



School Improvement Plan

Briarwood Elementary School

Warren Woods Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

During the 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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The staff reviewed the Comprehensive Needs Assessment at several staff meetings. A school improvement facilitator led the discussions and process in order to get feedback from the staff. The overall ratings were used to complete the Comprehensive Needs Assessment.

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?

Based on the Assessment that was completed in the Spring of 2018, the results indicated a need for a focus on governance and leadership and using results to make decisions are needed.

The school leader regularly communicates with families through Parent Group Meetings, the school newsletter, school website, and notices through electronic email. Feedback from all stake holder groups needs to be taken into account and planned out on a calendar to ensure that it is documented and monitored.

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.

In selecting the goals, multiple forms of data were used. Data from MSTEP , NWEA, and District Common assessments were used in order to select the goals.

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 for Briarwood are categorized into the Tiers of Intervention. The entire population of students is Tier I or the Core Instructional framework. Goals in all content areas are set so that the entire school's student achievement increases. Goals for approximately 15-20 percent of the population are written for Tier II. These goals address reteaching of specific skills for a 4-6 week period of time. Progress monitoring will be used to determine if the Tier II interventions are effective. Tier III goals are specific to reading and are comprised of Reading Recover(first grade only).These are used with a very limited population of the students 3%-5%.

Component 2: Schoolwide Reform Strategies

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

The plan uses the Multiple Tier Systems of Support. Instruction in reading , math, science, and social studies will focus on Tier I or Core Instruction.

Science Core Instruction,

Math - Math Core Instruction

Reading- Core Instruction

Social Studies Core Instruction

Writing- Core Instruction

A scheduled review of data will take place with all grade level teams at the first staff meeting of every month. The teams will be using formative and summative data to be proactive in addressing students needs. In addition, Briarwood will continue to grow the Formative Assessment Team (FAME) that will also focus on the daily assessment information teachers are receiving from their students.

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 following methods and strategies increase overall academic quality and achievement:

Core instruction using a defined curriculum

Workshop approach to teaching reading, math , and writing (differentiation of lessons)

Reading Recovery-1st grade students

Leveled Literacy Intervention groups- at risk support provided by classroom teachers to students that are the most at risk in grades K-3.

Positive Behavior Support- less behavior issues allow students to spend more class engaged in learning.

Professional Learning Community- Collaboration, Data, and Instruction the focus of discussion and planning within the building teams and district teams.

Data meetings- monthly meetings to monitor all student growth.

By incorporating these methods and strategies with fidelity, the strategies used to meet the needs of all students will improve.

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

The reform strategies that are in the Title I school wide plan were put into place approximately three years ago.

Professional Learning Communities- have been adopted in order to create a collaborative, data centered, learning focused school.

The Workshop approach is being used in classrooms so that teachers have the ability to provide rich whole group lessons on the essential curricular components, while differentiating lessons for all students.

Multiple Tiers of Student Support provide a structure to identify students that are proficient and not proficient. The data is used to monitor growth and plan appropriate interventions and instruction.

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Parent Involvement- parents will be provided opportunities to attend family literacy, science, and math nights. Additionally there will be surveys and evaluations given to parents at least 3 times per year so they may provide input into the Title I School Plan.

Curriculum Crafter Curriculum Website website will be used by teaching staff in order to access the district's curriculum. Lesson plans will be submitted that are tied to the Common Core Standards and the grade level essentials.

Professional development will be offered to support cooperative learning (Classroom Instruction That Works & Kagan), Reading Workshop- Dr. Taylor from Oakland University, and Lesson Study-Wayne State University. A pilot of new science materials will take place with fourth and fifth grade this fall. Some professional development or support will be provided to the teachers as they start to implement the new resources in order to support the Next Generation Science Standards.

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.

Multiple Tiers of Support Systems or Tier 2 and Tier 3 strategies provide small group interventions to students.

Reading Recovery, Leveled Literacy Interventions, extended day summer school/after school earning, are the interventions provided and prescribed for students who need the most instructional support. Reading Recovery is specifically for students in first grade that have met defined criteria for the 12-20 week intensive program. Students in grades K-5 are also provided Leveled Literacy Interventions (LLI) on a daily basis by a certified teacher. The data that is used to identify students that qualify are the NWEA and DRA reading assessments, and grade level common assessments.

Students that meet the Tier 2 criteria are also offered the opportunity to attend extended day/school year programs that take place. These programs focus on reading and math.

The subgroups that have been identified for the 2018-2019 school year include the following: Students with disabilities, African American Students, English Language Learners, and Economically Disadvantaged. When staff review data and growth, we will monitor the above mentioned groups of students.

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

The school grade level teams will meet monthly to monitor student growth. Time will be allocated at the first staff meeting of each month in order for teams to meet. All grade levels use common assessments that are given to students approximately every 4-6 weeks. The results from these assessments as well as progress monitoring (components built into LLI and Reading Recovery) will be used to monitor student growth.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff is highly qualified. The documentation can be obtained from the Human Resources Department in Warren Woods Public Schools	

Component 4: Strategies to Attract Highly Qualified Teachers

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

In June of 2018, the school will have little to no turnover. Approximately seven of the seventeen staff members (general education and support staff) have been at Briarwood Elementary for less than three years.

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

There is a range of experience in the teacher personnel

7 teachers have been teaching for 1-3 years

3 teachers have been teaching for 4-8 years

7 teacher have been teaching for 8-11 years

6 teacher have been teaching for 12-18 years

* The data above includes All certified teaching staff including social workers, speech teachers, literacy coaches.

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

The school district uses the internet to advertise job openings. Warren Woods is able to meet a large number of potential candidates by advertising in this manner.

The district offers competitive wages and benefits. Warren Woods offers a New Teacher Academy to support new teachers. Teachers are also encouraged to attend professional development opportunities at the Macomb Intermediate School District.

A new staff member is provided a mentor to ease the transition into a new school setting.

For every elementary job that is posted, the district receives approximately 200 applications of interested candidates.

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

Assigning new teaching staff with a mentor that has experience and strong instructional background is a strategy that is in place. Additionally, encouraging teachers to attend the New Teacher Academy sessions presented in the district and at the Macomb Intermediate School District to develop foundation skills. At the elementary level, a new teacher academy is provided for the teachers. This academy meets after school 4-6 times per year. The sessions focus on the development of literacy and supporting new teachers as they develop their craft.

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?

During the 2017-2018 school year, two teachers joined the staff due to movement within the district, and the opening of a new classroom. As previously stated in this document approximately half of the staff is new at Briarwood Elementary. There is a strong New Teacher Academy within the district This has been put into place to support new staff members. Teachers that are in their first -third year are also offered

Component 5: High Quality and Ongoing Professional Development

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

The professional learning for the 2018-2019 will focus on the following aspects:

The District Professional Learning Community- staff will meet 9 times over the course of the year as grade level teams.

Briarwood Professional Learning Teams will meet at least 9 times during the school year in order to review data and identify students that need to receive differentiated instruction.

Reading Workshop- Dr. Taylor, K-5.

Writing Workshop

Running Record Assessments-K-5

Math- Lesson Study grades 3-5, Number Talk-MISD

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

The professional learning plan has been in place for approximately 4 years. The Reader's Workshop training is offered through the Oakland Intermediate School District. Teachers attend 6 sessions during the first year.

During year 2 teachers attend 4 sessions that include classroom observations and discussion about the implementation. The professional development is happening at a time when Reader's Workshop approach has been implemented in all K-5 classrooms in the district.

The continuation of the professional development is to ensure that teachers use the constructionist approach to implementing the Common Core and the Every Day Math program with fidelity.

The district formation of Professional Learning Communities is in it's fifth year of existence. The learning communities will continue to meet formally 18 times this school year. Teams will spend time analyzing data, collaborating on best practices instruction, and focusing attention on results. During the 2015-2016 school year, a priority will be to focus on the development and best practices used in Writing Workshop.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents were involved in the review of the school wide plan. Parent surveys were provided two times during the school year for input regarding the school . Additionally, at every Title I event evaluations were completed by parents to let us know addition ways we could help support their needs.

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

Parents have been involved in the implementation of the plan several way. First they are informed of the strategies and data through articles in the monthly newsletter. Another way they are kept informed is through updates about the School Improvement Process during the Parent Group Meetings (formally PTC). During these meetings brief updates are provided to parents regarding the goals, data, and curriculum strategies that are in place to address the academic needs of students. The meetings also provide a venue for the review of the Title I Compact and the Title I Parent Involvement Policy.

An Annual Title I Parent Meeting is conducted in October of every year. During this meeting an overview of the School Improvement Plan was provided to parents.

