School Improvement Plan

Brick Elementary School
Lincoln Consolidated School District

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Ypsilanti, MI 48197-9440
# TABLE OF CONTENTS

**Introduction** ......................................................................................................................... 1

**Improvement Plan Assurance**

Introduction ................................................................................................................................... 3

**Title I Schoolwide Diagnostic**

Introduction ............................................................................................................................... 6

Component 1: Comprehensive Needs Assessment ........................................................................ 7

Component 2: Schoolwide Reform Strategies ............................................................................. 8

Component 3: Instruction by Highly Qualified Staff ................................................................. 9

Component 4: Strategies to Attract Highly Qualified Teachers ............................................... 10

Component 5: High Quality and Ongoing Professional Development .................................... 11

Component 6: Strategies to Increase Parental Involvement ..................................................... 12

Component 7: Preschool Transition Strategies ........................................................................ 14

Component 8: Teacher Participation in Making Assessment Decisions ................................ 15

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ......................................................................................................................... 16

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ........................................................................................................................................... 17

Evaluation: ..................................................................................................................................... 22
Title I Targeted Assistance Diagnostic

Introduction ........................................................................................................................................... 24

Component 1: Needs Assessment .......................................................................................................... 25

Component 2: Services to Eligible Students ......................................................................................... 26

Component 3: Incorporated Into Existing School Program Planning .................................................. 27

Component 4: Instructional Strategies .................................................................................................... 28

Component 5: Title I and Regular Education Coordination .................................................................. 29

Component 6: Instruction by Highly Qualified Staff .............................................................................. 30

Component 7: High Quality and Ongoing Professional Development/Learning ................................. 31

Component 8: Strategies to Increase Parental Involvement .................................................................. 32

Component 9: Coordination of Title I and Other Resources ................................................................. 34

Component 10: Ongoing Review of Student Progress .......................................................................... 35

Evaluation ................................................................................................................................................ 36

2019-20 Brick SIP

Overview .................................................................................................................................................. 38

Goals Summary ..................................................................................................................................... 39

Goal 1: Students will increase proficiency in reading ........................................................................... 40
Goal 2: Students will increase proficiency in Mathematics ...................................................................... 43
Goal 3: A STEM culture will be supported within the learning community to increase proficiency within math, reading, career and college readiness ........................................................................ 44
Goal 4: Students will increase positive behavior choices and interactions ......................................... 46

Activity Summary by Funding Source ................................................................................................. 49
Introduction

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

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

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<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>We are updating the 2019-20 SIP.</td>
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Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Committee collects, organizes data.

Staff came to consensus about determinations through discussions. Parents also have input through monthly PTO meetings and surveys and multiple parent input meetings.

Brick Elementary conducted the Comprehensive Needs Assessment based on surveys of Brick staff, parents, and students, AdvancED Self-Assessment reports, annual MSTEP results, NWEA results and classroom assessment results.

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 result of the CNA process has ensured that our school improvement plan is based on a purposeful collection of data. We have used this data to create and implement goals, strategies and activities, as evidenced by the School Improvement Plan document.

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.

The school’s goals are based on standard and non-standard data. Strategies and activities are carried out to meet goals, as evidenced by the School Improvement Plan document.

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 address the needs of the whole school population based on performance and perception data. Title I funds are used to address the needs of children who are disadvantaged.
Component 2: Schoolwide Reform Strategies

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

   Response to Intervention

   Differentiated Instruction

   10 Essentials of Literacy

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).

   The strategies increase the time and appropriateness of instruction for all students.

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

   The research based reform strategies are aligned with the findings of the comprehensive needs assessment, based on performance data, perception data and stakeholder input.

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 Response to Intervention model is used at Brick. Students in Tier II are provided with Title I instruction. Students in Tier III are provided with Special Education instruction.

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

   Needs assessments are administered in the fall. Additionally, NWEA data is used to determine which students need Title I or Special Education services.
### Component 3: Instruction by Highly Qualified Staff

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<tr>
<td>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.</td>
<td>Yes</td>
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<td>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.</td>
<td>Yes</td>
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Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turn-over rate is commensurate with other schools in the district.

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

Most of Brick's teaching staff has at least four years of teaching experience. Most have earned Master's Degrees.

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

The school partners with the HR department to attract and retain 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 HR department is responsible for recruiting 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?

N/A
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.

Staff will receive additional training in Engineering is Elementary, Cultural Competency, Math Expressions, Journeys and Next Generation of Science Standards

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

Professional learning is sustained and ongoing through the use of early release days, school improvement days and staff meetings.

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<td>3. The school's Professional Learning Plan is complete.</td>
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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 school-wide plan through participation in PTO and the use of surveys.

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

Parents will be invited to a variety of events to harness their involvement. The PTO will be support the school-wide plan, as well.

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

Parents will be involved in the evaluation of the schoolwide plan through the use of surveys.

