



School Improvement Plan

Brick Elementary School

Lincoln Consolidated School District

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2019-2020 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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Goals and plans in ASSIST will be used.	

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

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		

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		

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.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

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.

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		

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

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

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 2020-2021

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Professional Development of staff

Social events

Educational Project for Homeless Youth

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

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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.

Brick Elementary 2020-21 School Improvement Plan

Overview

Plan Name

Brick Elementary 2020-21 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	Based on the NWEA Spring 2021 Reading Assessment, Students will increase proficiency by 5% in all grades.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$8000
2	Based on the NWEA Spring 2021 Math Assessment, students will increase proficiency by 5% in all grades.	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	\$5000
4	Students will increase positive behavior choices and interactions	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$4500

Goal 1: Based on the NWEA Spring 2021 Reading Assessment, Students will increase proficiency by 5% in all grades.

Measurable Objective 1:

increase student growth in reading, in the areas of phonics and comprehension by 06/11/2021 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

Research Cited: International Literacy Association.

<https://www.literacyworldwide.org/blog/literacy-daily/2016/04/28/getting-on-the-same-page-about-reading-by-third-grade-in-michigan>

Tier: Tier 1

Activity - Professional Development in the Essentials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive Essentials training in order to fully implement it in the classroom.	Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Principal, Reading Coaches

Activity - Use of Nell Duke kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brick will continue to use the Nell Duke kits to promote the 10 Essentials of Reading Instruction	Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Principal, Teaching Staff

Strategy 2:

Phonics Instruction - Programs will be used to improve students' phonics ability.

Category: English/Language Arts

Research Cited: International Literacy Association

<https://literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf>

Tier: Tier 2

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use the Lexia program as part of phonics instruction.	Supplemental Materials	Tier 2	Implement	08/31/2020	06/11/2021	\$2000	General Fund	Teaching staff
Activity - Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program to help introduce phonemes and word recognition to students who need additional phonics support	Implementation, Materials	Tier 2	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Teaching staff
Activity - Book Worms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 2-5 phonics program	Materials	Tier 2	Monitor	08/31/2020	06/11/2021	\$0	No Funding Required	Title one and special education staff

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>

Tier: Tier 1

Activity - Coaching sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet periodically throughout the school year to have discussions and questions answered about the curriculum	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Principal and Literacy Coaches (general education staff for participation)
Activity - Literacy Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in literacy coaching with trained literacy coaches from the Journeys program.	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$5000	Title I Schoolwide	Title one coach, Principal, Teaching Staff

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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>

Tier: Tier 1

Activity - Raz Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$1000	General Fund	General Education Teachers
Activity - Leveled Literacy Intervention (LLI)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the LLI program to improve students' ability to read fluently and to comprehend text.	Academic Support Program	Tier 2	Monitor	08/31/2020	06/11/2021	\$0	Title I Schoolwide	Special Education Staff and Title 1 Staff
Activity - Freckle Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online program that can be used to promote literacy skills.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	All Teaching Staff
Activity - Close Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Close Reader from Journeys will be used to support comprehension skills.	Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	All General Education Teaching Staff

Goal 2: Based on the NWEA Spring 2021 Math Assessment, students will increase proficiency by 5% in all grades.

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Measurable Objective 1:

increase student growth in problem solving and reasoning skills by 06/11/2021 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%3Fla%3Den

Tier: Tier 1

Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Game Card from Math Expressions to practice reasoning and problem solving skills.	Academic Support Program, Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	General Education Teachers

Activity - Math Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Communication	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	General Education Teaching Staff

Activity - Freckle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use an online math program to practice mathematical skills correlated with each grade level.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	General Education Teachers

Measurable Objective 2:

collaborate to increase understanding of the Math Expressions program by 06/11/2021 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.

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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%3Fla%3Den

Tier: Tier 1

Activity - Training in how to implement Math Expressions with Fidelity.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with a trained individual who will model ways to utilize the different components of Math Expressions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$3000	Title I Schoolwide	Principal, General Education Staff

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 06/11/2021 as measured by NWEA.

Strategy 1:

Stem Concepts - Teachers will use STEM concepts to teach different strands in the science curriculum.

Category: Science

Research Cited: Mystery Science Tackles STEM Education Gap

<https://pando.com/2014/05/21/mystery-science-tackles-stem-education-gap-at-the-source-putting-curiosity-back-in-elementary-schools/>

Tier: Tier 1

Activity - Instructional development to promote active learning strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the lessons to engage students in developing 21st century skills	Supplemental Materials, Implementation	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$2000	Title I Schoolwide	General Education classroom teachers

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Activity - Mystery Doug	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini lessons used to engage students in open-ended, inquiry-based learning.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	General Education classroom teachers

Activity - Stem Identity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to support student development through a strong STEM focus.	Curriculum Development	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$3000	Title I Schoolwide	Principal, All staff

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 - STEM Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will deepen their own understanding of core K-5 STEM concepts and or content.	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Principal, All Staff

Strategy 3:

STEM Implementation - Teachers will use inquiry-based learning through STEM to teach the Engineering Design Process.