Lastly, parents are offered opportunities to attend monthly Title I family engagement events (math or literacy) and to provide feedback through evaluations.

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

Parents are provided the opportunity to evaluate the school-wide plan at the Annual Title I Parent Meeting. Additionally they are given during the school year to provide input into the plan.

At monthly parent group meetings, parents are provided information regarding the school improvement plan, data, and Title I Components. Surveys and evaluations are given to parents during parent teacher conferences in the spring and fall. Information is used by the school improvement leadership team to modify and adjust the school improvement plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		T I Parent Plan

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

The school is carrying out the monthly events that were outlined in Section 1118 (e).

Parent Teacher conferences are held in the fall and spring. We had an 89% attendance rate for the scheduled conferences. There was a

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Curriculum Night in September. This event allowed parents to meet teachers, view the building, and to learn about the grade level specific curriculum.

Monthly learning opportunities have been ongoing for families to attend. These have been offered in the area of math and literacy and include outreach using community resources such as Macomb Community College and the Cranbrook Science Museum. The events provide parents and students with information and tools to use at home to support the concept.

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

The parent involvement component will be reviewed at the Annual Title I meeting in October. The feedback provided from the parents will be used to modify or adjust the current parent involvement component.

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

Results from the evaluation will be shared with the School Improvement Leadership Team which meets monthly. The results will be analyzed to look for trends or feedback that indicates a change is needed. The results will be shared with the entire staff. Based on the data, changes or modifications will be made to the plan to increase the Parental Involvement capacity at Briarwood.

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

During the 2012-2013 school year the School-Parent Compact was developed with parents during the one of October and January. This process took place during presentations and discussions at the monthly Parent Group meetings.

The School Parent Compact is shared annually with parents at Parent Teacher Conferences in the fall. During this time teachers, students, and parents sign the compact. The document is used at additional times during the school year to remind all parties of the commitment to the educational partnership between home and school.

At the spring conference the compact is reviewed, by the teacher, parents, and students. This is documented on the conference sign in sheet.

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

The compact is used two times at conferences and it can be reviewed at any time with students, parents, teachers to remind them of the agreement that was made at the start of the school year.

The classroom teachers review the compact with parents and students in the fall. It is used at the first conference in the year as agreement to work together to ensure all students are successful.

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

At this time the middle school and high school are not Title I schools.

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

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

When a need arises for academic test results to be translated, outside support is obtained through our Macomb Intermediate School District Bi-Lingual Department. This department provides also provides translators as needed when parents/teachers need to meet regarding a students' academic success.

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?

A preschool to kindergarten transition plan is in place at Briarwood Elementary. Incoming Preschool students visit Briarwood during the school day during the month of May. Additionally, a Kindergarten Open House takes place in March/April. During the open house students are allowed to attend to visit classrooms and to listen to a story. Prior to the start of school in August, an event called Popsicle on the Playground takes place. This event invites all incoming Kindergarten students to meet on the playground for an ice cream treat. They also meet their teacher, other classmates, and take a scavenger hunt around the school.

During the 2018-2019 school year, Briarwood Elementary will be part of the Macomb Intermediate School District's Kindergarten Transition Pilot Program. This program provides funding and educational support for the Kindergarten Teachers to hold home visits. The teachers will use this opportunity to build rapport with students/parents/families and hopefully ease some of the anxiety students feel prior to the start of the school year.

In addition to home visits, in August of each year a 4 day Jump Start to Kindergarten class is held. All incoming Kindergarten students are invited to come to class for 3 hours each day in to work with a certified teacher. The students are exposed to routines in the classroom, literacy, and activities that will help them prepare for the first day of kindergarten.

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?

There is a transition plan in place between the district early childhood center and the elementary buildings. During the kindergarten open house in the spring, parents are provided Kindergarten Readiness Backpacks. The backpacks contain story books about the first days of school, letter/sound activities, and scissors/motor skill activities for students to practice before school.

The kindergarten teachers use the open house as a time to update parents on the curriculum students will be learning throughout their time in kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are part of Professional Learning Communities (PLC) teams in the district. The teams meet weekly within the building and two times per month at the district level. All teachers are empowered to make collaborative decisions regarding common assessments. In addition to common assessment data, all teachers will have access to data from NWEA, the state assessments, and common assessments through the tool Data Director. The collaborative nature of the PLC team will provide teachers with time to discuss instruction approaches that will be effective with the students' needs. All teams submit notes from the meetings that answer the four guiding questions: What do they know? What do we want them to learn? What will we do if they don't? What will they do if they have learned it?

At the building levels monthly data meetings will take place using the guiding questions as a structure to form the discussion. Teaching staff will come to the meeting(s) prepared to discuss student needs and the approaches that have been implemented. All support staff will be present at the data meetings. Prescriptive interventions will be created during this time for students that are not progressing based on the data presented.

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

Teachers are actively involved in the analysis of student data in order to improve the academic achievement of all students. The use of common planning time (PLC meetings weekly and bi-monthly), staff meetings, and school improvement meetings will be used to review data, analyze the trends, and to plan appropriate instruction and interventions.

Teachers will have planning time once a month to collaboratively review and analyze student data. This will take place during the Staff PLC meeting. During these meetings teachers will use the data to plan whole group instruction and small group instruction. The data will be used to plan for Tier 2 and Tier 3 interventions that take place during Target Time (30 minutes per day).

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 staff will be using data from NWEA, state assessments, WIDA, and common assessments to monitor student growth. There will be common planning time at least 1-2 times per week in order to teachers to review data and plan. The students that are not mastering concepts will be identified as at risk. Teachers will be providing support and interventions to these students during daily Target Time (30 minute block of time for providing Tier 2 and Tier 3 support). Staff will participate and collaborate during monthly Data Meetings. The meetings will be to document and identify students that are at risk. Once this is done, based on student need prescribed interventions will be identified for each student. Options for literacy will be Reading Recovery (1st grade), Leveled Literacy Instruction (LLI), and small group instruction/reteaching during target time. Student progress will be monitored monthly to ensure the academic achievement gap is closing. Summer school will also be offered and students selection will be based on the above mentioned data.

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?

Teachers will have access to student data at all times using the Data Director Website. Academic testing will start two weeks after the school year begins (following the district assessment timeline). All of the academic testing results will be available within 72 hours of testing. This data will be used by teaching staff to review during common planning time and data meetings. The collaborative meetings teaching staff have will ensure students are identified as on either advanced, proficient, not proficient.

Once students are identified as being at risk, appropriate interventions are planned. Based on the student's needs, support will be provided either through the daily Target Time (30 minutes of intervention/reteaching/enrichment) for Tier 2 and Tier 3.

The monthly Data Meetings will be the platform for teams to analyze the student progress. Teachers will provide progress monitoring or other assessments (NWEA, common assessments).

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

Classroom teachers will be using a workshop approach during the core content sessions in order to teach math, reading, and writing. This approach incorporates a whole group mini lesson, guided practice, independent practice, and check for understanding.

Once students are working in the independent practice portion of lessons, teachers have the ability to work with 1:1 students or small groups in order to differentiate lessons. Use of leveled texts from a book room will provide teachers and students with texts that are at a variety of reading levels for concepts that are taught in all content areas.

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, state, and local programs and resources are coordinated to support the school wide program to ensure student success with in a professional learning community. The funding supports the Tiers of support interventions beginning with the local/general funds that serves all students. Specifically the district is working on the full implementation of professional learning communities focusing on a guaranteed and viable curriculum.

The district is committed to seeking out resources for our families in needing a Feeding Program of all students ages 0-18, breakfast for students. At the district level, early childhood programs are being supported through GSRP, Head Start, Title I and locally supported preschool programs. As the first level of the Core (Tier I) students are supported in a rigorous curriculum that includes a strong focus on transition plan from preschool to kindergarten.

In response to a 2010-2011 Federal Program Evaluations conducted by the district, Intervention Teams have been established inclusive of Literacy Specialist (trained in Reading Recovery via i3 Grant). Social Workers, District Intervention Coordinators, Administrators, and Teacher Consultants. The team works together to monitor the progress of student success in both behavior and academics. The district also supports the extended school year learning opportunities for students.

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.

Federal: Head Start, Title II Part A, Title III, i3

State: GSRP, 31 A,

Local : General Funds, special Education (General Education support)

The use of the Title I , 31 -A funds are used to support the school wide goal that supports students academic growth in all content areas. Title funding is allocated to the Literacy Specialist position. The focus of this position is to coach teaching staff in the best practice literacy strategies as the reading workshop approach is implemented in all classrooms. Additionally the role of Literacy Specialist is to provide Reading Recovery services to students in 1st grade.

