



# **School Improvement Plan**

**Blanche Sims Elementary School**

**Lake Orion Community Schools**

Ken Nuss  
465 EAST JACKSON ST  
LAKE ORION, MI 48362-3247

# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction .....	6
Component 1: Needs Assessment .....	7
Component 2: Services to Eligible Students .....	13
Component 3: Incorporated Into Existing School Program Planning .....	14
Component 4: Instructional Strategies .....	15
Component 5: Title I and Regular Education Coordination .....	17
Component 6: Instruction by Highly Qualified Staff .....	19
Component 7: High Quality and Ongoing Professional Development/Learning .....	20
Component 8: Strategies to Increase Parental Involvement .....	22
Component 9: Coordination of Title I and Other Resources .....	24
Component 10: Ongoing Review of Student Progress .....	25
Evaluation .....	26

Overview..... 28

Goals Summary..... 29

    Goal 1: All students at Blanche Sims Elementary School will increase student growth in writing..... 30

    Goal 2: All students at Blanche Sims Elementary will increase student growth in reading..... 31

    Goal 3: All students at Blanche Sims Elementary will increase student growth in math..... 37

Activity Summary by Funding Source..... 40

## **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

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

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

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

## Component 1: Needs Assessment

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

Blanche Sims Elementary School's Comprehensive Needs Assessment is conducted by the District School Improvement Chairs and the principal. All of our data (achievement, perception, process, and demographic) is reviewed throughout the year at DSIC meetings, in quarterly SIT and data team meetings, monthly PLC Coordinators meetings, weekly grade level, special education, and Title I staff meetings. Our School Improvement Plan is reviewed and discussed monthly in our curriculum committee meetings in which all certified staff are a part of. The District School Improvement Chairs and the principal are part of these discussions and complete all reports according to the feedback.

#### Student Achievement Data

Student achievement data is analyzed by grade level teachers, special education teachers, Title I teachers, ancillary staff, and principal three times a year. Grade level teachers meet weekly to continue to monitor progress and make adjustments as necessary.

Reading Phonological Awareness and Phonics Grades K-1 Phonological Awareness assessments are administered to all kindergarten and first grade students three times per year (fall, winter, and spring). Grade level data is reviewed three times a year by a team that consists of grade level teachers, Title I staff, special education staff, ancillary staff, and principal.

#### Sight Word Knowledge Grades K-2

Sight Word assessments are administered to all kindergarten and first grade students three times per year (fall, winter, and spring). In addition, any second grader who has not mastered the Dolch 220 and 95 common noun list are administered the assessment three times per year (fall, winter, and spring). Grade level data is presented to the individual grade levels and the results are analyzed three times per year. Classroom teachers, the school psychologist, the district teacher consultant, and Title I staff working with kindergarten and first grade students are present at these meetings.

#### Reading Fluency Grades 1-5

Reading fluency assessments are administered to all first through fifth grade students three times per year (fall, winter, and spring). Grade level data is reviewed three times a year by a team that consists of grade level teachers, Title I staff, special education staff, ancillary staff, and principal.

#### Reading Levels K-5

Reading levels are assessed quarterly. Grade level data is reviewed every quarter by a team that consists of grade level teachers, Title I staff, special education staff, ancillary staff, and principal. The reading/writing committee reviews the data and works on strategies for teachers to use with students. This committee also reviews our SIP goals to ensure we are making progress on our goals and makes recommendations to the leadership team for changes. Decisions are made about standards that may need to be a focus and intervention groups and plans are decided.

#### Math Fluency K-5

Math fluency assessments are administered to students in second through fifth grades. These assessments are administered three times a year (fall, winter, and spring). Grade level data is reviewed every quarter by a team that consists of grade level teachers, Title I staff, special education staff, ancillary staff, and principal. Decisions are made about standards that need to be retaught and intervention groups and plans are put into place. The math committee reviews the data and works on strategies for teachers to use with students. This committee also reviews our SIP goals to ensure we are making progress on our goals and makes recommendations to the leadership team for changes.

#### Science and Social Studies K-5

Science and Social Studies assessments are administered to students in grades kindergarten through fifth grade. Grade level data is reviewed at grade level meetings and adjustments are made if necessary. A non-fiction reading assessment is given in grades second through fifth and focuses on science or social studies. This data is reviewed during grade level meetings.

## School Improvement Plan

Blanche Sims Elementary School

---

### Perception Data

Perception data is collected at least annually throughout the school year from multiple stakeholders.

Staff perception is collected at least mid year with a principal review survey. Other shorter surveys are given throughout the year to dig into concerns at a deeper level. Surveys are often given before or after professional development days to ensure that the learning is targeted.

Student perception data is collected mid year for teachers, and as a building in the spring yearly.

Parent perception data is collected in the spring every year. The data collected includes communication, curriculum, school safety, etc. We also have many informal conversations at monthly PTO meetings.

All perception data is collected and reviewed by the staff. We discuss strengths and weaknesses and create plans to address any areas of weakness. This data is also used to drive programming.

