06/2016	06/15/2017	\$150	classroom teachers

School Improvement Plan

Lean Elementary School

Guided Math Professional Development	Teachers will be provided with professional development on the implementation of the district provided math curriculum.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$1000	teachers, district content specialist
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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 2	Implement	09/06/2016	06/15/2017	\$100	classroom teachers
RAZ Kids and EasyCBM 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-4, and at risk 5th graders identified as the lowest 30% in the classroom. In addition, all 5th grade students will participate with the EasyCBM online computer program.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$150	classroom teachers
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	Implement	09/08/2015	06/16/2016	\$625	EL Staff and Title I Staff

School Improvement Plan

Lean Elementary School

Grade Level Social Studies Field Trips	The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 2	Implement	09/06/2016	06/15/2017	\$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. Staff will keep a progress monitoring binder to record Tier II students' math problem solving scores.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal, Teachers, and Support Staff
Grade Level Social Studies Field Trips	The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 3	Implement	09/06/2016	06/15/2017	\$100	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, Extra Curricular	Tier 1	Implement	09/06/2016	06/15/2017	\$2000	Classroom teachers and support staff

School Improvement Plan

Lean Elementary School

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	09/06/2016	06/15/2017	\$1300	Classroom teachers and Media Specialist
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	Implement	09/06/2016	06/15/2017	\$625	Title I Staff and EL Staff
Grade Level Social Studies Field Trips	The use of hands-on learning assists in the reinforcement of social studies concepts. Many grade levels participate in field trips to reinforce social studies curriculum. Kindergarten classes visit an apple orchard as well as a farm. First grade classes visit Ann Arbor Hands On Museum. Second Grade classes visit the Troy Historical Museum. Third grade classes visit the Henry Ford Museum and participate in the an in school field trip through Metro Parks Mobile Learning Center "People of the Three Fires". Fourth grade classes visit the Michigan Science Center. Fifth grade had a "Native American Experience" in-school field trip.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$100	classroom teachers

School Improvement Plan

Lean Elementary School

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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$100	classroom teachers
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	Getting Ready	09/06/2016	06/15/2017	\$200	classroom teachers, district content specialists
New Teacher Introduction to RAZ Kids Online Reading Program	Professional development will be provided for new teachers to the building regarding the school-wide use of RAZ Kids Online Reading Program. They will be familiarized with how the program works and how to set it up for classroom use.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$700	mentor teacher(s)/facilitator(s)
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	Implement	09/06/2016	06/15/2017	\$500	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. Staff will keep a progress monitoring binder to record Tier III students' math problem solving scores.	Academic Support Program	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Principal, Teachers, and Support Staff

School Improvement Plan

Lean Elementary School

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. First grade classes put on a Thanksgiving Feast to reinforce history learned about Native Americans and Pilgrims. Second grade classes create land form projects. Third grade participates in the Metro Park Mobile Learning Center "People of the "Three Fires". Fourth grade classes demonstrate their knowledge of economics with a Market Day. 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 also, has a "Native American Experience" hands-on presentation. Fifth grade also studies a unit on the 3 branches of government called "A Kid Who Ran for President." Fifth grade classes memorized and recited the Preamble to the Constitution.	Other	Tier 1	Implement	09/06/2016	06/15/2017	\$100	Classroom Teacher
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	Implement	09/08/2015	06/16/2016	\$100	Classroom Teacher
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	Implement	09/06/2016	06/15/2017	\$1300	Classroom teachers and Media Specialist
Writing Resources	Teachers will use a variety of writing tools such as thinking maps, spelling dictionary, etc. to help guide the At Risk students.	Other	Tier 3	Implement	09/06/2016	06/15/2017	\$250	Classroom Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Lean Elementary School

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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 3	Implement	09/06/2016	06/15/2017	\$0	Classroom Teachers
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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Classroom Teachers
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 Ann Arbor Hands On Museum and the Detroit Zoo. Third grade classes visit the Henry Ford Museum. Fourth grade classes visit the Michigan Science Center.	Field Trip	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Classroom Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Math Meetings to Analyze Student Work	Professional development in math will be provided. Teachers will have the opportunity to collaborate across grade levels to analyze student work.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	classroom teachers
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	Getting Ready	09/06/2016	06/15/2017	\$0	classroom teachers

School Improvement Plan

Lean Elementary School

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.	Teacher Collaboration, Monitor, Professional Learning, Direct Instruction, Policy and Process, Implementation, Evaluation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal, Teachers, and Support Staff.
---------------	---	---	--------	-----------	------------	------------	-----	---