The Social Worker's role is to fully support the implementation of a school wide Positive Behavior Support Plan (PBIS) and to support at risk students in need of behavior coaching.

35A Funds have been used to pay for the extended day literacy tutoring for students in grades K-3.

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.

Federal, State, and local programs and resources are coordinated to support the school wide program to ensures student success within a professional learning community. The funding supports the multiple tier support system of interventions beginning with local funds that service all students. This is done through supported for all staff. Specifically, the district is work on the implementation of professional learning communities focusing on implementing a guaranteed and viable curriculum and providing specific evidence based on interventions

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that target specific skills of at risk students. The district is committed to seeking out resources for families in need including a Federal Summer Feeding Program for all students ages 0-18k breakfast for students, and free lunch for students in the community during the summer months.

At the district level ,early childhood programs are being supported through GSRP, Head Start, Title I, and locally supported pay preschools. As the first level of interventions, students are supported in a rigorous curriculum that include a major focus on transition for success. In response to a 2010-2011 Federal Program Evaluation, the following have been established Literacy Specialists (Reading Recovery) Social Workers, Intervention Coordinators, Administrators, and a District Intervention Team.

Evaluation:

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

Briarwood Elementary will annually evaluate the implementation and results achieved by using data from the state assessments and NWEA assessments to evaluate the implementation of the school-wide program. This was conducted in May of 2016. Parents, staff, and all stakeholders will analyze the data. The review will focus on areas of concern that were identified in the School Improvement Plan (content areas of Reading, Math, Science, Writing, Social Studies).

Survey information from parents, students and staff will also be shared and analyzed by the Leadership to monitor the full implementation of the plan.

The review of data, evaluations, and strategic evidence charts will be used to adjust and modify the school-wide plan as needed.

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 administrator will communicate with all stakeholders the results of the State's annual assessments through newsletters, e blasts, parent meetings, and PLC staff meetings.

Briarwood's School Improvement Leadership Team will meet monthly to review data and to determine the most essential elements that indicate academic growth or decline. During the review meetings, discussions will be facilitated that will focus on strategies that have been effective based on the NWEA and assessment scores.

Evidence collection forms that teachers fill out on a monthly basis will be aligned with the strategy and assessment results to see if the school improvement plan has had a positive impact on overall student 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.

Data has been sorted to determine the students that are performing in the lowest 30% of the class. The school improvement team will review this data and see if the strategies in the school-wide plan has increased the student achievement.

The school improvement leadership team collects monthly strategy and activity monitoring forms from teachers. This with monthly review of data assists the team in evaluating the plan and determining effectiveness of strategies and objectives.

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?

Monthly Briarwood School Improvement Leadership meetings are scheduled at Briarwood. These meetings are planned to ensure that the school improvement plan is implemented throughout the course of the year. This team is also responsible for creating evaluation or focus questions to be used with students, staff, and parents to evaluate the school improvement plan. The team utilizes a monthly strategy/activity checklist in order to monitor the frequency that teachers are implementing strategies and activities from the school improvement plan. All of the data will be monitored at each leadership meeting to keep stakeholders informed and abreast of the impact strategies are having on the SY 2018-2019

student achievement.

June 2018

Overview

Plan Name

June 2018

Plan Description

New Plan for 2018-2019

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will improve math proficiency.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$41600
2	All students at Briarwood Elementary school will increase proficiency in science.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$82300
3	All Students at Briarwood Elementary School will improve academic achievement in the area of English Language Arts.	Objectives: 1 Strategies: 3 Activities: 20	Academic	\$184500
4	All English Learners will improve their English language acquisition annually	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$4500
5	All English learners will improve their performance in reading and mathematics annually as measured by state annual assessment or local assessment.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$8800
6	All staff will improve alignment of instruction, assessment, and data to increase student success.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$7600

Goal 1: All Students will improve math proficiency.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on the state assessment in Mathematics by 06/18/2024 as measured by the state assessment ..

Strategy 1:

Tier I - Mathematics Workshop - All classroom teachers will implement effective instructional practices in mathematics using a math workshop approach and Common Core State Standards to differentiate core instruction for all students. All classrooms will have a daily 60 minutes schedule for math instruction.

Category: Mathematics

Research Cited: Elizabeth Ross Hubbell, Howard Pitler, and B.J. Stone, 2012; Revisiting Professional Learning Communities at Work: New Insights for Improving Schools by Richard DuFour, Rebecca DuFour, and Robert Eaker, 2008; Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn by Austin Buffum, Mike Mattos, and Chris Weber, 2009.

Tier: Tier 1

Activity - District Curriculum Everyday Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will use the Everyday Mathematics Curricular materials in order to support the Common Core Standards.	Academic Support Program	Tier 1	Monitor	08/23/2015	06/01/2019	\$3000	General Fund	Administration, Classroom Teachers
Activity - Lesson Planning Template	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will use a common lesson planning template on a weekly basis to develop lesson plans.	Curriculum Development, Materials	Tier 1	Evaluate	09/30/2015	06/22/2016	\$0	No Funding Required	Administration, Teaching Staff
Activity - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be planned 4-6 times per year for grade levels or teams to share math and literacy strategies with parents/families. This may be done in formal or informal setting.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/07/2017	\$3000	Title I Part A	Briarwood Educational Team.
Activity - Lesson Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Briarwood Elementary School

Fourth and Fifth grade teachers will receive professional development from Wayne State University on the topic of Math Lesson Study. The teachers will create lesson, observe the teaching of the lesson, reflect upon the lesson, and plan for reteaching. This will be an ongoing series of professional development days.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	05/18/2016	06/21/2019	\$2000	Title II Part A	Teaching staff, curriculum director
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Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase student engagement, teachers will use cooperative learning strategies. Teachers will attend Kagan Training (August, 2017) to further develop a deeper understanding . The monthly staff meetings will incorporate cooperative learning strategies.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2016	08/29/2018	\$3000	General Fund	Principal, curriculum director, staff members

Activity - Professional Development-Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be planned for teachers that will support the use of our district curriculum and use of the district curriculum tools such as of Every Day Mathematics and Number Talk (number sense). The use of a math coach will be provided to grade level teams based on data.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/21/2018	\$2000	General Fund	Principal, Curriculum Director

Activity - Protected Math Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will have a schedule of at least 60 minutes of protected time for the instruction of math The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end a formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2017	06/20/2018	\$0	No Funding Required	Classroom Teachers, Principal, School Improvement Team

Strategy 2:

Tier 2 - Differentiated Instruction - All classroom teachers will use differentiated instruction from Math Workshop and Curriculum Crafter to meet the needs of all Tier 2 students.

Northwest Evaluation Association (NWEA) data and grade-level common assessments will be used to identify Tier 2 students.

School Improvement Plan

Briarwood Elementary School

Category:

Research Cited:

Tier: Tier 2

Activity - Target Time/ Reteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement a minimum of 30-minutes of targeted intervention time for Tier 2 interventions into their classroom schedule on a daily basis to help individual students who need additional support in literacy and math. During this time new content is not implemented. Intervention aides will also be in the classrooms during this time to support the teacher directed differentiated lessons/activities.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	07/01/2019	\$0	No Funding Required	Teaching Staff, Administration, Support Staff, Intervention aides
Activity - Child Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will designate a child study team to meet and discuss educational and/or behavioral concerns with regard to math. Interventions will be decided upon and support will be given for a specific length of time for target time. Re-evaluation will be scheduled in regard to progress monitoring.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/09/2015	01/16/2018	\$1000	General Fund	Support Staff, Teaching Staff, Administration
Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Day Tutoring and/or Summer School will be offered through Title I for students that are in need in additional support in literacy and math.	Behavioral Support Program, Academic Support Program	Tier 2		11/04/2015	06/21/2017	\$25000	Title I Part A	Administration, Classroom Teachers, Title I Teachers, Curriculum Director
Activity - Computer Enhanced Lessons/Tutorials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as at risk will be provided extra support with the use of a computer tutorial program. These lessons will be used in addition to Tier I classroom instruction. Students will have the opportunity to use the programs at school and at home. The programs identified for use are Moby Max, Khan Academy, and IXL.	Technology, Direct Instruction	Tier 2		09/05/2017	06/01/2019	\$2600	General Fund	Principal, teachers, curriculum director

Goal 2: All students at Briarwood Elementary school will increase proficiency in science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency on the state assessment in Science by 06/18/2024 as measured by the annual state assessment for Science.