### Process Data

In the winter of each school year the District School Improvement Chairs and principal review the School Systems Review Report through ASSIST. The information is reviewed and data is collected throughout the school year through discussions at staff meetings, PLC

Coordinators meetings, School Improvement Team meetings, and professional development opportunities. Once data is collect it is reviewed and adjustments are made for the spring and following school year.

### Demographic Data

Demographic data is collected multiple times a year, and through multiple methods, throughout the school year. This includes our behavior program data and suspensions, student attendance records, the collection of data for the annual SID report, free/reduced lunch statistics, enrollment trends, and ESL enrollment and program participation. The data is analyzed by the School Improvement team, PLC Coordinators, and at staff meetings to ensure that our programming meets the needs of all of our Blanche Sims students.

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

### Reading

All students in first through fifth grades are assessed in the fall, winter and spring of each year using AIMSweb RCBM Oral Reading Fluency. Kindergarten and first grade students are assessed using Early Literacy measures (LNF-letter naming fluency, LSF-letter sound fluency, PSF-phoneme segmentation fluency, and NWF-nonsense word fluency) from AIMSweb for reading following AIMSweb recommended testing windows. In addition, students in kindergarten are assessed using MLPP (rhyme choice/supply, onset and rime, phoneme blending, letter name and letter sound identification, and concepts of print), CORE (segmentation at the word and phoneme level), Kindergarten Sight Word Test, and Teachers College reading assessments three times per year. Students in first grade are assessed using CORE (deletion of initial sound, final sound, and first sound in a consonant blend; decoding of CVC and long vowel spellings), Dolch 220 test, and Teachers College reading assessments three times per year. In grades two through five students are assessed using Teachers College Reading assessment at least twice a year. Students who are underachieving are assessed using Teachers College Reading assessments at least quarterly.

### Math

All students in second through fifth grades are assessed in the fall, winter and spring of each year using AIMSweb Math Computation Fluency. Kindergarten and first grade students are also assessed using the Early Numeracy measures (OCM-oral counting, NIM-number identification, QDM-quantity discrimination, and MNM-missing number) from AIMSweb following AIMSweb recommended testing windows. Students in kindergarten through fifth grade are given a common assessment four times a year. Student achievement data from math common assessments is reviewed and analyzed. Each year student achievement on the state testing is analyzed to create individual development plans for students who are not proficient.

### Science and Social Studies

Unit tests and classroom participation in grades K-5 for science and social studies are analyzed by grade level teachers. For all students who are identified as at-risk, frequent progress monitoring is implemented. Additional instruction and support is provided by classroom teachers

## School Improvement Plan

Blanche Sims Elementary School

---

and sometimes Title I staff through non-fiction literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas.

Student achievement data is electronically collected through various sources. All state assessment results and district common assessment data are collected through Pearson Inform. All phonological awareness, phonics, fluency and math computation scores are collected through Aimsweb. All student test scores (see above) and classroom grades (grades 3-5) are put into Powerschool. All parents of student's grade 3-5 have electronic access to student scores through Powerschool. Other scores are collected by teachers and input into individual grade books.

The teachers input their student data quarterly and we conduct data team meetings by grade level including reading support staff and special education staff. At these meetings we look at every student and ensure that all students are making adequate progress towards the school goals and their individual goals. We create a Power Time plan for the next quarter, core curriculum changes if necessary, and individual student interventions.

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

Educational, objective criteria have been established for Blanche Sims' needs assessment process. These processes are consistent by grade level and are intended to identify children who are failing or who are most at risk of failing to meet the state core curriculum standards in the four core academic areas. These established guidelines and processes are utilized to ensure that the students needing the most support are serviced.

Early Literacy Fluency Target Scores:

-Kindergarten:

Fall LNF (13), Recommended rate of growth per week = 0.9

LSF (2), Recommended rate of growth per week = 0.9

PSF (2), Recommended rate of growth per week = 1.1

Winter LNF (38) LSF (20), PSF(18), NWF (19)

Spring LNF (46), LSF (33), PSF (41), NWF ( 33)

- First grade:

- Fall LNF (40), Recommended rate of growth per week = 0.4

LSF (25), Recommended rate of growth per week = 0.6

PSF (35), Recommended rate of growth per week = 0.4

NWF (27), Recommended rate of growth per week=0.8

Winter LNF (49) LSF (40), PSF(45), NWF (45)

Spring LNF (56), LSF (46), PSF (49), NWF (57)

Reading Fluency Target Scores:

- First grade: Fall -11 words per minute (wpm), Winter- 30 wpm, and Spring 53 wpm. Recommended rate of growth per week is 1.3 words

- Second grade: Fall -55 wpm, Winter 80 wpm, and Spring 92 wpm. Recommended rate of growth per week is 1.0 words.

- Third grade: Fall 77 wpm, Winter 105 wpm, and Spring 119 wpm. Recommended rate of growth per week is 1.2 words.