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)?

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<td>4.</td>
<td>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)?</td>
<td>Yes</td>
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5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Brick is fully compliant with activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

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

The parent involvement plan will be evaluated through the use of surveys and participation data.

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

The results of the evaluation will be used to improve the schoolwide program, as documented in the School Improvement Plan.

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

The School-Parent Compact was developed in collaboration with staff and parents.
9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact will be distributed and reviewed at parent-teacher conferences.

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

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<tr>
<td>The School's School-Parent Compact is attached.</td>
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<td>Available upon request</td>
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11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school has an ELL teacher on staff. Furthermore, one of Brick’s general education teacher is routinely used to provide effective communication with non-native speaking parents.
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?

Brick staff collaborate with Model Elementary School staff, which is a pre-school facility.

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?

Kindergarten families are invited to a first grade family orientation that is held prior to the beginning of the school year. The orientation includes information on skills learned in first grade, classroom layouts, routines, expectations, and at home support strategies.
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?

Brick staff is involved regarding assessments at the school level as well as the district level. Assessment decisions drive the process of developing curriculum and instruction.

Brick is represented on the Curriculum Development Committee, which meets once a month to discuss proposals for assessments and curriculum.

All assessments that are mandated by the state or district are given. The assessments selected by the staff fit the instructional strategies in place and support the Michigan State Standards.

Brick Staff analyzes data looking for strengths, weaknesses, and gaps. This analysis allows for building level instructional decisions.

In addition to building level analysis, classroom level analysis occurs for groupings, re-teaching, Title I services, and extensions.

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

Staff meets during staff meetings and early release days, allowing for building level input on assessment decisions. Staff has analyzed and evaluated assessments in order to determine which assessments match instruction are effective. This is sustained and ongoing.

Staff members receive professional development to help guide through the process of creating and using assessments.

Communication with parents is ongoing and includes NWEA informational reports discussed at parent conferences. Assessments are discussed at PTO meetings. MSTEP data is provided to parents as it is available.
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.

The following criteria will be used to qualify students for additional support. This will help to identify the most at-risk children in our building.

Classroom teachers are responsible for giving the NWEA to all students and inputting the data by the fall deadline. Title I, general education and special education teachers review this data to select qualifying students based on the priorities as determined by staff.

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?

Title I and Special Education staff support instruction for students in Tier II and Tier III. NWEA data is used to qualify students for Title I services. The Student Achievement Team and IEP process is used to identify students for Special Education support.

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

PBIS strategies are integrated and used in every classroom, and with all students, by all staff at Brick, to ensure behavior is not interfering with student achievement. Instructional Matching means aligning the instructional decisions for a child with the child’s assessment data.

Once the child’s strengths and weaknesses are identified, staff will choose an instructional program and instructional strategies to help support the child’s learning in the weaker areas, often using his or her strengths as an avenue for new learning. Content is delivered using whole group and center-based instruction. Classroom instruction and differentiated instruction makes use of these instructional strategies: think-alouds, use of manipulatives, smartboard activities, small groups, leveled readers, leveled computer programs, peer and reciprocal teaching. Think Math and Treasures have built in differentiated instruction.
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.

FEDERAL PROGRAMS AND RESOURCES
Title I funds used to support Response to Intervention, which provides targeted instruction to students in Tiers I, II and III
Title I and Department of Defense funds used to STEM Education: funds used to provide professional development, after-school programming, bus transportation for after-school programming and programming during the school day
Title funds used to support the school's transition from targeted assistance Title I support to school-wide Title I support
Special Education funds used to support students with Special Needs
Special Education funds used to purchase Leveled Literacy Intervention materials

STATE PROGRAMS AND RESOURCES
PE Nut Education: State grant funds used to encourage students to engage in physical exercise and healthy eating habits
Mobile Dentist: State grant funds used to provide free dental services to economically disadvantaged students
Summer School: State 31 A funds used to instruct students to students at-risk of learning failure

LOCAL PROGRAMS AND RESOURCES
Washtenaw Intermediate School District funds used to provide professional development for teachers and other staff
County funds used to provide support for Educational Project for Homeless Youth, a program for homeless students
Local school PTO funds used to provide social events to students to build school community

FEDERAL PROGRAMS
Title I teachers
Title I Parent Coordinator
Title I Paraprofessional
Title I supplies
Special Education teachers
Special Education paraprofessionals
Title I school-wide consultants
STEM education professional development, supplies and transportation services
Leveled Literacy Intervention

STATE PROGRAMS
PE Nut Program
Mobile Dentist
Mastery Learning
10 Essentials of Literacy

LOCAL PROGRAMS
SY 2019-2020
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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.