Strategy 1:

Tier 1 - At least 90 minutes per week will be scheduled for the instruction of science while incorporating literacy skills into the lesson. Teachers will use the NGSX to guide instruction and to start to implement inquiry based lessons.

Category: Science

Research Cited:

Articles

Reiser, B. J. (2013). What Professional Development Strategies Are Needed for Successful Implementation of the Next Generation Science Standards? Invitational Research Symposium on Science Assessment, K-12 Center at ETS.

Moon, J., Passmore, C., Michaels, S., & Reiser, B. J. (2014). Beyond Comparisons of Online Versus Face-to-Face PD. Journal of Teacher Education, 65(2), 172-176.

Michaels, S. & O'Connor, C. (2015). Conceptualizing Talk Moves as Tools: Professional Development Approaches for Academically Productive Discussions. In Resnick, L.B., Asterhan, C. and Clarke, S.N. Socializing Intelligence through Talk and Dialogue. Washington DC: American Educational Research Association, pp. 333-347.

Tier: Tier 1

Activity - Family Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a way to engage families in learning, a Family Science Night will take place during the school year. The event will be sponsored by a local science museum or coordinated by teachers. There will be a variety of centers where families can investigate scientific concepts together.	Parent Involvement	Tier 1	Monitor	09/06/2018	09/19/2019	\$1100	Title I Part A, General Fund	Science Task Team, Administrator,
Activity - Defined District Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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At least three times per year, a member of the district science committee will provide the staff with curricular updates at PLC Staff meetings. The focus will be on the development and implementation of the new science standards.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/26/2016	06/18/2019	\$0	No Funding Required	School Improvement Team, Curriculum Director, member(s) of district science committee, building administrator
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Activity - Lesson Plan Template	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will use a common lesson planning template on a weekly basis to develop lesson plans and to pace out the inquiry based content.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/05/2018	06/18/2020	\$0	No Funding Required	Classroom Teachers, Principals

Activity - Professional Learning-Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to increase student engagement, teachers will use cooperative learning strategies. Teachers will attend Kagan Training to further develop a deeper understanding . The monthly staff meetings will incorporate cooperative learning strategies.	Direct Instruction, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/31/2016	08/29/2018	\$3000	General Fund	Principal, teacher, school improvement team

Activity - STEM Special	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be attending a 45-60 minutes STEM special on a weekly basis. The units covered through the STEM special will enhance and support the content the teachers will be covering throughout the school year. The STEM teacher will attend training through Eastern Michigan and use Project Lead the Way support.	Direct Instruction	Tier 1		08/14/2017	08/06/2018	\$65000	General Fund	Curriculum Director, Principal, Teachers

Activity - Science Notebook/Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Briarwood Elementary School

All students will have an interactive notebooks for science. The notebook will allow students use the information provided to elicit their own responses in the journal. This requires higher level thinking and ultimately allows the students to make a deeper connection to their learning.	Direct Instruction	Tier 1	Implement	09/19/2019	12/25/2020	\$200	General Fund	School Improvement Team, Principal, Teachers
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Activity - Protected Science Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will have a schedule at least 30 minutes of protected time for the instruction of science daily. The instructional time will include using the inquiry method to support students' understanding of science concepts.	Direct Instruction	Tier 1	Getting Ready	09/11/2017	06/19/2019	\$0	No Funding Required	School Improvement Team, Teachers, Principal

Strategy 2:

Tier II - Students will meet with a teacher during Target Time or Reading Workshop for small group instruction.

Category:

Research Cited: National Research Council, Snow, Catherine, Burns, Susan, and Griffin, Peg,

Editors (1999). Starting Out Right: A Guide to Promoting Children's Reading

Success. Washington, DC: National Academy Press

Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing researchbased practice in reading intervention to scale. Learning Disabilities Research & Practice, 18, 201211.

Vaughn, S., & LinanThompson, S. (in press). Reading: Effective instructional activities for elementary students. Alexandria, VA: ASCD.

Tier:

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Day Tutoring will be offered through Title I for students that are in need in additional support in science.	Academic Support Program	Tier 2	Implement	03/01/2016	06/15/2017	\$3000	Title I Schoolwide	Administration, Classroom Teachers, Title I Teachers, Curriculum Director

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

Briarwood Elementary School

Summer school opportunities will be offered through the MISD for students who are reading at or above grade level and are interested in additional support in science.	Extra Curricular, Academic Support Program	Tier 1	Implement	07/01/2016	08/16/2017	\$10000	Other	Administration, Classroom Teachers, Curriculum Director
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Goal 3: All Students at Briarwood Elementary School will improve academic achievement in the area of English Language Arts.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in Reading by 06/15/2024 as measured by the state English Language Arts assessment.

Strategy 1:

Tier I -Core - Core Instruction

Teachers will provide students instruction using a Balanced Literacy/ workshop approach of instruction. The instruction will focus on a defined learning target or essential for the day/unit. Formative assessments will be used to determine if the students have mastered the content.

Category: English/Language Arts

Research Cited: Research Cited: Research Base Underlying the Teachers College Reading and Writing Workshop’s Approach to Literacy

Instruction, <http://readingandwritingproject.org/about/research-base>, Units of Study for Teaching Reading: A curriculum for the Reading Workshop by Lucy Calkins, 2010. Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon. Taylor, B., Pearson, P., Peterson, D. S., & Rodriguez, M. C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. The Elementary School, 104(1), 3–28.

Tier: Tier 1

Activity - Family Engagement Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least 4-6 family engagement events will be planned for the school. A committee of teaching staff will plan the events with a focus of literacy, and other content areas. The events may be planned to support specific grade levels or be school wide. Parents and students will be invited to the events in order to learn together, and have some fun while participating. All students will go home with a new book. This will be a Title I sponsored activity.	Community Engagement	Tier 1	Monitor	09/01/2016	06/20/2019	\$1500	Title I Part A	Principal, Title I Coordinator, Members of the Family Engagement Committee

School Improvement Plan

Briarwood Elementary School

Activity - Classroom Instruction That Works	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified classroom teachers will attend professional learning sessions on the Classroom Instruction That Works research/methods. The professional learning will provide the staff focus topics to discuss as they begin to implement the strategies that are defined in the professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/18/2020	\$6000	General Fund	Principal, teachers, members of the school improvement leadership team
Activity - Phonemic Assessment and Word Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use either Words Their Way or the Jan Ricardson phonemic inventory to assess students skill level. Based on the results, teachers will plan differentiated instruction for word study activities to take place during literacy centers.	Direct Instruction, Professional Learning	Tier 1	Implement	10/03/2018	09/16/2020	\$600	General Fund	Principal, literacy coach, members of the School Improvement Team.
Activity - Protected Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will have a schedule 90 minutes of protected time for the instruction of reading. The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end of lesson celebration, and time for guided reading groups. All classroom teachers will have a schedule 60 minutes of protected time for the instruction of writing. The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end of lesson celebration, and time for guided writing groups and/or conferring.	Curriculum Development	Tier 1	Monitor	09/01/2015	06/13/2019	\$500	General Fund	Building Principal, School Improvement Leadership Team, PLC teams, Classroom teachers, Support staff, Director of Curriculum
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 grade will receive a series a professional development days that will focus on reading workshop and using a balanced literacy approach. . Professional development opportunities will also be planned to further develop an understanding of the use of running records for all K-5 staff.	Professional Learning	Tier 1	Implement	08/30/2017	06/20/2019	\$10000	General Fund	Principal, curriculum director, teachers, literacy specialist

