



School Improvement Plan

Amerman Elementary School

Northville 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	

2019/2020 School Improvement Plan

Overview

Plan Name

2019/2020 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Amerman will meet academic growth targets in Reading.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$0
2	All students at Amerman will meet academic growth targets in Math.	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$0
3	All students at Amerman will meet academic growth targets in Writing.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$0
4	All students at Amerman will meet academic growth targets in Science.	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0

Goal 1: All students at Amerman will meet academic growth targets in Reading.

Measurable Objective 1:

67% of All Students will demonstrate a proficiency in achieving NWEA growth targets in Reading by 06/12/2020 as measured by NWEA..

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of reading instruction. - Teachers will provide use the Essential Literacy Practices in the area of reading instruction.

Category: English/Language Arts

Research Cited: Pathways to the Common Core: Accelerating Achievement, Lucy Caulkins and Mary Ehrenworth. Comprehension Through Conversation, Maria Nichols, 2006.

Reading in the Wild Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habit, Donalyn Miller, 2014, Guiding Readers and Writers, Fountas and Pinnell, 2001.

Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

Activity - Reader's Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> Literature study/discussion groups with leveled texts based on Fountas & Pinnell instructional level for each student. Guided reading mini-lesson with decoding, comprehension, word work, or vocabulary strategies to whole group or small group. Independent reading with independent/instructional level books assigned. Individual/small group conferencing for all students. 	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Incorporate Visible Thinking routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A routine can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks. This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff
Activity - Student Ownership of Learning (goals, voice & choice)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Other - Student Engagement	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be based on need as determined by formative assessment and analysis of NWEA and local grade level common assessments, especially through guided reading. An additional focus will be in small group instruction and utilizing the Essential Literacy Practices during professional learning opportunities.	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use, and application of academic, content and cross-curricular vocabulary.

Category: Other - Instruction practices and support

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Richtart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teach Cross-Curricular Academic Vocabulary - (Michigan State Standards Core Vocabulary) through research-based instructional strategies	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff
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Activity - Visual word walls and read-aloud activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of visible representations of content vocabulary and using read-aloud activities for content vocabulary development.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Word Study Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities for word analysis vocabulary including, but not limited to word journeys, words their way etc.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/05/2020	\$0	No Funding Required	School Improvement Team School Staff

Strategy 3:

Professional Learning/Staff Development - Staff will engage in on-going learning opportunities and professional development activities involving the use of best practices and providing instruction and support in the acquisition, use, and application of vocabulary.

Category: School Culture

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Teacher to Teacher Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use District provided professional development time to share activities and strategies for teaching and supporting best instructional practices and support of vocabulary acquisition, use and application.	Professional Learning	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Staff School staff
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Activity - Strategies Development and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning and staff development in SIOP strategies, read aloud activities, Frayer model, Cloze activities, word journeys, Word their Way, Marzano's Grade Level Content Vocabulary Lists...etc/	Professional Learning	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Staff School staff

Measurable Objective 2:

63% of English Learners students will demonstrate a proficiency and meet academic growth targets in Reading by 06/19/2020 as measured by NWEA growth targets.

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of reading instruction. - Teachers will provide use the Essential Literacy Practices in the area of reading instruction.

Category: English/Language Arts

Research Cited: Pathways to the Common Core: Accelerating Achievement, Lucy Caulkins and Mary Ehrenworth. Comprehension Through Conversation, Maria Nichols, 2006.

Reading in the Wild Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habit, Donalyn Miller, 2014, Guiding Readers and Writers, Fountas and Pinnell, 2001.

Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

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Tier: Tier 1

Activity - Reader's Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> Literature study/discussion groups with leveled texts based on Fountas & Pinnell instructional level for each student. Guided reading mini-lesson with decoding, comprehension, word work, or vocabulary strategies to whole group or small group. Independent reading with independent/instructional level books assigned. Individual/small group conferencing for all students. 	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff
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Activity - Incorporate Visible Thinking routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A routine can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks. This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Student Ownership of Learning (goals, voice & choice)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Other - Student Engagement	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be based on need as determined by formative assessment and analysis of NWEA and local grade level common assessments, especially through guided reading. An additional focus will be in small group instruction and utilizing the Essential Literacy Practices during professional learning opportunities.	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use, and application of academic, content and cross-curricular vocabulary.