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT
General funds were used to conduct the Comprehensive Needs Assessment

COMPONENT 2: SCHOOL-WIDE REFORM STRATEGIES
General funds were used to provide journal articles to all staff regarding Response to Intervention (RTI), and Differentiated Instruction and STEM (Science, Technology, Engineering and Mathematics) education.

Funding was secured from the US Department of Defense to fund an after-school STEM program for Brick Elementary Students. This funding includes costs associated with salary and benefits for one teacher, teaching materials and transportation costs for school buses.

Title IIA funds were used for training in STEM education. Teachers have been trained in Engineering is Elementary, which provides teachers the skills necessary to deliver instruction during the school day, as well as after-school tutoring. Title IA funds are used to purchase training materials. Title IA funds are used for materials necessary to deliver STEM education lessons.

Title IA funds were used to fund the salaries, materials and bus transportation for an after-school tutoring class that emphasizes STEM education.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED STAFF
Title IA, 31A, Special Education funds and general funds are used to recruit, train and retain highly qualified staff.

General funds are used to provide general education teachers, one administrator, two secretaries and three custodians.

Title I funds are used to provide Title I teachers, a parent coordinator and one Title I paraprofessional.

Special Education funds are used to provide Special Education Teachers and paraprofessionals.

Title I funds are used to provide one at-risk behavior specialist.

COMPONENT 4: STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS
Over the past five years, general funds and Special Education funds will be used to support strategies to attract highly qualified teachers.

Title IA, Special Education and general funds are used to attract highly qualified teachers.

Staffing levels have remained consistent over the past and present. Even in challenging economic times, professionals who work at Brick Elementary School tend to stay at Brick Elementary School. This makes Brick Elementary School an attractive option for prospective employees.

General and Special Education funds are used to foster support and collegiality and ties to the local community. General funds are used to provide information on brain-based instructional approaches and center-based learning. Special Education funds have been used to provide training on Positive Behavior Intervention Supports (PBIS).
Special Education funds have been used to support training of the co-teaching model, which fosters collegiality and collaboration between Title I, Special Education and general education teachers.

Title I and Special education funds are used to provide support to struggling learners, which has helped staff members feel connected and supported as part of the school's learning community.

The Brick Elementary School Parent Teacher Organization (PTO) helps staff to feel appreciated in a variety of ways, including providing breakfast, luncheons and other events.

General funds are used to employ staff for a technology department, whose job it is to advertise positions to prospective staff members.

New teachers are supported with general funds through the use of mentor teachers, who are paid a stipend to provide guidance. This helps to retain newly hired educators.

Finally, general funds, Special Education funds and Title IIA funds are used to provide professional development to staff. This effort provides the necessary means for staff to promote their knowledge.

COMPONENT 5: HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT
Title IIA funds were used for training in STEM education. Teachers have been trained in Engineering is Elementary, which provides teachers the skills necessary to deliver instruction during the school day, as well as after-school tutoring. Title IA funds are used to purchase training materials. Title IA funds are used for materials necessary to deliver STEM education lessons.

Title IA funds are used to support development of parents through the use of materials and trainers for information nights. PTO funds are used to provide family literacy nights each month and reading/writing home strategies.

Professional development is sustained and collaboration of staff during grade level meetings, and staff meetings, all paid out of the general fund. Title IA funds are used to support for professional development in STEM education.

COMPONENT 6: STRATEGIES TO INCREASE PARENT INVOLVEMENT
Title IA funds are used to offset costs for supplies, Title I parent involvement events for Title I program students/parents (only) and to increase parent involvement. These events include Family Engineering Nights. The supplies include make and take activities, books, manipulatives, apps, and items that can be taken home for parents to work with students in the core areas to reinforce activities and instruction in school. Title IA funds are set aside to employ one part-time Parent Coordinator. It is their job to develop and plan events for Title I students/parents (only) to increase parent involvement. These events include monthly parent nights to teach parents how to assist their child at home, to involve them in planning Title I programs at school, and to coordinate events for Title I parents to volunteer student programs at school.

The Parent Coordinator will help to provide access to handicapped parents, families where English is the second language, additions to the newsletter, accommodations for deaf parents, collaboration with community agencies (food gatherers, mobile dentist, etc.) and transportation assistance.

COMPONENT 7: PRESCHOOL TRANSITION STRATEGIES
Title I funds are used to support events for parents of kindergarten students to be oriented to Brick Elementary School. Specifically, the
Parent Coordinator works with Title I teachers to plan a Kindergarten Parent Night. During this event, parents of kindergarten parents are invited to Brick Elementary School to visit the classrooms, tour the school and receive specific information about our school. This event is advertised in school and district publications. Title I funds are used to purchase materials for parents to take home with them, as well. These materials provide activities for parents to do with their children to help reduce summer regression.

COMPONENT 8: TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS
Title I and general funds are used to pay the salaries of staff used to analyze data, interpret data and make determinations about how to use data to improve instruction for students. NWEA, MSTEP and non-standard data are used to make adjustments to delivery models.