School Improvement Plan

Briarwood Elementary School

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will conduct a book study using the following books: Guided Reading by Jan Richardson, Great Instruction, Great Results. The book studies will support staff with the implementation of guided reading and the use of instructional strategies that impact all students.	Professional Learning	Tier 1		09/03/2018	06/12/2019	\$400	General Fund	Principal, teaching staff, School Improvement Team
Activity - Kindergarten Transition Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers and support staff will conduct home visits prior to the beginning of the school year to learn about each child and family. The Macomb Intermediate School District will provide funding, training, and guidelines for this transitional program. Funding for this activity is provided through the Macomb Intermediate School District. In August, all Kindergarten families and students will be invited to the Briarwood Playground for a visit. The students will eat Popsicle, meet friends, and have an additional time to tour the school	Community Engagement, Other - Transition to build rapport with students and families. , Parent Involvement	Tier 1	Monitor	08/19/2015	10/04/2019	\$5000	Other	Kindergarten Teachers, support aide, principal, and early childhood coordinator, and Macomb Intermediate School District Preschool Coordinator .
Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PBIS approach influenced by All students will be taught explicitly the expectations in the school and classroom. Positive praise, rewards, and celebrations will be planned throughout the year. Data will be collected in SWIS and analyzed that will provide staff with information regarding times and locations where students need additional support/coaching/teaching. All classroom teachers will be asked to use Second Step lessons once time per week.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/08/2017	07/20/2018	\$1500	General Fund	PBIS Leadership Team, teachers, staff, principal
Activity - Summer Take Home Book Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Books will be sent home with students over the summer months in order to promote reading development. The books will be leveled and sent home, they will be specific to the child's needs and interests. In addition, the team will seek permission to provide a "little library" to the Briarwood School grounds and to the apartment complex with in the school's residential area. The little free library will be a place where kids can check out a book throughout the summer and exchange it for a new book to read at no cost.	Materials	Tier 1	Implement	08/15/2017	06/17/2019	\$800	Title I Part A	Principal, school improvement leadership team, volunteers
Activity - Lesson Plan Template- (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teams will use a common lesson planning template on a weekly basis to develop effective lesson plans for reading and writing.	Extra Curricular, Curriculum Development	Tier 1		09/09/2015	06/22/2017	\$0	No Funding Required	Principal, Teachers, Grade Level Teams
Activity - Defined District Curriculum- Calkin's Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use the Lucy Calkin's Units of Study with fidelity for the instruction of Reading Workshop.	Direct Instruction, Materials	Tier 1	Implement	09/01/2017	06/01/2020	\$0	General Fund	Classroom Teachers, Principal, Curriculum Director
Activity - Running Record Reading Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed three times per year with a running record (DRA). The information will be used to guide direct instruction of students in guided reading. The information from the assessment will be placed in the district's data warehouse system and shared with parents. Additional professional development may be needed to assist staff in utilizing all aspects of information a running record provides.	Direct Instruction	Tier 1	Monitor	09/12/2017	06/14/2018	\$3000	General Fund	Principal, School Improvement Leadership Team, Literacy Specialists, Teachers,
Activity - Non Fiction Newspaper Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Briarwood Elementary School

All classrooms will receive non fiction text series that support the development of comprehension skills across the curriculum. The materials used will be selected by the school improvement team. Time for Kids, Scholastic News, or National Geographic are the materials that will be considered for this activity. The materials will be used as a teaching tool to support the higher level thinking- analysis, evaluation, and synthesizing skills .	Direct Instruction, Supplemental Materials, Materials	Tier 1	Getting Ready	09/12/2018	06/19/2019	\$1800	General Fund	School Improvement Team, Principal, classroom teachers
Activity - Literacy Support Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a year long training through Oakland University for Literacy Support Certification. They will use the literacy knowledge they gain with all learners in the classroom.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/30/2017	06/01/2022	\$60000	Title I Part A	Curriculum Director, Principal, teachers, school improvement team, Literacy Support Staff, Reading Recovery Site Teacher
Activity - Literacy Footprints Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The additional materials for guided reading are needed in order to support learners Zone of Proximal Development. Literacy Footprint materials will be purchased in order to provide an extensive collection of books that are needed to teach guided reading.	Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	08/30/2018	07/22/2020	\$12000	General Fund	Principal, Teachers, literacy team

Strategy 2:

Strategy 2 - Differentiated Instruction - All classroom teachers will use differentiated instruction for English Language Arts to meet the need of all Tier 2 students. Developmental Reading Assessment (DRA) levels, Northwest Evaluation Association (NWEA) data, and grade-level common assessments, will be used to identify Tier 2 students. Progress monitoring will be used to determine students that will exit from Tier 2 support.

Category: English/Language Arts

Research Cited: Research Cited: Florida Center for Reading Research: <http://www.fcrr.org>

Tier: Tier 2

School Improvement Plan

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Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher will incorporate Leveled Literacy Intervention (Fountas and Pinnell) instruction into daily targeted intervention time in order to support students who have been identified as at-risk. LLI instruction is not intended to replace Reader's Workshop and will be provided as a Tier II intervention. One teacher will work with at risk students, focusing on students with risk levels and Individual Reading Plans. The teacher will spend at least .5 per day working with the identified students in grades K-3.	Supplemental Materials, Academic Support Program, Materials	Tier 2	Implement	09/05/2018	06/30/2020	\$30400	Title I Part A, Section 31a	Classroom teachers, Literacy Specialist, Support Staff, Principal, Curriculum Director, Intervention Aides
Activity - Target Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will implement a minimum of 30-minutes of targeted intervention time for Tier 2 interventions into their classroom schedule on a daily basis to help individual students who need additional support in literacy and math. During this time new content is not implemented. Intervention aides will also be in the classrooms during this time to support the teacher directed differentiated lessons/activities.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2016	06/22/2017	\$0	No Funding Required	Classroom Teachers, Support Staff, Intervention Aides, Principal
Activity - Extended Day/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Day Tutoring and/or Summer School will be offered through Title I & 35 A for students that are in need in additional support in literacy and math. The 35 A Program will be offered to 1st-3rd Grade students that are identified as at risk. Leveled Literacy Intervention Program Lessons will be used as the targeted support.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/22/2017	\$10000	Title I Part A	Administration, Teaching Staff, Curriculum Director, Title I Teachers, 35 A Teachers
Activity - English Language Learners Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk (bottom 30% on NWEA, MSTEP) and not proficient on the WIDA assessment, will be provided support using Rosetta Stone or Failure Free computerized tutorial programs. This will be in addition to the English Language Learners tutoring that is provided through the Macomb Intermediate School District.	Direct Instruction, Academic Support Program, Materials	Tier 2	Getting Ready	06/01/2019	06/10/2020	\$1000	Title III	Principal, Curriculum Director, Teachers, Intervention Tutors

School Improvement Plan

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Strategy 3:

Tier 3 - Tier 3 Intervention - Specially trained staff will implement Tier 3 support programs to support those students who have been identified as most at-risk in reading skills.

Category:

Research Cited: Research Cited: http://www.readingrecovery.org/reading_recovery/facts/index.asp; FAST Reading Program - <http://www.fastlearningllc.com/training-development/workshops/fast-reading-program-workshop>

Tier: Tier 3

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specially trained staff will implement Reading Recovery to support students who need intensive reading intervention. The intervention will be provided to at risk students in 1st grade who qualify based on the Reading Recovery criteria.	Direct Instruction, Academic Support Program, Professional Learning	Tier 3	Monitor	08/28/2017	06/20/2019	\$40000	General Fund	Administration, Reading Recovery Teacher(s), teachers attending the lesson study professional development, first grade staff

Goal 4: All English Learners will improve their English language acquisition annually

Measurable Objective 1:

100% of English Learners students will demonstrate student proficiency (pass rate) by meeting the MDE target for progress in English Language Arts by 06/29/2018 as measured by WIDA annual assessment.

Strategy 1:

Instructional Planning - All teachers of ELs will use comprehensible input during their daily instruction to English learners

Category: English/Language Arts

Research Cited: MDE

Tier: Tier 1

School Improvement Plan

Briarwood Elementary School

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sheltered Instruction Observation Protocol 3-day training-mileage costs and hotel and meals if needed provided	Professional Learning	Tier 1		01/15/2018	08/24/2018	\$4500	Section 41	Instructional Staff and school administrator

Goal 5: All English learners will improve their performance in reading and mathematics annually as measured by state annual assessment or local assessment.

Measurable Objective 1:

100% of English Learners students will demonstrate student proficiency (pass rate) by meeting annual target in Reading by 06/29/2018 as measured by state's annual assessment or local assessment.

Strategy 1:

Instructional Alignment - Teachers will align their instruction to the state language arts standards

Category: English/Language Arts

Research Cited: MDE

Tier: Tier 1

Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Teams will prepare instructional units and lesson plans aligned with state language and content standards	Teacher Collaboration	Tier 1	Getting Ready	01/15/2018	08/24/2018	\$4400	Section 41	District CITW ELL Trainers, Instructional Staff and school administrator

Measurable Objective 2:

100% of English Learners students will demonstrate student proficiency (pass rate) by meeting their target in Mathematics by 06/29/2018 as measured by state annual assessment or local assessment.

Strategy 1:

Instructional Alignment Mathematics - Teachers will align their instruction to the state mathematics standards

Category: Mathematics

School Improvement Plan

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Research Cited: MDE

Tier: Tier 1

Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District teams will prepare instructional units and lesson plans aligned with the state mathematics standards	Teacher Collaboration	Tier 1		01/15/2018	08/24/2018	\$4400	Section 41	District CITW ELL Trainers, Instructional Staff and school administrators

Goal 6: All staff will improve alignment of instruction, assessment, and data to increase student success.