Category: Other - Instruction practices and support

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc.

Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Explicit Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach Cross-Curricular Academic Vocabulary - (Michigan State Standards Core Vocabulary) through research-based instructional strategies	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Visual word walls and read-aloud activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of visible representations of content vocabulary and using read-aloud activities for content vocabulary development.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Word Study Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities for word analysis vocabulary including, but not limited to word journeys, words their way etc.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/05/2020	\$0	No Funding Required	School Improvement Team School Staff

Goal 2: All students at Amerman will meet academic growth targets in Math.

Measurable Objective 1:

67% of All Students will demonstrate a proficiency in achieving NWEA growth targets in Mathematics by 06/12/2020 as measured by meeting NWEA growth targets. .

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of math instruction.

Category: Mathematics

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001

<http://teachingworks.org/research-data>

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<http://www.corestandards.org/Math>

<http://www.hmhlearning.com/math/mathinfocus/mid12/index.php>

Zemelman, S. , Daniels, H., & Hyde, A. Best Practice: Today's Standards for Teaching and Learning in America's Schools. Third Edition. Heinemann, Portsmouth, NH. 2005

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Guided math groups/small group instruction *Integrate the Eight Mathematical Practices	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Incorporate Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - School-wide Task of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collegial teams will collaborate on implementing and reflecting on task with real-world authentic connections and connections to measurement and data.	Teacher Collaboration, Other - Student collaboration and engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instruction will be based on need as determined by formative assessments and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Staff School staff
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(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use and application of academic, content, and cross-curricular vocabulary.

Category: Mathematics

Research Cited: Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

Activity - Academic & Content Vocabulary - acquisition & usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on academic and content vocabulary that may include visual representations of academic and content vocabulary. For example: word walls, Frayer model, word webs, and content sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Strategy 3:

Professional Learning/Staff Development - Staff will engage in on-going learning opportunities and professional development activities involving the use of best practices and providing instruction and support of vocabulary acquisition, use and application and mathematical best practices.

Category: Mathematics

Research Cited: Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use District provided professional development time and scheduling adjustments for teacher to teacher share, classroom labs, other professional support (i.e. Math coach) and examining online resources.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Staff School Staff
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Measurable Objective 2:

67% of English Learners students will demonstrate a proficiency and meet academic growth targets in Mathematics by 06/19/2020 as measured by NWEA growth targets.

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of math instruction.

Category: Mathematics

Research Cited: Marzano, R. Classroom Instruction that Works. ASCD. Alexandria, VA. 2001

<http://teachingworks.org/research-data>

<http://www.corestandards.org/Math>

<http://www.hmlearning.com/math/mathinfo/mid12/index.php>

Zemelman, S. , Daniels, H., & Hyde, A. Best Practice: Today's Standards for Teaching and Learning in America's Schools. Third Edition. Heinemann, Portsmouth, NH. 2005

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Tier: Tier 1

Activity - Math Workshop Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Guided math groups/small group instruction *Integrate the Eight Mathematical Practices	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Incorporate Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

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Activity - School-wide Task of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collegial teams will collaborate on implementing and reflecting on task with real-world authentic connections and connections to measurement and data.	Teacher Collaboration, Other - Student collaboration and engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be based on need as determined by formative assessments and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use and application of academic, content, and cross-curricular vocabulary.

Category: Mathematics

Research Cited: Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Tier: Tier 1

Activity - Academic & Content Vocabulary - acquisition & usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on academic and content vocabulary that may include visual representations of academic and content vocabulary. For example: word walls, Frayer model, word webs, and content sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Goal 3: All students at Amerman will meet academic growth targets in Writing.

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Measurable Objective 1:

60% of All Students will demonstrate a proficiency in Writing by 06/12/2020 as measured by state and local assessments. .