Teachers and other staff are involved in every aspect of the school improvement plan. Title I funds are used to gain parent insights during meetings to adjust the instructional plan as necessary.

COMPONENT 9: TIMELY AND ADDITIONAL ASSISTANCE
General education funds are used to pay the salaries of the teachers who assess and monitor the students who are eligible for Title I services. The NWEA assessments are used to screen students and determine Title I service eligibility.
Title IA funds are used to purchase 3 Fountas & Pinnell Leveled Literacy Intervention Systems (LLI), a supplementary intervention program for early grades, math and science intervention materials, apps for Title I teachers, and for school-wide Title I intervention, (pending spring approval for Tier 2 intervention funding) to cover cost of the intervention systems and sets of accompanying books for school-wide program.

COMPONENT 10: COORDINATION OF FEDERAL, STATE AND LOCAL PROGRAMS
In addition to the use of Title funds listed above, the following State and Local Programs are used to support the students of Brick Elementary School:

31A funds are used to provide salary and benefits for two at-risk behavior specialist positions at Brick Elementary School. These teachers are responsible for supporting truancy, behavior, academics in all core areas and transportation for eligible students.
Funding was secured from the US Department of Defense to fund an after-school STEM program for Brick Elementary Students. This funding includes costs associated with salary and benefits for one teacher, teaching materials and transportation costs for school buses.

Funding was secured from the Michigan Department of Community Health and the Michigan Nutrition Network (USDA Supplemental Nutrition Assistance Program) for the PE Nut (physical education and nutrition) program for all Brick Elementary School students. This funding covers cost associated with training and consultation. Funding also covers food and other resources necessary to deliver the PE Nut program.

Title Funds are used to support the 10 components as follows:
Staffing levels have remained consistent over the past and present. Even in challenging economic times, professionals who work at Brick Elementary School tend to stay at Brick Elementary School. This makes Brick Elementary School an attractive option for prospective employees.

General and Special Education funds are used to foster support and collegiality and ties to the local community. General funds are used to provide information on brain-based instructional approaches and center-based learning. Special Education funds have been used to provide training on Positive Behavior Intervention Supports (PBIS).

Special Education funds have been used to support training of the co-teaching model, which fosters collegiality and collaboration between Title I, Special Education and general education teachers.
Title I and Special Education funds are used to provide support to struggling learners, which has helped staff members feel connected and supported as part of the school's learning community.

General funds are used to provide staff for a technology department, which advertises positions to prospective staff members. New teachers are supported with general funds through the use of mentor teachers, who are paid a stipend to provide guidance. This helps to retain newly hired educators.

Finally, general funds, Special Education funds and Title IIA funds are used to provide professional development to staff. This effort provides the necessary means for staff to promote their knowledge.

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.

Violence Education Programs
State general funds are used to provide materials to support the Second Steps program, a violence prevention program.

Federal Special Education Funds are used to provide professional development and materials to staff to support Positive Behavior Interventions supports, a behavior management program.

Nutrition Programs
Funding was secured from the Michigan Department of Community Health and the Michigan Nutrition Network (USDA Supplemental Nutrition Assistance Program) for the PE Nut (physical education and nutrition) program for all Brick Elementary School students. This funding covers cost associated with training and consultation. Funding also covers food and other resources necessary to deliver the PE Nut program.

State general funds are used to support the Adult Education, Vocational Education and Job Training Our school does not support these efforts because none of our students are of pre-school or adult age.
Evaluation:

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

The school evaluates, at least annually, the implementation of the schoolwide program through feedback from staff and parents.

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.

The school improvement team evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

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.

If students do not make adequate progress toward these goals, the staff increases or changes services/programming as needed. Annual Science and Social Studies MEAP and MSTEP results are used to decide if Brick students made adequate growth. Instructional staff will meet, during several staff meetings, to determine if these scores have increased.

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?

Stakeholders are involved in the plan from start to finish. This ensures our school's continuous improvement.
Title I Targeted Assistance Diagnostic
Introduction

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

1. How was the comprehensive needs assessment process conducted?

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

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

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

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.
1. How is program planning for eligible students incorporated into the existing school improvement planning process?
Component 4: Instructional Strategies

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

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

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

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.
Component 5: Title I and Regular Education Coordination

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

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.
## Component 6: Instruction by Highly Qualified Staff

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</tr>
</thead>
<tbody>
<tr>
<td>1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Component 7: High Quality and Ongoing Professional Development/Learning

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

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Your school's professional development/learning plan or calendar is complete.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Component 8: Strategies to Increase Parental Involvement

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

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

5. Describe how the parent involvement activities are evaluated.

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Do you have a Title I School-Parent Compact?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How does the school provide individual student academic assessment results in a language parents can understand?
10. Describe how the parent compact is used at elementary-level parent teacher conferences.