Measurable Objective 1:

increase student growth in the area of social emotional growth and academic growth. by 06/17/2020 as measured by SWIS data and growth using the fall to fall NWEA math/reading CGI scores. .

Strategy 1:

Professional Learning Community II - All staff members will be active members of a professional learning community. There will be an ongoing process in which educators will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The essential questions will be used to support the discussions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

Category: School Culture

Research Cited: DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by Doing: A Handbook for Professional Learning Communities at Work™, pp. 2–4.

Tier: Tier 1

Activity - Common Planning Time/Building PLC Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Briarwood Elementary School

All grade level teams will be provided common planning time. At least one time per week the team will meet to review data. The team will use the four guiding questions to plan for instruction. Teams will use common assessment data, state/district assessments, SWIS, and attendance data for the base of discussions	Teacher Collaboration, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/30/2018	07/07/2021	\$0	General Fund	School Improvement Team, Principal, Teaching Staff
Activity - Professional Learning (Video/Book Study)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will utilize the Solution Tree Everything PLC collection(video/professional journals) to further develop the understanding and implementation of a professional learning community.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Getting Ready	08/30/2018	06/30/2020	\$500	General Fund	Principal, School Improvement Team, Teaching Staff
Activity - Attendance Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When a child has 8 absences or tardies an outreach phone call will be made by the classroom teacher, to encourage attendance. When a students has 8-10 absences/tardies a letter will be sent and a phone call from the principal. The child will be on a watch list. The list will be shared with the attendance coordinator in our building. This staff member will make contact with the family to ensure the child's attendance improves.	Community Engagement, Parent Involvement	Tier 2	Getting Ready	09/25/2018	06/05/2019	\$2500	General Fund	Principal, teaching staff, attendance clerk, attendance outreach coordinator
Activity - Student Led Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one time per year, students will be part of the parent /teacher conference. Students will take a leadership role in the conferences, informing parents of their academic standing, and goals.	Community Engagement, Other, Parent Involvement	Tier 1		11/01/2018	04/23/2019	\$500	General Fund	Principal, school improvement team, teaching staff
Activity - Professional Learning with Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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Professional development will be offered that will provide further analysis tools for the data that is being used (NWEA, MSTEP, Common Assessments, Running Records)	Professional Learning	Tier 1	Getting Ready	09/04/2018	04/11/2019	\$400	Head Start	Principal, School Improvement Team, Teaching Staff, Curriculum Director
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Strategy 2:

Positive Behavioral Interventions and Supports (PBIS) - Positive Behavioral Interventions and Supports is

a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Behavior expectations defined and taught, rewards for appropriate behavior and progress monitoring to determine if any students are at risk.

A PBIS approach influenced by All students will be taught explicitly the expectations in the school and classroom. Positive praise, rewards, and celebrations will be planned throughout the year. Data will be collected in SWIS and analyzed that will provide staff with information regarding times and locations where students need additional support/coaching/teaching. All classroom teachers will be asked to use Second Step lessons once time per week.

Category: Other - Culture and behavior

Tier: Tier 1

Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will begin to use a restorative approach when there is a conflict. The staff will be provided with on going professional learning to begin to use the restorative approach to resolve conflict and to prevent further harm.	Direct Instruction, Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2018	06/24/2020	\$2500	General Fund	Principal, social worker(s), restorative practice trainers (within the district or county), staff

Activity - Zones of Regulation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the Zones of Regulation strategies to support students that have high sensory and behavior needs. Students that are able to regulate their emotions will be engaged in learning.	Behavioral Support Program	Tier 2	Getting Ready	09/05/2018	06/17/2020	\$400	General Fund	Principal, support staff.

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Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be encouraged to attend CHAMPS training at the the Macomb Intermediate School District. The goal of the training is for teachers to use the CHAMPS classroom management system. It is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2018	01/31/2020	\$800	General Fund	Principal, teachers, school improvement team

Strategy 3:

Multiple Tiers System of Supports (MTSS) - Multi-Tiered Systems of Support (MTSS) is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Michigan Continuous School Improvement Process. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

Category: Other - Academic and behavior support

Research Cited:

Batsche, Curtis, M., Dorman, C., Castillo, J., & Porter, L. (2007). The Florida problem-solving/response to intervention model: Implementing a statewide initiative

Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it?

Reading Research Quarterly, 41 (1), 93-99.

Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a monthly basis during PLC common planning time or PLC staff meeting time, the general education teachers and support staff will meet to identify students that may need additional instruction by using multiple data points: district wide universal assessments, benchmark assessments, common assessments, classroom formative assessments, and observational assessments. From the analysis of data the teams will determine if students need to be provided with interventions or extended learning opportunities. A schedule will be developed and shared within the building so that all are informed of the date/times of the meetings.	Direct Instruction, Supplemental Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/17/2020	\$0	General Fund	Principal, teaching staff

School Improvement Plan

Briarwood Elementary School

Activity - FAME-Formative Assessment for Michigan Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FAME teams will be offered at Briarwood Elementary. The teams will meet monthly and each member will work to develop personal expertise in planning and including the use of formative assessment strategies and tools in the classroom.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Title II Part A	Principal, Curriculum director, FAME coaches, FAME participants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 41

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Planning	District Teams will prepare instructional units and lesson plans aligned with state language and content standards	Teacher Collaboration	Tier 1	Getting Ready	01/15/2018	08/24/2018	\$4400	District CITW ELL Trainers, Instructional Staff and school administrator
Instructional Planning	District teams will prepare instructional units and lesson plans aligned with the state mathematics standards	Teacher Collaboration	Tier 1		01/15/2018	08/24/2018	\$4400	District CITW ELL Trainers, Instructional Staff and school administrators
SIOP Training	Sheltered Instruction Observation Protocol 3-day training- mileage costs and hotel and meals if needed provided	Professional Learning	Tier 1		01/15/2018	08/24/2018	\$4500	Instructional Staff and school administrator

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
English Language Learners Support	Students identified as at risk (bottom 30% on NWEA, MSTEP) and not proficient on the WIDA assessment, will be provided support using Rosetta Stone or Failure Free computerized tutorial programs. This will be in addition to the English Language Learners tutoring that is provided through the Macomb Intermediate School District.	Direct Instruction, Academic Support Program, Materials	Tier 2	Getting Ready	06/01/2019	06/10/2020	\$1000	Principal, Curriculum Director, Teachers, Intervention Tutors

School Improvement Plan

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Footprints Materials	The additional materials for guided reading are needed in order to support learners Zone of Proximal Development. Literacy Footprint materials will be purchased in order to provide an extensive collection of books that are needed to teach guided reading.	Direct Instruction, Curriculum Development, Materials	Tier 1	Getting Ready	08/30/2018	07/22/2020	\$12000	Principal, Teachers, literacy team
CHAMPS	Teachers will be encouraged to attend CHAMPS training at the the Macomb Intermediate School District. The goal of the training is for teachers to use the CHAMPS classroom management system. It is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/22/2018	01/31/2020	\$800	Principal, teachers, school improvement team
Professional Learning (Video/Book Study)	The staff will utilize the Solution Tree Everything PLC collection(video/professional journals) to further develop the understanding and implementation of a professional learning community.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Getting Ready	08/30/2018	06/30/2020	\$500	Principal, School Improvement Team, Teaching Staff
Computer Enhanced Lessons/Tutorials	Students that are identified as at risk will be provided extra support with the use of a computer tutorial program. These lessons will be used in addition to Tier I classroom instruction. Students will have the opportunity to use the programs at school and at home. The programs identified for use are Moby Max, Khan Academy, and IXL.	Technology, Direct Instruction	Tier 2		09/05/2017	06/01/2019	\$2600	Principal, teachers, curriculum director
Classroom Instruction That Works	All certified classroom teachers will attend professional learning sessions on the Classroom Instruction That Works research/methods. The professional learning will provide the staff focus topics to discuss as they begin to implement the strategies that are defined in the professional development.	Professional Learning	Tier 1	Implement	09/04/2018	06/18/2020	\$6000	Principal, teachers, members of the school improvement leadership team