- Fourth grade: Fall 105 wpm, Winer 120 wpm, and Spring 136 wpm. Recommended rate of growth per week is 0.9 word.

- Fifth grade: Fall 114 wpm, Winter 129 wpm, and Spring 143 wpm. Recommended rate of growth per week is 0.8 word.

BOY-Beginning of Year or Fall, MOY=Middle of Year or Winter, EOY=End of Year or Spring

Reading Level Target Scores:

- Kindergarten: MOY-Level B, End of 3rd marking period-Level C, EOY-Level D

## School Improvement Plan

Blanche Sims Elementary School

---

- First grade: BOY-Level D, End of 1st marking period- Level F, MOY- Level G, End of 3rd marking period-Level H , EOY-Level J
- Second grade: BOY-Level J, End of 1st marking period-Level K, MOY-Levels K/L, End of 3rd marking period-Level L/M, EOY-Level M.
- Third grade: BOY-Level M, End of 1st marking period-Level N, MOY-Level O, End of 3rd marking period-Level O, EOY-Level P.
- Fourth grade: BOY-Level P, End of 1st marking period-Level Q, MOY-Level R, End of 3rd marking period-Level R, EOY-Level S.
- Fifth grade: BOY-Level S, End of 1st marking period-Level T, MOY-Level U, End of 3rd marking period-Level U, EOY-Level V.

### Reading LSS Criteria

#### Entrance Criteria

In Kindergarten, students who do not meet the phonological awareness, phonics, sight word, or overall reading targets for Fall, Winter, or Spring for that time of year are eligible for LSS services.

In grade 1, students who do not meet the phonological awareness, phonics, sight word, or overall reading targets for Fall, Winter, or Spring and do not meet the expected reading level for that time of year are eligible for LSS services.

In grades 2-5, students who do not meet the Fall, Winter, or Spring targets for reading fluency and do not meet the expected reading level for that time of year are eligible for LSS services.

#### Exit Criteria

In Kindergarten, students who have met the phonological awareness, phonics, sight word, or overall reading targets for Fall, Winter, or Spring for that time of year are eligible to exit from LSS services.

In grade 1, students who have met the phonological awareness, phonics, sight word, or overall reading targets for Fall, Winter, or Spring and have met the expected reading level for that time of year are eligible to exit from LSS services.

In grades 2-5, students who have met the Fall, Winter, or Spring targets for reading fluency or have met the expected reading level for that time of year are eligible to exit from LSS services.

### Math

Math Fluency Assessments are administered to students in second through fifth grades. These assessments are administered in the Fall, Winter, and Spring.

#### Early Numeracy Fluency Target Scores:

##### - Kindergarten:

Fall OCM (30), Recommended rate of growth per week = 1.1

NIM (22), Recommended rate of growth per week = 0.9

QDM (7), Recommended rate of growth per week = 0.5

MNM (2), Recommended rate of growth per week = 0.3

Winter OCM (57) NIM (45), QDM (16), MNM (9)

Spring OCM (70), NIM (55), QDM (25), MNM ( 13)

##### - First grade:

Fall OCM 65, rate of growth per week = 0.6

NIM (36), rate of growth per week = 0.7

QDM (18), rate of growth per week = 0.4

MNM (9), rate of growth per week = 0.3

Winter OCM (79) NIM (55), QDM (28), MNM (16)

Spring OCM (87), NIM (60), QDM (32), MNM (18)

#### Math Computation Fluency Target Scores:

- Second grade: BOY 15, MOY 30, EOY 38, Recommended rate of growth = 0.6

- Third grade: BOY 20, MOY 40, EOY 53, Recommended rate of growth = 0.9

- Fourth grade: BOY 23, MOY 42, EOY 55, Recommended rate of growth = 0.9

- Fifth grade: BOY 12, MOY 20, EOY 30, Recommended rate of growth = 0.5

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

The identification process for grades kindergarten through second at Blanche Sims is to look at the students progression with common benchmark assessments such as MLPP (early literacy skills), CORE (early literacy skills), Aimsweb (reading and math fluency), Teachers College reading assessment (overall reading), on-demand writing, unit tests in Science and Social Studies and district common Math assessments. Students who score below the grade level expectations are considered at-risk. Refer to question #3 for district cut scores by grade level. Teacher anecdotal notes and classroom observations are also taken into consideration, especially in lower elementary.

#### Component 2: Services to Eligible Students

Lake Orion Community Schools uses a Response to Intervention (RTI) approach to monitor the progress of students needing additional support and services. Through this process a Student Support Team (SST), which consists of grade level and Title I teachers, ancillary staff, and the building principal, meet monthly to review students who are academically at-risk. Classroom teachers recommend struggling students to the team; suggestions and academic programming recommendations are provided at the conclusion of the meeting. Monthly follow up is conducted by staff to monitor student progress towards growth. The following research based programming is used in the delivery of services to eligible students:

**Phonics First:** helps students to expand their knowledge of letters, sounds, words and sentences. This is an auditory and multi-sensory based program. The goal of Phonics First is to bring students to grade level in early literacy reading skills.