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of writing instruction.

Category: English/Language Arts

Research Cited: Marzano. R. Classroom Instruction that Works. ASCD. Alexandria, VA 2001

Calkins, L. The Art Of Teaching Writing. 2nd ed. Portsmouth, NH: Heineman. 2004

LeButt, C. Empowering your students for the 21st century. LeButt Publishing. Hartland , MI 2013

Common Core Writing Standards - <http://www.corestandards.org/ELA-Literacy>

Oakland Writing Units - <http://oakland12-public.rubiconatlas.org/Atlas/Public/View/Default>

Readers Writers Workshop - <http://readingandwritingproject.com/professional-development/common-core-standards.html>

Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc.

Upper Saddle River, NJ., 2014.

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California., 2011 Jossey-Bass

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Tier: Tier 1

Activity - Explicitly teach the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicitly teach the Writing Process with focus on Revision and Editing	Implementation	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	All Staff Writing Action Committee

Activity - Incorporate Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is about the implementation, communication, and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

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Activity - Student Ownership of Learning (goals, voice & choice)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Community Engagement, Other - Student Engagement	Tier 1	Monitor	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be based on need as determined by formative assessment and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use and application of academic, content, and cross-curricular vocabulary.

Category: Other - Instructional practices and support

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Tier: Tier 1

Activity - Cross-curricular Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use shared writing activities for cross-curricular academic vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

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Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use shared writing activities for content vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Strategy 3:

Professional Learning/Staff Development - Staff will engage in on-going learning opportunities and professional development activities involving the use of best practices and providing instruction and support in the acquisitions, use, and application.

Category: School Culture

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

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Tier: Tier 1

Activity - Teacher to Teacher Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use District provided professional development time to share activities and strategies for teaching and supporting best instructional practices and support the writing process, including editing and revising strategies, such as peer and unknown author revision, adding details and organizing sequence of events, structure of your writing - graphic organizers, transitions, peer and unknown author editing. Writing strategies included, but not limited to: integrating Modeling/shared writing, Share the Pen, Cloze activities, notebooks, mini-office, quick writes, and word walls and Marzano's Grade Level Content Vocabulary lists.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Measurable Objective 2:

60% of English Learners students will demonstrate a proficiency and meet academic growth targets in Writing by 06/19/2020 as measured by state and local assessments.

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of writing instruction.

School Improvement Plan

Amerman Elementary School

Category: English/Language Arts

Research Cited: Marzano. R. Classroom Instruction that Works. ASCD. Alexandria, VA 2001

Calkins, L. The Art Of Teaching Writing. 2nd ed. Portsmouth, NH: Heineman. 2004

LeButt, C. Empowering your students for the 21st century. LeButt Publishing. Hartland , MI 2013

Common Core Writing Standards - <http://www.corestandards.org/ELA-Literacy>

Oakland Writing Units - <http://oakland12-public.rubiconatlas.org/Atlas/Public/View/Default>

Readers Writers Workshop - <http://readingandwritingproject.com/professional-development/common-core-standards.html>

Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

Activity - Explicitly teach the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicitly teach the Writing Process with focus on Revision and Editing	Implementation	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	All Staff Writing Action Committee

Activity - Incorporate Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity is about the implementation, communication, and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Student Ownership of Learning (goals, voice & choice)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Community Engagement, Other - Student Engagement	Tier 1	Monitor	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be based on need as determined by formative assessment and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

(shared) Strategy 2:

Vocabulary - Teachers will provide instruction and support to students in the acquisition, use and application of academic, content, and cross-curricular vocabulary.

Category: Other - Instructional practices and support

Research Cited: Fountas, Irene C., Pinnell, Gay Su. Guiding Readers and Writers: Teaching Comprehension, Genre and Content Literacy. Heinmann Portsmouth, NH., 2001,

Ritchart, Ron, Church, Mark, Morrison, Karin. Making tHinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Cross-curricular Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use shared writing activities for cross-curricular academic vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Content Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use shared writing activities for content vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff
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Goal 4: All students at Amerman will meet academic growth targets in Science.