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Protected Instructional Time	All classroom teachers will have a schedule 90 minutes of protected time for the instruction of reading. The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end of lesson celebration, and time for guided reading groups. All classroom teachers will have a schedule 60 minutes of protected time for the instruction of writing. The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end of lesson celebration, and time for guided writing groups and/or conferring.	Curriculum Development	Tier 1	Monitor	09/01/2015	06/13/2019	\$500	Building Principal, School Improvement Leadership Team, PLC teams, Classroom teachers, Support staff, Director of Curriculum
STEM Special	All students will be attending a 45-60 minutes STEM special on a weekly basis. The units covered through the STEM special will enhance and support the content the teachers will be covering throughout the school year. The STEM teacher will attend training through Eastern Michigan and use Project Lead the Way support.	Direct Instruction	Tier 1		08/14/2017	08/06/2018	\$65000	Curriculum Director, Principal, Teachers
Attendance Outreach	When a child has 8 absences or tardies an outreach phone call will be made by the classroom teacher, to encourage attendance. When a student has 8-10 absences/tardies a letter will be sent and a phone call from the principal. The child will be on a watch list. The list will be shared with the attendance coordinator in our building. This staff member will make contact with the family to ensure the child's attendance improves.	Community Engagement, Parent Involvement	Tier 2	Getting Ready	09/25/2018	06/05/2019	\$2500	Principal, teaching staff, attendance clerk, attendance outreach coordinator
Student Led Conferences	At least one time per year, students will be part of the parent /teacher conference. Students will take a leadership role in the conferences, informing parents of their academic standing, and goals.	Community Engagement, Other, Parent Involvement	Tier 1		11/01/2018	04/23/2019	\$500	Principal, school improvement team, teaching staff
Book Study	The staff will conduct a book study using the following books: Guided Reading by Jan Richardson, Great Instruction, Great Results. The book studies will support staff with the implementation of guided reading and the use of instructional strategies that impact all students.	Professional Learning	Tier 1		09/03/2018	06/12/2019	\$400	Principal, teaching staff, School Improvement Team
District Curriculum Everyday Mathematics	All classroom teachers will use the Everyday Mathematics Curricular materials in order to support the Common Core Standards.	Academic Support Program	Tier 1	Monitor	08/23/2015	06/01/2019	\$3000	Administration, Classroom Teachers

School Improvement Plan

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Science Notebook/Vocabulary Instruction	All students will have an interactive notebooks for science. The notebook will allow students use the information provided to elicit their own responses in the journal. This requires higher level thinking and ultimately allows the students to make a deeper connection to their learning.	Direct Instruction	Tier 1	Implement	09/19/2019	12/25/2020	\$200	School Improvement Team, Principal, Teachers
Non Fiction Newspaper Text	All classrooms will receive non fiction text series that support the development of comprehension skills across the curriculum. The materials used will be selected by the school improvement team. Time for Kids, Scholastic News, or National Geographic are the materials that will be considered for this activity.. The materials will be used as a teaching tool to support the higher level thinking- analysis, evaluation, and synthesizing skills .	Direct Instruction, Supplemental Materials, Materials	Tier 1	Getting Ready	09/12/2018	06/19/2019	\$1800	School Improvement Team, Principal, classroom teachers
Running Record Reading Assessment	All students will be assessed three times per year with a running record (DRA). The information will be used to guide direct instruction of students in guided reading. The information from the assessment will be placed in the district's data warehouse system and shared with parents. Additional professional development may be needed to assist staff in utilizing all aspects of information a running record provides.	Direct Instruction	Tier 1	Monitor	09/12/2017	06/14/2018	\$3000	Principal, School Improvement Leadership Team, Literacy Specialists, Teachers,
PBIS	A PBIS approach influenced by All students will be taught explicitly the expectations in the school and classroom. Positive praise, rewards, and celebrations will be planned throughout the year. Data will be collected in SWIS and analyzed that will provide staff with information regarding times and locations where students need additional support/coaching/teaching. All classroom teachers will be asked to use Second Step lessons once time per week.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/08/2017	07/20/2018	\$1500	PBIS Leadership Team, teachers, staff, principal
Zones of Regulation	Staff will utilize the Zones of Regulation strategies to support students that have high sensory and behavior needs. Students that are able to regulate their emotions will be engaged in learning.	Behavioral Support Program	Tier 2	Getting Ready	09/05/2018	06/17/2020	\$400	Principal, support staff.
Family Science Night	As a way to engage families in learning, a Family Science Night will take place during the school year. The event will be sponsored by a local science museum or coordinated by teachers. There will be a variety of centers where families can investigate scientific concepts together.	Parent Involvement	Tier 1	Monitor	09/06/2018	09/19/2019	\$500	Science Task Team, Administrator,

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Professional Development	Teachers in grades K-5 grade will receive a series a professional development days that will focus on reading workshop and using a balanced literacy approach. . Professional development opportunities will also be planned to further develop an understanding of the use of running records for all K-5 staff.	Professional Learning	Tier 1	Implement	08/30/2017	06/20/2019	\$10000	Principal, curriculum director, teachers, literacy specialist
Professional Development-Coach	Professional Development will be planned for teachers that will support the use of our district curriculum and use of the district curriculum tools such as of Every Day Mathematics and Number Talk (number sense). The use of a math coach will be provided to grade level teams based on data.	Professional Learning	Tier 1	Getting Ready	08/14/2017	06/21/2018	\$2000	Principal, Curriculum Director
Phonemic Assessment and Word Study	Teachers will use either Words Their Way or the Jan Ricardson phonemic inventory to assess students skill level. Based on the results, teachers will plan differentiated instruction for word study activities to take place during literacy centers.	Direct Instruction, Professional Learning	Tier 1	Implement	10/03/2018	09/16/2020	\$600	Principal, literacy coach, members of the School Improvement Team.
Restorative Practices	The school will begin to use a restorative approach when there is a conflict. The staff will be provided with on going professional learning to begin to use the restorative approach to resolve conflict and to prevent further harm.	Direct Instruction, Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2018	06/24/2020	\$2500	Principal, social worker(s), restorative practice trainers (within the district or county), staff
Cooperative Learning	In order to increase student engagement, teachers will use cooperative learning strategies. Teachers will attend Kagan Training (August, 2017) to further develop a deeper understanding . The monthly staff meetings will incorporate cooperative learning strategies.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/30/2016	08/29/2018	\$3000	Principal, curriculum director, staff members
Defined District Curriculum- Calkin's Units of Study	Classroom teachers will use the Lucy Calkin's Units of Study with fidelity for the instruction of Reading Workshop.	Direct Instruction, Materials	Tier 1	Implement	09/01/2017	06/01/2020	\$0	Classroom Teachers, Principal, Curriculum Director

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Data Analysis	On a monthly basis during PLC common planning time or PLC staff meeting time, the general education teachers and support staff will meet to identify students that may need additional instruction by using multiple data points: district wide universal assessments, benchmark assessments, common assessments, classroom formative assessments, and observational assessments. From the analysis of data the teams will determine if students need to be provided with interventions or extended learning opportunities. A schedule will be developed and shared within the building so that all are informed of the date/times of the meetings.	Direct Instruction, Supplemental Materials, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/04/2018	06/17/2020	\$0	Principal, teaching staff
Reading Recovery	Specially trained staff will implement Reading Recovery to support students who need intensive reading intervention. The intervention will be provided to at risk students in 1st grade who qualify based on the Reading Recovery criteria.	Direct Instruction, Academic Support Program, Professional Learning	Tier 3	Monitor	08/28/2017	06/20/2019	\$40000	Administration, Reading Recovery Teacher(s), teachers attending the lesson study professional development, first grade staff
Child Study	Staff will designate a child study team to meet and discuss educational and/or behavioral concerns with regard to math. Interventions will be decided upon and support will be given for a specific length of time for target time. Re-evaluation will be scheduled in regard to progress monitoring.	Behavioral Support Program, Academic Support Program	Tier 2	Monitor	09/09/2015	01/16/2018	\$1000	Support Staff, Teaching Staff, Administration
Professional Learning-Cooperative Learning	In order to increase student engagement, teachers will use cooperative learning strategies. Teachers will attend Kagan Training to further develop a deeper understanding. The monthly staff meetings will incorporate cooperative learning strategies.	Direct Instruction, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Getting Ready	08/31/2016	08/29/2018	\$3000	Principal, teacher, school improvement team

School Improvement Plan

Briarwood Elementary School

Common Planning Time/Building PLC Teams	All grade level teams will be provided common planning time. At least one time per week the team will meet to review data. The team will use the four guiding questions to plan for instruction. Teams will use common assessment data, state/district assessments, SWIS, and attendance data for the base of discussions	Teacher Collaboration, Direct Instruction, Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/30/2018	07/07/2021	\$0	School Improvement Team, Principal, Teaching Staff
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	Extended Day Tutoring will be offered through Title I for students that are in need in additional support in science.	Academic Support Program	Tier 2	Implement	03/01/2016	06/15/2017	\$3000	Administration, Classroom Teachers, Title I Teachers, Curriculum Director