**Read Naturally GATE:** teaches small groups of beginning readers the Foundational Skills of the Common Core State Standards. It uses interactive phonemic awareness and decoding exercises to help students master high-frequency words as they improve their fluency, comprehension, and vocabulary.

**Read Naturally Word Warm Ups:** a systematic and explicit phonics program that teaches students to decode and encode one-, two-, and three-syllable words easily. Audio-supported lessons allow for individualization and enable students to work independently.

**LLI (Leveled Literacy Instruction):** helps students to expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Nonfiction reading is a key component of this program.

**Read Naturally Live:** uses visual and auditory prompts to guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary.

**I-Ready:** a technology based program that gives a diagnostic test to determine what math skills are missing. The I-Ready program creates an individual path of learning for that student in math.

The following Title I services are provided to ensure eligible children receive supplemental assistance in the four core academic areas:

#### Reading

Students in kindergarten who are underachieving receive the services of a kindergarten interventionist who focuses on specific phonemic awareness skills and other pre-reading skills. Research based programs used are Phonics First, GATE, and LLI as well as a variety of research based strategies. Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes. These groups range in size from one to five students.

Students in first grade who are underachieving receive the services of a first grade interventionist who focuses on specific phonemic awareness skills along with other pre-reading skills. Programs used are Phonics First, GATE, and LLI as well as a variety of research based strategies. Nonfiction reading is brought into the groups to support students who are underachieving in the areas of Science and Social Studies. Groups meet daily from 15-30 minutes.

Eligible students in second through fifth grades receive targeted reading instruction from Learning Support Staff, using research based instructional strategies and programs such as Phonics First, Read Naturally GATE, Read Naturally Word Warm Ups, LLI, and Read Naturally Live. Groups meet four to five times per week for 30 minutes each time.

## School Improvement Plan

Blanche Sims Elementary School

---

### Math

Eligible students in third through fifth grades receive targeted math instruction and interventions from support staff during the building intervention block three days per week for 30 minutes using the I-Ready program. In addition K-5th graders get math support from classroom teachers differentiating math instruction during their 60 minutes of math classroom instruction.

### Science and Social Studies

Eligible students in kindergarten through fifth grade, who are below grade level in the area of reading, may receive additional instruction and support as provided by classroom teachers, special education staff, or Title I staff through non-fiction literature in which skills are analyzed, assessed, and targeted for improvement in these subject areas.

### Additional Services/Opportunities

Summer school is offered as a district for students in Kindergarten through fifth grade who are below grade level expectations in reading and/or math.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Learning Support Staff are employed to support all students who are not at grade level expectation in the area of reading and sometimes math if time and funding are available. These staff persons use a combination of pushing into the classrooms and pulling students out for small group instruction to address their specific area of weakness.

We offer summer school in the areas of reading and math for students who are below grade level expectation.

We provide a Kindergarten Kickoff program for students coming into kindergarten during the summer before they attend to get them ready emotionally for Kindergarten.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

We look at all student data and create plans for every student. This is an ongoing process throughout the entire school year.

## **Component 4: Instructional Strategies**

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

The instructional strategies that help students reach the State's standards are:

Timely additional pull out services using research based intervention and strategies. Eligible students meet with the Title I staff in small group or one to one settings weekly for thirty minutes per session. Title I staff work on student's specific skills in reading, writing, and content area vocabulary and nonfiction text structure. In addition, general education teachers provide classroom strategy groups during the Reader's Workshop model. Groups are formed to assist both Title and non-eligible Title students for additional reading instruction using a variety of strategies. Classroom teachers also use Incremental Rehearsal for those students whose site word vocabulary is below grade level. Through the "If...Then" component of the district's reading program classroom teachers are able to target classroom instruction to those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students. Eligible student in grades three through five receive additional support for math during the building intervention block. Students meet with their general education teacher in small group or one to one settings weekly to address specific skills. Skills are identified through the Math Expressions Tier components and benchmark assessments. Grade level classroom strategy groups are formed to assist both Title and non-eligible Title students in math. Classroom teachers may also use Incremental Rehearsal for those students whose foundational math facts are below grade level. An after school I-Ready Math Club is in place for students in grades first through five who may need additional math practice.

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

The research based methods and strategies that we base our instruction on are:

- Common planning time among grade level teachers. Teachers and interventionists have time to decipher data and incorporate strategies to target individual students and help increase whole class student achievement.
- Curriculum based committees include teachers from across grade levels, special area teachers and special education teachers. These committees focus on school improvement goals, curriculum and assessments.
- Small group targeted instruction to provide additional time for students who have not yet mastered a skill. This practice is seen in our ELA Learning Support and Math Learning Support time.
- We involve parents in the decision making process through parent meetings, conferences, and information that is sent home.
- We communicate regularly. Teachers send home weekly newsletters documenting current and future learning targets. Newsletters are also sent home monthly from the office detailing upcoming school events and tips to increase parent involvement. These newsletters also list information for parents on how to help their students at home.