Measurable Objective 1:

64% of Third, Fourth and Fifth grade students will demonstrate a proficiency in achieving NWEA growth targets in Science by 06/12/2020 as measured by meeting NWEA growth targets..

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of science instruction.

Category: Science

Research Cited: National Research Council of the National Academics. A Framework for K-12Science Education. NAS Washington, DC. 2012

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Inquiry-Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement grade-level appropriate inquiry-based activities in science instruction.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Staff School Staff

Activity - Content Vocabulary - Acquisition & Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

School Improvement Plan

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(shared) Strategy 2:

Science & Math Integration - Teachers will regularly plan and integrate activities focused on Measurement and Data Michigan Math Standards into science.

Category: Other - Cross-curricular - Math & Science

Research Cited: Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - STEAM Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collegial teams will collaborate with the collection and display of a STEAM-based showcase.	Teacher Collaboration, Other - Student Collaboration and Engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Activity - Content Vocabulary - Acquisition & Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff

Strategy 3:

Professional Learning/Staff Development - Staff will engage in on-going learning opportunities and professional development activities involving the use of best practices and providing instruction and support of vocabulary acquisition, use and application and science best practices.

Category: Science

Research Cited: Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Tier: Tier 1

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Activity - Teacher Debrief Session	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use District provided professional development time to debrief, share activities and strategies related to the new science standards, science materials and units. Some sessions to be structured K-2 & 3-5.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Measurable Objective 2:

60% of English Learners students will demonstrate a proficiency and meet academic growth targets for all third, fourth, and fifth grade ELL students in Science by 06/19/2020 as measured by NWEA growth targets.

(shared) Strategy 1:

Best Practices - Teachers will provide best practices in the area of science instruction.

Category: Science

Research Cited: National Research Council of the National Academics. A Framework for K-12 Science Education. NAS Washington, DC. 2012

Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc.

Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - Inquiry-Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement grade-level appropriate inquiry-based activities in science instruction.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

Activity - Content Vocabulary - Acquisition & Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School Staff

(shared) Strategy 2:

Science & Math Integration - Teachers will regularly plan and integrate activities focused on Measurement and Data Michigan Math Standards into science.

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Category: Other - Cross-curricular - Math & Science

Research Cited: Ritchart, Ron, Church, Mark, Morrison, Karin. Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco California., 2011 Jossey-Bass

Visible Learning - Information About What Works Best for Learning. Visible-learning.org

Echevarria, Jana., Vogt, MaryEllen., Short, Deborah J.. Making Content Comprehensible for Elementary English Learners: The SIOP Model. Pearson Education Inc. Upper Saddle River, NJ., 2014.

Tier: Tier 1

Activity - STEAM Showcase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collegial teams will collaborate with the collection and display of a STEAM-based showcase.	Teacher Collaboration, Other - Student Collaboration and Engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School staff
Activity - Content Vocabulary - Acquisition & Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	No Funding Required	School Improvement Team School 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
STEAM Showcase	Collegial teams will collaborate with the collection and display of a STEAM-based showcase.	Teacher Collaboration, Other - Student Collaboration and Engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Academic & Content Vocabulary - acquisition & usage	Implement strategies, activities and practices focused on academic and content vocabulary that may include visual representations of academic and content vocabulary. For example: word walls, Frayer model, word webs, and content sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Teacher to Teacher Share	Use District provided professional development time to share activities and strategies for teaching and supporting best instructional practices and support the writing process, including editing and revising strategies, such as peer and unknown author revision, adding details and organizing sequence of events, structure of your writing - graphic organizers, transitions, peer and unknown author editing. Writing strategies included, but not limited to: integrating Modeling/shared writing, Share the Pen, Cloze activities, notebooks, mini-office, quick writes, and word walls and Marzano's Grade Level Content Vocabulary lists.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Differentiated Instruction	Instruction will be based on need as determined by formative assessments and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team Staff School staff
Content Vocabulary - Acquisition & Usage	Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff

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Teacher Debrief Session	Use District provided professional development time to debrief, share activities and strategies related to the new science standards, science materials and units. Some sessions to be structured K-2 & 3-5.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Differentiated Instruction	Instruction will be based on need as determined by formative assessment and analysis of local grade level common assessments.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Incorporate Visible Thinking Routines	This activity is about the implementation, communication, and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
School-wide Task of the Month	Collegial teams will collaborate on implementing and reflecting on task with real-world authentic connections and connections to measurement and data.	Teacher Collaboration, Other - Student collaboration and engagement	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Student Ownership of Learning (goals, voice & choice)	Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Other - Student Engagement	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	School Improvement Team School staff
Student Ownership of Learning (goals, voice & choice)	Continue our TLIM efforts with monitoring student academic goal setting and tracking.	Community Engagement, Other - Student Engagement	Tier 1	Monitor	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Content Vocabulary - Acquisition & Usage	Implement strategies, activities and practices focused on Content Vocabulary that may include visual representations of content vocabulary. For example: word walls, Frayer model, word webs, content word sorts.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Teacher to Teacher Share	Use District provided professional development time to share activities and strategies for teaching and supporting best instructional practices and support of vocabulary acquisition, use and application.	Professional Learning	Tier 1	Implement	08/28/2018	06/12/2020	\$0	School Improvement Team School staff
Visual word walls and read-aloud activities	Implementation of visible representations of content vocabulary and using read-aloud activities for content vocabulary development.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	School Improvement Team School Staff

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Explicitly teach the Writing Process	Explicitly teach the Writing Process with focus on Revision and Editing	Implementation	Tier 1	Implement	08/28/2017	06/12/2020	\$0	All Staff Writing Action Committee
Incorporate Visible Thinking Routines	This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Reader's Workshop Model	<ul style="list-style-type: none"> Literature study/discussion groups with leveled texts based on Fountas & Pinnell instructional level for each student. Guided reading mini-lesson with decoding, comprehension, word work, or vocabulary strategies to whole group or small group. Independent reading with independent/instructional level books assigned. Individual/small group conferencing for all students. 	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	School Improvement Team School staff
Explicit Vocabulary Instruction	Teach Cross-Curricular Academic Vocabulary - (Michigan State Standards Core Vocabulary) through research-based instructional strategies	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	School Improvement Team School Staff
Strategies Development and Learning	Professional Learning and staff development in SIOP strategies, read aloud activities, Frayer model, Cloze activities, word journeys, Word their Way, Marzano's Grade Level Content Vocabulary Lists...etc/	Professional Learning	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	School Improvement Staff School staff
Cross-curricular Academic Vocabulary	Use shared writing activities for cross-curricular academic vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Word Study Activities	Activities for word analysis vocabulary including, but not limited to word journeys, words their way etc.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/05/2020	\$0	School Improvement Team School Staff
Differentiated Instruction	Instruction will be based on need as determined by formative assessment and analysis of NWEA and local grade level common assessments, especially through guided reading. An additional focus will be in small group instruction and utilizing the Essential Literacy Practices during professional learning opportunities.	Other - Instructional practices	Tier 1	Monitor	08/28/2018	06/12/2020	\$0	School Improvement Team School staff

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Content Vocabulary	Use shared writing activities for content vocabulary acquisition, use and application.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School Staff
Math Workshop Model	*Guided math groups/small group instruction *Integrate the Eight Mathematical Practices	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Team School staff
Incorporate Visible Thinking routines	A routine can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks. This activity is about the implementation, communication and practice of thinking routines school-wide and with our families.	Other - Instructional practices	Tier 1	Implement	08/28/2018	06/12/2020	\$0	School Improvement Team School Staff
Inquiry-Based Activities	Implement grade-level appropriate inquiry-based activities in science instruction.	Other - Instructional practices	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Staff School Staff
Professional Learning	Use District provided professional development time and scheduling adjustments for teacher to teacher share, classroom labs, other professional support (i.e. Math coach) and examining online resources.	Professional Learning	Tier 1	Implement	08/28/2017	06/12/2020	\$0	School Improvement Staff School Staff