Head Start

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning with Data	Professional development will be offered that will provide further analysis tools for the data that is being used (NWEA, MSTEP, Common Assessments, Running Records)	Professional Learning	Tier 1	Getting Ready	09/04/2018	04/11/2019	\$400	Principal, School Improvement Team, Teaching Staff, Curriculum Director

Title I Part A

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

Briarwood Elementary School

Family Engagement Nights	At least 4-6 family engagement events will be planned for the school. A committee of teaching staff will plan the events with a focus of literacy, and other content areas. The events may be planned to support specific grade levels or be school wide. Parents and students will be invited to the events in order to learn together, and have some fun while participating. All students will go home with a new book. This will be a Title I sponsored activity.	Community Engagement	Tier 1	Monitor	09/01/2016	06/20/2019	\$1500	Principal, Title I Coordinator, Members of the Family Engagement Committee
Literacy Support Model	Teachers will attend a year long training through Oakland University for Literacy Support Certification. They will use the literacy knowledge they gain with all learners in the classroom.	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Implement	08/30/2017	06/01/2022	\$60000	Curriculum Director, Principal, teachers, school improvement team, Literacy Support Staff, Reading Recovery Site Teacher
Leveled Literacy Intervention	A certified teacher will incorporate Leveled Literacy Intervention (Fountas and Pinnell) instruction into daily targeted intervention time in order to support students who have been identified as at-risk. LLI instruction is not intended to replace Reader's Workshop and will be provided as a Tier II intervention. One teacher will work with at risk students, focusing on students with risk levels and Individual Reading Plans. The teacher will spend at least .5 per day working with the identified students in grades K-3.	Supplemental Materials, Academic Support Program, Materials	Tier 2	Implement	09/05/2018	06/30/2020	\$30000	Classroom teachers, Literacy Specialist, Support Staff, Principal, Curriculum Director, Intervention Aides
Summer Take Home Book Program	Books will be sent home with students over the summer months in order to promote reading development. The books will be leveled and sent home, they will be specific to the child's needs and interests. In addition, the team will seek permission to provide a "little library" to the Briarwood School grounds and to the apartment complex with in the school's residential area. The little free library will be a place where kids can check out a book throughout the summer and exchange it for a new book to read at no cost.	Materials	Tier 1	Implement	08/15/2017	06/17/2019	\$800	Principal, school improvement leadership team, volunteers
Family Engagement	Opportunities will be planned 4-6 times per year for grade levels or teams to share math and literacy strategies with parents/families. This may be done in formal or informal setting.	Parent Involvement	Tier 1	Monitor	09/01/2016	06/07/2017	\$3000	Briarwood Educational Team.

School Improvement Plan

Briarwood Elementary School

Extended Day/Summer School	Extended Day Tutoring and/or Summer School will be offered through Title I for students that are in need in additional support in literacy and math.	Behavioral Support Program, Academic Support Program	Tier 2		11/04/2015	06/21/2017	\$25000	Administration, Classroom Teachers, Title I Teachers, Curriculum Director
Extended Day/Summer School	Extended Day Tutoring and/or Summer School will be offered through Title I & 35 A for students that are in need in additional support in literacy and math. The 35 A Program will be offered to 1st-3rd Grade students that are identified as at risk. Leveled Literacy Intervention Program Lessons will be used as the targeted support.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/22/2017	\$10000	Administration, Teaching Staff, Curriculum Director, Title I Teachers, 35 A Teachers
Family Science Night	As a way to engage families in learning, a Family Science Night will take place during the school year. The event will be sponsored by a local science museum or coordinated by teachers. There will be a variety of centers where families can investigate scientific concepts together.	Parent Involvement	Tier 1	Monitor	09/06/2018	09/19/2019	\$600	Science Task Team, Administrator,

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled Literacy Intervention	A certified teacher will incorporate Leveled Literacy Intervention (Fountas and Pinnell) instruction into daily targeted intervention time in order to support students who have been identified as at-risk. LLI instruction is not intended to replace Reader's Workshop and will be provided as a Tier II intervention. One teacher will work with at risk students, focusing on students with risk levels and Individual Reading Plans. The teacher will spend at least .5 per day working with the identified students in grades K-3.	Supplemental Materials, Academic Support Program, Materials	Tier 2	Implement	09/05/2018	06/30/2020	\$400	Classroom teachers, Literacy Specialist, Support Staff, Principal, Curriculum Director, Intervention Aides

Other

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

Briarwood Elementary School

Summer School	Summer school opportunities will be offered through the MISD for students who are reading at or above grade level and are interested in additional support in science.	Extra Curricular, Academic Support Program	Tier 1	Implement	07/01/2016	08/16/2017	\$10000	Administration, Classroom Teachers, Curriculum Director
Kindergarten Transition Support	Kindergarten teachers and support staff will conduct home visits prior to the beginning of the school year to learn about each child and family. The Macomb Intermediate School District will provide funding, training, and guidelines for this transitional program. Funding for this activity is provided through the Macomb Intermediate School District. In August, all Kindergarten families and students will be invited to the Briarwood Playground for a visit. The students will eat Popsicle, meet friends, and have an additional time to tour the school	Community Engagement, Other - Transition to build rapport with students and families. , Parent Involvement	Tier 1	Monitor	08/19/2015	10/04/2019	\$5000	Kindergarten Teachers, support aide, principal, and early childhood coordinator, and Macomb Intermediate School District Preschool Coordinator

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Target Time/ Reteaching	All classroom teachers will implement a minimum of 30-minutes of targeted intervention time for Tier 2 interventions into their classroom schedule on a daily basis to help individual students who need additional support in literacy and math. During this time new content is not implemented. Intervention aides will also be in the classrooms during this time to support the teacher directed differentiated lessons/activities.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/08/2015	07/01/2019	\$0	Teaching Staff, Administration, Support Staff, Intervention aides
Defined District Curriculum	At least three times per year, a member of the district science committee will provide the staff with curricular updates at PLC Staff meetings. The focus will be on the development and implementation of the new science standards.	Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/26/2016	06/18/2019	\$0	School Improvement Team, Curriculum Director, member(s) of district science committee, building administrator

School Improvement Plan

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Lesson Plan Template	Grade-level teams will use a common lesson planning template on a weekly basis to develop lesson plans and to pace out the inquiry based content.	Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/05/2018	06/18/2020	\$0	Classroom Teachers, Principals
Target Time	All classroom teachers will implement a minimum of 30-minutes of targeted intervention time for Tier 2 interventions into their classroom schedule on a daily basis to help individual students who need additional support in literacy and math. During this time new content is not implemented. Intervention aides will also be in the classrooms during this time to support the teacher directed differentiated lessons/activities.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2016	06/22/2017	\$0	Classroom Teachers, Support Staff, Intervention Aides, Principal
Lesson Planning Template	Grade-level teams will use a common lesson planning template on a weekly basis to develop lesson plans.	Curriculum Development, Materials	Tier 1	Evaluate	09/30/2015	06/22/2016	\$0	Administration, Teaching Staff
Lesson Plan Template- (ELA)	Grade-level teams will use a common lesson planning template on a weekly basis to develop effective lesson plans for reading and writing.	Extra Curricular, Curriculum Development	Tier 1		09/09/2015	06/22/2017	\$0	Principal, Teachers, Grade Level Teams
Protected Math Block	All classroom teachers will have a schedule of at least 60 minutes of protected time for the instruction of math. The instructional time will include mini lesson, guided practice, mid workshop teaching, point, end a formative assessment.	Direct Instruction	Tier 1	Implement	09/04/2017	06/20/2018	\$0	Classroom Teachers, Principal, School Improvement Team
Protected Science Block	All classroom teachers will have a schedule at least 30 minutes of protected time for the instruction of science daily. The instructional time will include using the inquiry method to support students' understanding of science concepts.	Direct Instruction	Tier 1	Getting Ready	09/11/2017	06/19/2019	\$0	School Improvement Team, Teachers, Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Study	Fourth and Fifth grade teachers will receive professional development from Wayne State University on the topic of Math Lesson Study. The teachers will create lesson, observe the teaching of the lesson, reflect upon the lesson, and plan for reteaching. This will be an ongoing series of professional development days.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Getting Ready	05/18/2016	06/21/2019	\$2000	Teaching staff, curriculum director

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FAME-Formative Assessment for Michigan Educators	FAME teams will be offered at Briarwood Elementary. The teams will meet monthly and each member will work to develop personal expertise in planning and including the use of formative assessment strategies and tools in the classroom.	Teacher Collaboration, Behavioral Support Program, Academic Support Program, Professional Learning	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Curriculum director, FAME coaches, FAME participants
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