Curriculum Development. City, E., Elmore, E., Fiarman, S., and Teitel, L. (2009). *Instructional Rounds in Education*. Cambridge MA Harvard Education Press.

DuFour, Richard & Eaker, Robert. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN; National Educational Service.

Marzano, R. & Pickering, D. & Pollock, E. (2001). *Classroom Instruction that works* Alexandria, VA; Association for Supervision.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA; Association for Supervision and Curriculum Development.

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

Power time is a block of time to reteach students who have not mastered a specific skill. This happens three times a week for thirty minutes during the school day. We do provide many after school clubs during the school year to enhance the math, science and technology curriculum.

Summer school is a place for students who are not on grade level in reading/math to get extra learning time over the summer months.

Kindergarten Kickoff provides a time for students during the summer before they start kindergarten to attend school for three hours, three days a week in August.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

We have grade level blocks that students are pulled out of for thirty minutes. Only special education students with multiple needs would be pulled out for more time than that.

## **Component 5: Title I and Regular Education Coordination**

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

Title teachers meet at least monthly with general education teachers. These meetings allow general education teachers to bring up areas of concern with students who are identified to be at risk by not meeting grade level benchmarks. Title I teachers offer ideas to support. It is at these meetings where general education teachers and Title I staff decide to let parents know if additional time needs to be provided by the Title I Staff. Limited English Proficiency staff meet with classroom teachers of eligible students quarterly. These meetings allow the classroom teacher, of the student who is eligible to receive Limited English Proficiency support services, to discuss with the LEP staff any areas of concern. It is at these meetings where general education teachers and LEP staff decide to let parents know if additional support time is needed.

At monthly grade level meetings Title I staff communicates progress-monitoring feedback to general education staff. This allows for open and consistent communication between the general education staff and Title I staff.

The role of the Title I staff in the school is to provide support to students we have identified to be the most at risk through benchmark assessments and are not proficient in achievement on grade level standards.

Decisions are made about students entering and exiting the Title I program by showing deficiency in any core subject based on benchmark assessments. Students exit the Title I program by meeting the grade level standard cut score on the benchmark assessment tests for their given grade.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

The Kindergarten transition plan begins in the spring when Kindergarten teachers visit the district preschools to share information and discuss students transitioning to kindergarten. Our kindergarten teachers observe in the preschool classrooms to further increase their knowledge of the students. The preschool teachers also observe in the kindergarten classrooms to better understand the expectations for their students who will be going to kindergarten.

Also in the spring, Kindergarten teachers offer Kindergarten Information. This is an event geared toward incoming Kindergarten parents. During this meeting, Kindergarten teachers and the principal go over what a typical day looks like in Kindergarten. A slide show is presented along with informational pamphlets to provide parents information that they may need about Kindergarten. Parents are given an opportunity to meet with the kindergarten staff members as well as other grade level and ancillary staff members, and ask questions if needed. They also tour the school and playground.

During the summer, new kindergarten students are invited to come to the school and participate in Kindergarten Screening. Students come to school and spend an hour with the kindergarten teachers and a small group of new kindergarten students. Students are engaged in small group and one on one activities. Teachers observe student interactions with their peers in small groups. Teachers also work one on one with students to gauge their school readiness and basic knowledge. During this time the principal talks to the parents sharing transition information and answering questions.

The week before school, all students (including kindergarten) are invited to a Meet Your Teacher event. Students and their families are invited to the school to visit their classrooms, drop off any school related materials or supplies and have tour of the school.

Kindergarten Kick off is a summer program for incoming Kindergarten students. We invite students to come to Sims for three weeks, three days a week, for three hours a day to get a jump start on the transition to kindergarten. This is a free program for our students.

## School Improvement Plan

Blanche Sims Elementary School

---

On the first day of school, all kindergarten students and their families are invited to the school to experience what a day in kindergarten is like. In the classroom, students and their parents experience and learn about our Literacy, Math, Science, and Social Studies curriculum. Parents are provided with materials so that they can continue to support learning at home. Students are able to visit the classrooms, see the cafeteria, gym, library, playground, and take a short tour of the school. Parents are also given another opportunity to hand in paper work and ask questions.

The last part in our transition is our staggered start. On day 2 and 3 of the school year, Kindergarten has a staggered start. One half of each of our kindergarten classes will attend on those days (day 2 and 3). Having the smaller class size on the first day allows students to feel comfortable being in a school environment and get to know the routines of the day. On day 4 of school all kindergarten students attend together and begin their year as classmates. All of these transition activities are beneficial to give our youngest learners the best start to their educational journey.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers are certified and highly qualified in the area they teach.	

## Component 7: High Quality and Ongoing Professional Development/Learning

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

Teachers, Title 1 Staff, and the Principal will participate in the following sustained and ongoing PD for 2018-2019 school year.

Our Learning Support Staff (LLS) (Title I staff) receives ongoing training in using research based interventions. LLI is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. It is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. This intervention program is used to support our eligible students.