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Does the school have a Title I Parental Involvement Policy/Plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Component 9: Coordination of Title I and Other Resources

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

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Component 10: Ongoing Review of Student Progress

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

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

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

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

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

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

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

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.
2019-20 Brick SIP
Overview

Plan Name

2019-20 Brick SIP

Plan Description

New goals and plans
## 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | Students will increase proficiency in reading                            | Objectives:1  
|    |                                                                           | Strategies:4  
|    |                                                                           | Activities:12                                     | Organizational | $8000         |
| 2  | Students will increase proficiency in Mathematics                        | Objectives:2  
|    |                                                                           | Strategies:2  
|    |                                                                           | Activities:4                                       | Organizational | $3000         |
| 3  | A STEM culture will be supported within the learning community to increase proficiency within math, reading, career and college readiness. | Objectives:1  
|    |                                                                           | Strategies:3  
|    |                                                                           | Activities:5                                       | Organizational | $0            |
| 4  | Students will increase positive behavior choices and interactions         | Objectives:1  
|    |                                                                           | Strategies:4  
|    |                                                                           | Activities:8                                       | Organizational | $5500         |
**Goal 1: Students will increase proficiency in reading**

**Measurable Objective 1:**
increase student growth in reading, in the areas of phonics and comprehension by 06/12/2020 as measured by NWEA.

**Strategy 1:**
10 Essentials of Reading Instructional Practices - The 10 Essentials of Reading will be integrated with the Brick instructional plan.
Category: English/Language Arts
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Professional Development in the Essentials</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be trained on the Essentials and how to implement it in the classroom.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title II Part A, Title I Schoolwide</td>
<td>Curriculum Director, Principal, Reading Coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Use Nell Duke kits</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brick will purchase Nell Duke Kits to promote the 10 Essentials of Reading Instruction</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Curriculum Director, Principal, Teaching Staff</td>
</tr>
</tbody>
</table>

**Strategy 2:**
Phonics Instruction - Programs will be used to improve students' phonics ability.
Category: English/Language Arts
Research Cited: International Literacy Association
Tier: Tier 2

<table>
<thead>
<tr>
<th>Activity - Lexia</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
### Strategy 3:
Implement Literacy Coaching - Staff will meet with literacy coaches for additional support with curriculum materials throughout the year

**Category:** English/Language Arts

**Research Cited:** [https://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf](https://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf)

**Tier:** Tier 1

### Activity - Phonics First

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation, Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teaching staff</td>
</tr>
</tbody>
</table>

**Description:** A program to help introduce phonemes and word recognition to students who need additional phonics support

### Activity - Book Worms

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Title one and special education staff</td>
</tr>
</tbody>
</table>

### Activity - Coaching sessions

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$5000</td>
<td>Title II Part A</td>
<td>Principal and Literacy Coaches (general education staff for participation)</td>
</tr>
</tbody>
</table>

**Description:** Staff will meet periodically throughout the school year to have discussions and questions answered about the curriculum

### Activity - Literacy Coaching

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Title one coach, Principal, Teaching Staff</td>
</tr>
</tbody>
</table>

**Description:** Staff will participate in literacy coaching with trained literacy coaches from the Journeys program.
**Strategy 4:**
Practice comprehension skills - Teachers will provide students with opportunities to practice comprehension skills

*Category: English/Language Arts*

*Research Cited: Explicit Comprehension Instruction: A Review of Research and a New Conceptualization of Instruction. [https://www.journals.uchicago.edu/doi/abs/10.1086/461530](https://www.journals.uchicago.edu/doi/abs/10.1086/461530)*

*Tier: Tier 1*

<table>
<thead>
<tr>
<th>Activity - Raz Kids</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students independently listen to a story read to them online at their reading level. There are assignments and quizzes that go along with the story.</td>
<td>SupPLEMENTAL MATERIALS</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>General Education Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Read Naturally</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will use the Read Naturally program to focus on fluency and comprehension skills.</td>
<td>MATERIALS</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Teaching staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Leveled Literacy Intervention (LLI)</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement the LLI program to improve students’ ability to read fluently and to comprehend text.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>Special Education Staff and Title 1 Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Freckle Program</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online program that can used to promote literacy skills.</td>
<td>SUPPLEMENTAL MATERIALS</td>
<td>Tier 1</td>
<td>GETTING READY</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All Teaching Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Close Reader</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Close Reader from Journeys will be used to support comprehension skills.</td>
<td>MATERIALS</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title I Schoolwide</td>
<td>All General Education Teaching Staff</td>
</tr>
</tbody>
</table>
Goal 2: Students will increase proficiency in Mathematics

**Measurable Objective 1:**
increase student growth in problem solving and reasoning skills by 06/12/2020 as measured by NWEA.