Category: Career and College Ready

Research Cited: Mangold, J., & Robinson, S. (2013, June), The engineering design process as a problem solving and learning tool in K-12 classrooms Paper presented at 2013 ASEE Annual Conference & Exposition, Atlanta, Georgia. <https://peer.asee.org/22581>

Tier: Tier 1

Activity - Engineering a project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identification of STEM program/content/objectives/activities.	Supplemental Materials, Implementation	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Title II Part A	General Education Teachers

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 06/11/2021 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

Research Cited: <https://www.emerald.com/insight/content/doi/10.1108/JME-06-2016-0035/full/html>

Tier:

Activity - Make cultural difference more visible	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will help to create a more diverse environment throughout the school by increasing displays of marginalized people in school.	Communication, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	All staff members
Activity - Second Steps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use Second Steps to help students manage behaviors and feel accepted in school	Communication, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	All general education staff members
Activity - Multi-cultural Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize and implement a multi-cultural night. Classrooms would choose different countries to represent with artifacts and information. Different activities, music and foods from different countries would be available that night for families to enjoy.	Parent Involvement, Community Engagement, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$1000	Title I Part A	All staff

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

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

Research Cited: <https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.22282>

Tier:

Activity - Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	No Funding Required	Committee Members for PBIS

Strategy 3:

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

Research Cited: <https://www.tandfonline.com/doi/abs/10.1080/15210960.2016.1159099>

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have opportunities to read literature on restorative practices through book clubs, linked articles, or through professional development opportunities.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$500	Title II Part A	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reader	The Close Reader from Journeys will be used to support comprehension skills.	Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	All General Education Teaching Staff
Freckle	Students will use an online math program to practice mathematical skills correlated with each grade level.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	General Education Teachers
Math Talk	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.	Communication	Tier 1	Implement	08/31/2020	06/11/2021	\$0	General Education Teaching Staff
Phonics First	A program to help introduce phonemes and word recognition to students who need additional phonics support	Implementation, Materials	Tier 2	Implement	08/31/2020	06/11/2021	\$0	Teaching staff
Committee Meetings	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.	Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Committee Members for PBIS
STEM Training	Staff will deepen their own understanding of core K-5 STEM concepts and or content.	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Principal, All Staff
Use of Nell Duke kits	Brick will continue to use the Nell Duke kits to promote the 10 Essentials of Reading Instruction	Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Principal, Teaching Staff
Mystery Doug	Mini lessons used to engage students in open-ended, inquiry-based learning.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	General Education classroom teachers
Make cultural difference more visible	Staff members will help to create a more diverse environment throughout the school by increasing displays of marginalized people in school.	Communication, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	All staff members

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Second Steps	Staff will use Second Steps to help students manage behaviors and feel accepted in school	Communication, Behavioral Support Program	Tier 1	Implement	08/31/2020	06/11/2021	\$0	All general education staff members
Book Worms	Grades 2-5 phonics program	Materials	Tier 2	Monitor	08/31/2020	06/11/2021	\$0	Title one and special education staff
Freckle Program	Online program that can used to promote literacy skills.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	All Teaching Staff
Math Games	Students will use Game Card from Math Expressions to practice reasoning and problem solving skills.	Academic Support Program, Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$0	General Education Teachers
Coaching sessions	Staff will meet periodically throughout the school year to have discussions and questions answered about the curriculum	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Principal and Literacy Coaches (general education staff for participation)
Professional Development in the Essentials	Staff will continue to receive Essentials training in order to fully implement it in the classroom.	Curriculum Development	Tier 1	Implement	08/31/2020	06/11/2021	\$0	Principal, Reading Coaches

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engineering a project	Identification of STEM program/content/objectives/activities.	Supplemental Materials, Implementation	Tier 1	Implement	08/31/2020	06/11/2021	\$0	General Education Teachers
Professional Development	Staff will have opportunities to read literature on restorative practices through book clubs, linked articles, or through professional development opportunities.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$500	All Staff
Professional Development	Staff will engage in professional development activities that promote cultural competency.	Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$3000	All staff

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Stem Identity	Teachers will begin to support student development through a strong STEM focus.	Curriculum Development	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$3000	Principal, All staff
Training in how to implement Math Expressions with Fidelity.	Staff will meet with a trained individual who will model ways to utilize the different components of Math Expressions.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$3000	Principal, General Education Staff
Literacy Coaching	Staff will participate in literacy coaching with trained literacy coaches from the Journeys program.	Professional Learning	Tier 1	Implement	08/31/2020	06/11/2021	\$5000	Title one coach, Principal, Teaching Staff
Instructional development to promote active learning strategies	Teachers will use the lessons to engage students in developing 21st century skills	Supplemental Materials, Implementation	Tier 1	Getting Ready	08/31/2020	06/11/2021	\$2000	General Education classroom teachers
Leveled Literacy Intervention (LLI)	Teachers will implement the LLI program to improve students' ability to read fluently and to comprehend text.	Academic Support Program	Tier 2	Monitor	08/31/2020	06/11/2021	\$0	Special Education Staff and Title 1 Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multi-cultural Night	Organize and implement a multi-cultural night. Classrooms would choose different countries to represent with artifacts and information. Different activities, music and foods from different countries would be available that night for families to enjoy.	Parent Involvement, Community Engagement, Teacher Collaboration	Tier 1	Implement	08/31/2020	06/11/2021	\$1000	All staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Lexia	Teachers will use the Lexia program as part of phonics instruction.	Supplemental Materials	Tier 2	Implement	08/31/2020	06/11/2021	\$2000	Teaching staff
Raz Kids	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.	Supplemental Materials	Tier 1	Implement	08/31/2020	06/11/2021	\$1000	General Education Teachers