Our Kindergarten and First Grade Interventionists receive training on instructional strategies and progress monitoring for phonological awareness and pre-reading skills. The monthly professional development agenda is scheduled by a district school psychologist and teacher consultant.

Classroom teachers and Special Education Staff receive ongoing training on the philosophy and strategies for the Response to Intervention Model (RTI). RTI is a multi-tier approach to the early identification and support of students with learning needs. Students identified as being "at risk" through universal screenings and/or results on state or district wide tests receive supplemental instruction during the school day in the regular classroom.

Classroom teachers attend grade level data meetings each semester to receive and review previous training about analyzing AIMSweb data. AIMSweb is a universal screening, progress monitoring, and data management system that supports RTI and tiered instruction. AIMSweb efficiently screens all students, identifying those at risk for academic failure and enabling early intervention. With progress monitoring, AIMSweb determines the effectiveness of the interventions, and whether students are progressing sufficiently to meet year-end goals.

All teachers receive ongoing training to implement Common Core Standards for Mathematical Practices through the math textbook series from the district math coaches. The series focuses on the priority core concepts at each grade level, identified by the Common Core State Standards, to build in-depth understanding of major mathematical ideas. The Standards for Mathematical Practice are incorporated into all of the lessons and the Learning Progressions are referenced throughout the Teacher's Edition.

Teachers receive extensive training each semester to implement the district wide English/Language Arts program. The district ELA coach arranges and develops the training. The professional development targets classroom instruction for those students receiving Title I services. Classroom teachers are also able to hold guided reading groups with eligible and non-eligible students. Reading levels of all students are tested quarterly. These assessments test each student's fluency and comprehension skills. This allows the teacher to have students read at their independent level. In both reading and writing students are assessed using rubrics. Teachers adjust student instruction using these rubrics to elevate student learning.

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

Parent Workshop, PTO meetings and LSS Parent Meeting. Visible Thinking and Mindset professional development opportunities occur during the school year.

## School Improvement Plan

Blanche Sims Elementary School

---

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2018-19 Professional Dev for staff.pdf

## Component 8: Strategies to Increase Parental Involvement

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

Parents were surveyed a couple of years ago specifically addressing the LSS program. We survey parents at the end of the year to get feedback on many items.

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

We discuss our School Improvement Goals and Title I services at monthly PTO meetings. The PTO also assists in raising funds to help purchase books, technology, etc. for all students to use. Parents sometimes help in classrooms with academic tasks.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Get feedback at PTO meetings, LSS parent meeting, and in our parent survey. LSS parent and student surveys.	

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

Parent Workshop in the fall, PTO meetings, parent/teacher conferences, curriculum night, communicate with parents about CCSS and standards based report cards.

**5. Describe how the parent involvement activities are evaluated.**

Parent survey at the end of the year. PTO feedback.

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

It was developed with parents and staff a few years ago.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		BS School Compact

## School Improvement Plan

Blanche Sims Elementary School

---

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Report cards, progress reports for students receiving LSS support, Access to PowerSchool, IEP's, parent/teacher conferences.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Policy attached.	Title I Blanche Sims Elementary School Level Pa...

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

All students receive the parent compact at conferences and compact is discussed.

## **Component 9: Coordination of Title I and Other Resources**

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

All students receive the services that they are eligible for and that we provide.

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

All grade levels are addressed in the appropriate intervention or program according to data.

## **Component 10: Ongoing Review of Student Progress**

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

We are always reviewing data of all students. Students who are receiving direct intervention are progressed monitored every other week to ensure it is the correct intervention and the correct amount of time.

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

We review data frequently and officially at the end of each quarter to ensure all students are getting what they need to meet the standards.

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

Teachers have been trained to use data to target the specific skill that a student is not mastering. They have been trained to use many research based interventions and how to seek out assistance for students who need more than that.

## **Evaluation**

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

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

We officially evaluate all of our programs at the end of each quarter when we do our data team meetings. We adjust when needed.

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

We use the state assessments along with at least two other pieces of data to determine student growth in each area.

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

We are always watching individual student growth and addressing student needs; we adjust the program as needed.

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

We use our data team meetings to ensure all students are making adequate gains towards the standards. Grade levels meet weekly to adjust plans and monitor growth. Our school psychologist watches for school trends and we adjust as necessary.

## **SIP Goals 2018-2019**

## Overview

### Plan Name

SIP Goals 2018-2019

### Plan Description

SIP Goals 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 at Blanche Sims Elementary School will increase student growth in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$2655
2	All students at Blanche Sims Elementary will increase student growth in reading.	Objectives: 3 Strategies: 7 Activities: 11	Academic	\$79524
3	All students at Blanche Sims Elementary will increase student growth in math.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$11226

# Goal 1: All students at Blanche Sims Elementary School will increase student growth in writing.

## Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in writing standards in Writing by 06/14/2019 as measured by the district writing common assessments and in the area of craft in their Narrative writing piece.