**Strategy 1:**
Math Expressions-Staff will use Math Expressions curriculum to teach reasoning and problem solving skills to students. - The Math Expressions Curriculum will be used with fidelity by all general education teaching staff.

Category: Mathematics
Research Cited: A Research-based framework for Math Expressions
https://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-expressions/02_49823_mx_research_hr-130205.pdf?la=en
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Math Games</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use Game Card from Math Expressions to practice reasoning and problem solving skills.</td>
<td>Supplemental Materials, Academic Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>General Education Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Math Talk</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will facilitate conversations with their students in order to promote critical thinking skills about mathematical concepts. They will use math terminology from Math Expressions.</td>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>General Education Teaching Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Splash Math</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use an online math program to practice mathematical skills correlated with each grade level.</td>
<td>Supplemental Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>General Education Teachers</td>
</tr>
</tbody>
</table>

**Measurable Objective 2:**
collaborate to increase understanding of the Math Expressions program by 06/12/2020 as measured by a survey.
**Strategy 1:**

Professional Development - The district will provide professional development and ongoing training support to staff members for the Math Expressions Program.

*Category: Learning Support Systems*

*Research Cited:* A Research-based framework for Math Expressions

https://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-expressions/02_49823_mx_research_hr-130205.pdf?la=en

*Tier: Tier 1*

<table>
<thead>
<tr>
<th>Activity - Training in how to implement Math Expressions with Fidelity.</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will meet with a trained individual who will model ways to utilize the different components of Math Expressions.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$3000</td>
<td>Title I Schoolwide</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Goal 3:** A STEM culture will be supported within the learning community to increase proficiency within math, reading, career and college readiness.

*Measurable Objective 1:*

increase student growth in Science for grades 3-5 by 06/12/2020 as measured by NWEA.

**Strategy 1:**

Mystery Science - Teachers will use Mystery Science to teach the different strands in the science curriculum.

*Category: Science*

*Research Cited:* Mystery Science Tackles STEM Education Gap


*Tier: Tier 1*

<table>
<thead>
<tr>
<th>Activity - Hands-On science investigation</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use the lessons on the Mystery Doug Science web site for hands-on scientific experiences for their students.</td>
<td>Implementation, Supplemental Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>General Education classroom teachers</td>
</tr>
</tbody>
</table>
**Strategy 2:**
Professional Development - Staff will receive training in ways to further implement STEM in the school.

Category: Science

Research Cited: Teacher STEM Perception and Preparation: Inquiry-Based STEM Professional Development for Elementary Teachers
https://www.tandfonline.com/doi/abs/10.1080/00220671.2012.667014

Tier: Tier 1

### Activity - Mystery Doug
- **Activity Type**: Supplemental Materials
- **Tier**: Tier 1
- **Phase**: Implement
- **Begin Date**: 09/03/2019
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: General Fund
- **Staff Responsibility**: General Education classroom teachers

Mini lessons used to promote scientific thinking and facilitate discussion.

### Activity - Engineering is Elementary Training
- **Activity Type**: Professional Learning
- **Tier**: Tier 1
- **Phase**: Getting Ready
- **Begin Date**: 09/03/2019
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: Title I Schoolwide
- **Staff Responsibility**: General education teaching staff

Staff will receive training in how to use the Engineering is Elementary program in order to further their knowledge and to allow more student participation.

### Activity - STEM Training
- **Activity Type**: Professional Learning
- **Tier**: Tier 1
- **Phase**: Getting Ready
- **Begin Date**: 09/03/2019
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: Title I Schoolwide
- **Staff Responsibility**: General Education Teachers and Principal

Staff will receive training on how to further implement STEM teaching and learning in the classroom.

**Strategy 3:**
Engineering is Elementary Implementation - Teachers will use the EIE units to teach the Engineering Design Process.

Category: Career and College Ready

Tier: Tier 1

### Activity - Engineering a project
- **Activity Type**: Professional Learning
- **Tier**: Tier 1
- **Phase**: Getting Ready
- **Begin Date**: 09/03/2019
- **End Date**: 06/12/2020
- **Resource Assigned**: $0
- **Source Of Funding**: Title I Schoolwide
- **Staff Responsibility**: General Education Teachers and Principal

Staff will receive training on how to use the Engineering is Elementary program in order to further their knowledge and to allow more student participation.
Goal 4: Students will increase positive behavior choices and interactions

Measurable Objective 1:
increase student growth in making choices here at school that are respectful, responsible, and safe by 06/12/2020 as measured by the number of referrals that are sent to the office.