## Strategy 1:

Cross Curricular Writing - Teachers will continue professional development in writing and will instruct students using the Writer's Workshop units.

Category: English/Language Arts

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development

Tier: Tier 1

Activity - Cross Curricular Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in writing assignments in the areas of math, science, social studies and reading.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Grade level teachers, Learning Resource Teachers and Learning Support Staff.

Activity - Craft and Elaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on instructing in the areas of craft and elaboration. Use data to monitor students growth and to determine teaching points. Assessments will be completed at the beginning and the end of the year.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Grade level teachers and Special Ed Teachers.

## School Improvement Plan

Blanche Sims Elementary School

---

### Strategy 2:

Reading/Writing Circle Committee - Teachers will meet frequently to discuss best practice, interventions, and assessments. The circle members will provide professional development to the staff as needed.

Category: English/Language Arts

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to improve their practice and seek out resources to improve student writing. Professional development will be provided by the district ELA coach.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$2655	Title II Part A	All teachers, district ELA coach

## Goal 2: All students at Blanche Sims Elementary will increase student growth in reading.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in the area of reading in English Language Arts by 06/14/2019 as measured by student TCA score, AIMS Web, or Nonfiction district assessment..

### Strategy 1:

Reader's Workshop - Teachers will use the Reader's Workshop model to teach reading.

Category: English/Language Arts

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

## School Improvement Plan

Blanche Sims Elementary School

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in Reader's Workshop professional development.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$2656	Title II Part A	All classroom teachers, special education staff, learning support staff and district literacy coach.

Activity - Reading Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use alternate reading materials to assist with independent reading, such as iPads, and Playaways.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	General Fund	Classroom teachers and Learning Support Staff.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in peer coaching and visiting host classrooms.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	General Fund	Classroom teachers, special education staff, learning support staff.

## School Improvement Plan

Blanche Sims Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cultures of Thinking/Growth Mindset staff meetings and professional development.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	General Fund	Classroom teachers, special education staff, and learning support staff.

### Strategy 2:

Differentiated Instruction - Teachers will provide students with targeted, differentiated instruction based on student data.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - Power Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement differentiated instruction based on student needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	General Fund	All Blanche Sims Staff.

### Strategy 3:

Tier 2 Supports - Teachers and reading support staff will implement interventions for students who are not on grade level in reading.

Category: English/Language Arts

Research Cited: LLI

Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

## School Improvement Plan

Blanche Sims Elementary School

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

Activity - Learning Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and Learning Support Staff will track data and provide individualized small group instruction for students who need additional support.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$69868	Title I Part A	Learning Support staff and Interventionists

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First Grade and Kindergarten Interventionist training	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	First Grade and Kindergarten Interventionists

### Strategy 4:

Tier 3 Supports - Teachers will provide students, who have been identified to require special education services, with interventions specific to their IEP goals.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works.

## School Improvement Plan

Blanche Sims Elementary School

Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 3

Activity - Research based interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will used research based activities to address areas of academic weakness for individual students.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Special education staff and grade level teachers.

### Strategy 5:

Outside of the school day learning - Teachers will provide students with additional opportunities to support reading outside of the school day.

Category: Learning Support Systems

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - After School Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clubs offered after school to enhance the curriculum	Extra Curricular	Tier 1	Monitor	09/04/2018	06/14/2019	\$4000	General Fund	Activity sponsors

### Measurable Objective 2:

## School Improvement Plan

Blanche Sims Elementary School

100% of Second, Third, Fourth and Fifth grade students will increase student growth in reading in Social Studies by 06/14/2019 as measured by Nonfiction reading assessment.

### Strategy 1:

Non-Fiction Instruction in Social Studies - Teachers will increase the use of non-fiction text during Reading Workshop and Writing Workshop.

Category: Social Studies

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student periodicals, close reading, Cultures of Thinking and nonfiction reading assessments (Grades 2- 5) to enhance non-fiction instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All classroom teachers.

### Measurable Objective 3:

100% of Second, Third, Fourth and Fifth grade students will increase student growth in reading in Science by 06/14/2019 as measured by Nonfiction reading assessment.

### Strategy 1:

Non-Fiction Text Instruction in Science - Teachers will increase the use of non-fiction text during Reading Workshop and Writing Workshop.

Category: Science

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Non-Fiction Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Blanche Sims Elementary School

Teachers will use science periodicals and Cultures of Thinking as well as Growth Mindset to enhance non-fiction instruction in Science.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All classroom teachers
---	--------------------	--------	---------	------------	------------	-----	---------------------	------------------------

### Goal 3: All students at Blanche Sims Elementary will increase student growth in math.

#### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in math standards in Mathematics by 06/14/2019 as measured by Aimsweb data, state assessments or district common assessments.

#### Strategy 1:

Curriculum Alignment - Teachers/Staff will align grade level curriculum with the Common Core Standards to increase students' higher level thinking and applications.

Category: Mathematics

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

Fuson, Karen C. (2013). Math Expressions Common Core. Orlando, FL: Houghton Mifflin Harcourt Publishing Company

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzaon, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Blanche Sims Elementary School

Teachers will review and analyze common formative and summative assessments within grade level teams.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	General Fund	Grade level teachers and Learning Resource teachers
<b>Activity - Math Circle</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers who are members of the Math Circle will meet frequently to discuss best practice, interventions, and assessments and present their findings to the staff.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Grade level teachers, Learning Resource teachers
<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be involved in math instruction and assessment professional development provided by the district math coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$4452	Title II Part A	Grade level teachers, district math coach.

### Strategy 2:

Math Intervention - Teachers will review previously taught math concepts continuously throughout the year. Teachers will put intervention strategies in place when appropriate after reviewing student data. Teachers will look at data and pre-teach as needed.

Category: Mathematics

Research Cited: Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.

DuFour, Richard & Eaker, Robert. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J. & Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzaon, Robert J. (2002) What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 2

## School Improvement Plan

Blanche Sims Elementary School

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct small groups of students in targeted math areas based on data during math instruction and Power Time.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Grade level teachers, support staff, Learning Resource teachers
Activity - Math Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at-risk in the area of math will be invited to participate in math club after school. Students will be supported using a researched based math program to close the gaps in their math skills.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$5774	Title I Part A	Teachers and math club supervisors
Activity - Power Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will decide which grades need to use Power Time for math instruction after reviewing their beginning of the year data. Power Time can be used to pre-teach and re-teach concepts to students who would benefit from the additional instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Research based interventions	Teachers will use research based activities to address areas of academic weakness for individual students.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Special education staff and grade level teachers.
Power Time	Teachers will decide which grades need to use Power Time for math instruction after reviewing their beginning of the year data. Power Time can be used to pre-teach and re-teach concepts to students who would benefit from the additional instruction.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	All staff
Non-Fiction Text	Teachers will use student periodicals, close reading, Cultures of Thinking and nonfiction reading assessments (Grades 2- 5) to enhance non-fiction instruction.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All classroom teachers.
Cross Curricular Writing	Teachers will instruct students in writing assignments in the areas of math, science, social studies and reading.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Grade level teachers, Learning Resource Teachers and Learning Support Staff.
Differentiated Instruction	Teachers will instruct small groups of students in targeted math areas based on data during math instruction and Power Time.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Grade level teachers, support staff, Learning Resource teachers
Math Circle	Teachers who are members of the Math Circle will meet frequently to discuss best practice, interventions, and assessments and present their findings to the staff.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Grade level teachers, Learning Resource teachers

## School Improvement Plan

Blanche Sims Elementary School

Craft and Elaboration	Focus on instructing in the areas of craft and elaboration. Use data to monitor students growth and to determine teaching points. Assessments will be completed at the beginning and the end of the year.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Grade level teachers and Special Ed Teachers.
Professional Development	First Grade and Kindergarten Interventionist training	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	First Grade and Kindergarten Interventionists
Non-Fiction Text	Teachers will use science periodicals and Cultures of Thinking as well as Growth Mindset to enhance non-fiction instruction in Science.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	All classroom teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Time	Teachers will implement differentiated instruction based on student needs.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	All Blanche Sims Staff.
Professional Development	Cultures of Thinking/Growth Mindset staff meetings and professional development.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	Classroom teachers, special education staff, and learning support staff.
Reading Resources	Teachers will use alternate reading materials to assist with independent reading, such as iPads, and Playaways.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	Classroom teachers and Learning Support Staff.
Professional Development	Teachers will have the opportunity to participate in peer coaching and visiting host classrooms.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	Classroom teachers, special education staff, learning support staff.
After School Clubs	Clubs offered after school to enhance the curriculum	Extra Curricular	Tier 1	Monitor	09/04/2018	06/14/2019	\$4000	Activity sponsors

## School Improvement Plan

Blanche Sims Elementary School

Common Assessments	Teachers will review and analyze common formative and summative assessments within grade level teams.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/14/2019	\$1000	Grade level teachers and Learning Resource teachers
--------------------	---	--------------------	--------	---------	------------	------------	--------	---

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be involved in Reader's Workshop professional development.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$2656	All classroom teachers, special education staff, learning support staff and district literacy coach.
Professional Development	Teachers will continue to improve their practice and seek out resources to improve student writing. Professional development will be provided by the district ELA coach.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$2655	All teachers, district ELA coach
Professional Development	Teachers will be involved in math instruction and assessment professional development provided by the district math coach.	Professional Learning	Tier 1	Monitor	09/04/2018	06/14/2019	\$4452	Grade level teachers, district math coach.

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Club	Students who are at-risk in the area of math will be invited to participate in math club after school. Students will be supported using a researched based math program to close the gaps in their math skills.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$5774	Teachers and math club supervisors
Learning Support Staff	Interventionists and Learning Support Staff will track data and provide individualized small group instruction for students who need additional support.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$69868	Learning Support staff and Interventionists