Strategy 1:
Increase Cultural competency of staff and students - The staff will implement different methods of bringing multiculturalism into the school environment on a daily basis. Making everyone more aware of differences helps to create an environment of acceptance and understanding.
Category: School Culture
Tier:

<table>
<thead>
<tr>
<th>Activity - Make cultural difference more visible</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members will help to create a more diverse environment throughout the school by increasing displays of marginalized people in school.</td>
<td>Communication, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Fund</td>
<td>All staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Second Steps</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will use Second Steps to help students manage behaviors and feel accepted in school</td>
<td>Communication, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All general education staff members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Multi-cultural Night</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
## Strategy 2:
PBIS Program - The Positive Behavior Intervention Supports program is a district-wide program that is used to support the students in the choices they make in the school environment. It is meant to recognize students who are making positive and negative choices. It is designed to help students realize that their actions have consequences for themselves and others around them. When needed it helps to put strategies in place for those who may need some help making positive choices.

Category: School Culture

### Tier:

<table>
<thead>
<tr>
<th>Activity - Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will engage in professional development activities that promote cultural competency.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$3000</td>
<td>Title II Part A</td>
<td>All staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Caught Ya Cards</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>When students are caught making good choices in the school environment, they receive a &quot;Caught Ya!&quot; card from a staff member. The card is then put in a drawing container in the office where the principal draws names from and reads them over the morning announcements.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Committee Meetings</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers on the PBIS Committee will meet regularly to discuss the behavior in the school environment. They will brainstorm ideas to help increase positive behavior choices from the students.</td>
<td>Teacher Collaboration, Behavioral Support Program</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Committee Members for PBIS</td>
<td></td>
</tr>
</tbody>
</table>

## Strategy 3:
Choose Love Movement - Classroom teachers will use the Jesse Lewis Choose Love Movement to help children thrive physically, mentally and emotionally. It is a social and emotional learning strategy that helps teachers and students become proactive and preventative when it comes to negative behavior and choices. It
promotes the idea that choosing love and forgiveness over anger and violence can provide a very positive influence in the lives of our students.

Category: School Culture

Tier:

<table>
<thead>
<tr>
<th>Activity - Choose Love</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be provided with the materials</td>
<td>Professional Learning, Teacher Collaboration,</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$1000</td>
<td>General Fund</td>
<td>All Staff members for attending and principal for setting it up.</td>
</tr>
<tr>
<td>that they need to implement the Choose Love</td>
<td>Behavioral Support Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movement in their classrooms. They will</td>
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<tr>
<td>also be provided time to meet as a whole for</td>
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</tr>
<tr>
<td>an introduction to the practices involved.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 4:**

Restorative Practices - Staff members will use restorative practices to strengthen relationships between staff and students and students with each other. It will help students make connections in the classroom and whole school environment. It provides children an opportunity to see how their actions impact those around them. It helps to foster a safe, healthy school climate and to help children learn from their mistakes.

Category: School Culture

Tier:

<table>
<thead>
<tr>
<th>Activity - Professional Development</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be able to participate in a</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$500</td>
<td>Title II Part A</td>
<td>All Staff</td>
</tr>
<tr>
<td>book club studying restorative practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and how to implement it.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

#### Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Training</td>
<td>Staff will receive training on how to further implement STEM teaching and learning in the classroom.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education Teachers and Principal</td>
</tr>
<tr>
<td>Training in how to implement Math Expressions with Fidelity.</td>
<td>Staff will meet with a trained individual who will model ways to utilize the different components of Math Expressions.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$3000</td>
<td>Principal</td>
</tr>
<tr>
<td>Leveled Literacy Intervention (LLI)</td>
<td>Teachers will implement the LLI program to improve students’ ability to read fluently and to comprehend text.</td>
<td>Academic Support Program</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Special Education Staff and Title 1 Staff</td>
</tr>
<tr>
<td>Close Reader</td>
<td>The Close Reader from Journeys will be used to support comprehension skills.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All General Education Teaching Staff</td>
</tr>
<tr>
<td>Book Worms</td>
<td>Grades 2-5 phonics program</td>
<td>Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title one and special education staff</td>
</tr>
<tr>
<td>Engineering is Elementary Training</td>
<td>Staff will receive training in how to use the Engineering is Elementary program in order to further their knowledge and to allow more student participation.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General education teaching staff</td>
</tr>
<tr>
<td>Use Nell Duke kits</td>
<td>Brick will purchase Nell Duke Kits to promote the 10 Essentials of Reading Instruction</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Curriculum Director, Principal, Teaching Staff</td>
</tr>
<tr>
<td>Professional Development in the Essentials</td>
<td>Staff will be trained on the Essentials and how to implement it in the classroom.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Curriculum Director, Principal, Reading Coaches</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Staff Responsible</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------</td>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Read Naturally</td>
<td>Staff will use the Read Naturally program to focus on fluency and comprehension skills.</td>
<td>Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Teaching staff</td>
</tr>
<tr>
<td>Freckle Program</td>
<td>Online program that can be used to promote literacy skills.</td>
<td>Suppmental Materials</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All Teaching Staff</td>
</tr>
<tr>
<td>Literacy Coaching</td>
<td>Staff will participate in literacy coaching with trained literacy coaches from the Journeys program.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Title one coach, Principal, Teaching Staff</td>
</tr>
<tr>
<td>Splash Math</td>
<td>Students will use an online math program to practice mathematical skills correlated with each grade level.</td>
<td>Supplementary Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education Teachers</td>
</tr>
<tr>
<td>Raz Kids</td>
<td>Students independently listen to a story read to them online at their reading level. There are assignments and quizzes that go along with the story.</td>
<td>Supplementary Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$1000</td>
<td>General Education Teachers</td>
</tr>
<tr>
<td>Make cultural difference more visible</td>
<td>Staff members will help to create a more diverse environment throughout the school by increasing displays of marginalized people in school.</td>
<td>Communication, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All staff members</td>
</tr>
<tr>
<td>Hands-On science investigation</td>
<td>Teachers will use the lessons on the Mystery Doug Science web site for hands-on scientific experiences for their students.</td>
<td>Implementation, Supplementary Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education classroom teachers</td>
</tr>
<tr>
<td>Mystery Doug</td>
<td>Mini lessons used to promote scientific thinking and facilitate discussion.</td>
<td>Supplementary Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education classroom teachers</td>
</tr>
<tr>
<td>Choose Love</td>
<td>Staff will be provided with the materials that they need to implement the Choose Love Movement in their classrooms. They will also be provided time to meet as a whole for an introduction to the practices involved.</td>
<td>Professional Learning, Teacher Collaboration, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$1000</td>
<td>All Staff members for attending and principal for setting it up.</td>
</tr>
<tr>
<td>Lexia</td>
<td>Teachers will use the Lexia program as part of phonics instruction.</td>
<td>Supplementary Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$2000</td>
<td>Teaching staff</td>
</tr>
</tbody>
</table>
### Math Games

Students will use Game Card from Math Expressions to practice reasoning and problem solving skills.

<table>
<thead>
<tr>
<th>Supplemental Materials, Academic Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/03/2019</th>
<th>06/12/2020</th>
<th>$0</th>
<th>General Education Teachers</th>
</tr>
</thead>
</table>

### Title I Part A

#### Math Games

Students will use Game Card from Math Expressions to practice reasoning and problem solving skills.

<table>
<thead>
<tr>
<th>Supplemental Materials, Academic Support Program</th>
<th>Tier 1</th>
<th>Implement</th>
<th>09/03/2019</th>
<th>06/12/2020</th>
<th>$0</th>
<th>General Education Teachers</th>
</tr>
</thead>
</table>

#### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Talk</td>
<td>Teacher will facilitate conversations with their students in order to promote critical thinking skills about mathematical concepts. They will use math terminology from Math Expressions.</td>
<td>Communication</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education Teaching Staff</td>
</tr>
<tr>
<td>Phonics First</td>
<td>A program to help introduce phonemes and word recognition to students who need additional phonics support</td>
<td>Implementation, Materials</td>
<td>Tier 2</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Teaching staff</td>
</tr>
<tr>
<td>Second Steps</td>
<td>Staff will use Second Steps to help students manage behaviors and feel accepted in school</td>
<td>Communication, Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All general education staff members</td>
</tr>
<tr>
<td>Committee Meetings</td>
<td>Teachers on the PBIS Committee will meet regularly to discuss the behavior in the school environment. They will brainstorm ideas to help increase positive behavior choices from the students.</td>
<td>Teacher Collaboration, Behavioral Support Program</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Committee Members for PBIS</td>
<td></td>
</tr>
<tr>
<td>Caught Ya Cards</td>
<td>When students are caught making good choices in the school environment, they receive a &quot;Caught Ya!&quot; card from a staff member. The card is then put in a drawing container in the office where the principal draws names from and reads them over the morning announcements.</td>
<td>Behavioral Support Program</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
**Title II Part A**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development in the Essentials</td>
<td>Staff will be trained on the Essentials and how to implement it in the classroom.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>Curriculum Director, Principal, Reading Coaches</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Staff will be able to participate in a book club studying restorative practices and how to implement it.</td>
<td>Professional Learning, Teacher Collaboration</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$500</td>
<td>All Staff</td>
</tr>
<tr>
<td>Coaching sessions</td>
<td>Staff will meet periodically throughout the school year to have discussions and questions answered about the curriculum</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$5000</td>
<td>Principal and Literacy Coaches (general education staff for participation)</td>
</tr>
<tr>
<td>Engineering a project</td>
<td>Using the provided EIE units, students will use the Engineering Design process to solve a problem.</td>
<td>Implementation, Supp材料al Materials</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$0</td>
<td>General Education Teachers</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Staff will engage in professional development activities that promote cultural competency.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>09/03/2019</td>
<td>06/12/2020</td>
<td>$3000</td>
<td>All staff</td>
</tr>
</tbody>
</table>