

# **Plan for Single Building District Improvement Plan**

Branch Line School

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## **Overview**

### **Plan Name**

Plan for Single Building District 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 will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	All Students will be proficient in Math.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$0
3	All Students will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
4	All staff will have a cohesive classroom management plan.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All Students will be proficient in Writing

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in writing in English Language Arts in Writing by 06/12/2015 as measured by state and school assessments..

### Strategy 1:

Argumentative / Opinion Writing - Teachers will teach students what argumentative/opinion writing is as outlined in the Common Core State Standards and explicitly teach students how to add details and examples to support their thinking.

Research Cited: Common Core State Standards for Writing (Anchor Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.) MAISA ( Michigan Administrator of Intermediate School Districts Association) units are based on the work of Lucy Calkins

Tier: Tier 1

Activity - Argumentative / Opinion Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the MAISA Units of Study for teaching opinion/argumentative writing in grades K-4. - Grade K: Opinion Letter - Grade 1: Opinion Letter & Speeches - Grade 2: Opinion: Using the Power of Reviews - Grade 3: Personal Essay - Grade 4: Literary Essay - Grade 5; Literary Essay - Grade 6; Argumentative Essay - Grade 7; Argumentative Essay - Grade 8; Argumentative Essay	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Classroom Teachers and Support Staff
Activity - Collaborative Scoring Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to score student writing, including the use of common rubrics and data analysis to suggest instructional strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff
Activity - On demand writing using technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will produce on-demand writing four to six per year, using technology. (CCSS Anchor Standard #6: Use technology, including the internet, to produce and publish writing, and to interact and collaborate with others.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff
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## Goal 2: All Students will be proficient in Math.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency numbers and operations in Mathematics in Mathematics by 05/29/2015 as measured by state and school assessments..

### Strategy 1:

Differentiated instruction in Numbers & Operations - All teachers will provide differentiated instruction with students with disabilities in order to increase their proficiency of concepts in numbers and operations.

Research Cited: Math Expressions Common Core

Tier: Tier 1

Activity - Focus on Basic Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer math mad minutes to class every two weeks based on grade level expectations. (K- addition, 1st- Addition /Subtraction 2- Addition /Subtraction 3- Multiplication 8 Division) School wide data is compiled in a Google doc.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff
Activity - Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Supplemental Materials such as: exits slips and "Readiness Activities" from EDM. ( i.e: Mad minutes, computer games such as xtramath.com, EDM website, and education city.)	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching and Support Staff
Activity - Special Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increased one on one support to Special Education students.	Direct Instruction	Tier 3	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching and Support Staff

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### Measurable Objective 2:

100% of All Students will demonstrate a proficiency with problem solving and perseverance with problems in Mathematics in Mathematics by 06/12/2015 as measured by Smarter Balanced assessments.

#### Strategy 1:

Explicit Instruction - All teachers will provide explicit instruction to all students in order to increase their ability to make sense of problems and persevere in solving them.

Research Cited: Common Core State Standards for Mathematics (CCSS Mathematical Practices #1 - Make sense of problems and persevere in solving them)

Tier:

Activity - Focus on problem solving tasks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify problem solving tasks in the math program that align with tasks similar to those found in the Smarter Balanced Assessments.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teachers and Support Staff

Activity - Student Problem Solving Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small cooperative groups to make sense of problems, identify key words and numbers and work together to solve them.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teachers and Support Staff

## Goal 3: All Students will be proficient in Reading.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in comprehension of narrative and informational text in English Language Arts in Reading by 06/12/2015 as measured by state and school assessments..

#### Strategy 1:

Close / critical reading strategies - All teachers will provide explicit instruction in using close and critical reading strategies.

Research Cited: Common Core State Standards, for English Language Arts (Anchor Standard #1: Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.)

Tier: Tier 1

Activity - Reading Response Journal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use of reading response journal and / or strategy sheets for students to "hold their thinking", when given a specific focus.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff
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Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss strategies to improve close and critical reading skills at collaborative meetings.	Other		Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

Activity - Collegial Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe each other to provide instruction in a "learning lab" model.	Professional Learning		Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

Activity - Read Alouds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize "Read Alouds" to model inferential thinking other comprehension strategies.	Policy and Process	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students will specific test taking strategies appropriate to the grade level.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

### Strategy 2:

Text Based Answers - All teachers will teach students to give "text based" answers as defined in the Common Core State Standards to show and support their thinking.

Research Cited: Common Core State Standards, for Language Arts (Anchor Standard #1: Read closely to determine what the text says and explicitly and to make logical inference from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.)

Tier: Tier 1

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use a variety of tools to "hold their thinking" when reading informational texts. These may include "prove-it" forms, sticky notes, etc.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff



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Activity - Locating answers in text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students locate information within a text to answer specific questions and prove their thinking.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

### Strategy 3:

Informational Text - Teachers will increase their use of informational texts in order to develop deeper levels of comprehension as required in the Common Core State Standards.

Research Cited: Common Core State Standards, for Language Arts. (Anchor Standard #10: Read and comprehend complex literary and informational text independently and proficiently.)

Tier: Tier 1

Activity - Cross-curricular Reading materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will integrate Science and Social Studies books and articles into the structure of the Reading Workshop.	Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

Activity - Jan Richardson Guided Reading Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of strategies from Jan Richardson's The Next Steps in Guided Reading when teaching how to use informational texts.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	All Teaching Staff

## Goal 4: All staff will have a cohesive classroom management plan.

### Measurable Objective 1:

collaborate to to create a classroom management plan for all classrooms. by 10/31/2014 as measured by the completion and implementation of classroom management strategies..

### Strategy 1:

Classroom Management Strategy Portfolio - Teachers will work with the Cultural Lead to create a collection of classroom management strategies and appropriate rewards and consequences.

Research Cited: The First Days of School, Harry Wong

Tier:

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Activity - Classroom Management Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collectively come together and research appropriate classroom management strategies. The entire BLS staff will create a binder of appropriate resources, rewards, and consequences.	Professional Learning		Getting Ready	07/02/2014	10/31/2014	\$0	No Funding Required	All BLS 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
Classroom Management Strategy	Teachers will collectively come together and research appropriate classroom management strategies. The entire BLS staff will create a binder of appropriate resources, rewards, and consequences.	Professional Learning		Getting Ready	07/02/2014	10/31/2014	\$0	All BLS Staff
Collegial Observations	Teachers will observe each other to provide instruction in a "learning lab" model.	Professional Learning		Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
PLC Meetings	Teachers will discuss strategies to improve close and critical reading skills at collaborative meetings.	Other		Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Read Alouds	Teachers will utilize "Read Alouds" to model inferential thinking other comprehension strategies.	Policy and Process	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Cross-curricular Reading materials	Staff will integrate Science and Social Studies books and articles into the structure of the Reading Workshop.	Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Argumentative / Opinion Writing	Use the MAISA Units of Study for teaching opinion/argumentative writing in grades K-4. - Grade K: Opinion Letter - Grade 1: Opinion Letter & Speeches - Grade 2: Opinion: Using the Power of Reviews - Grade 3: Personal Essay - Grade 4: Literary Essay - Grade 5; Literary Essay - Grade 6; Argumentative Essay - Grade 7; Argumentative Essay - Grade 8; Argumentative Essay	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Classroom Teachers and Support Staff
Focus on problem solving tasks	Identify problem solving tasks in the math program that align with tasks similar to those found in the Smarter Balanced Assessments.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teachers and Support Staff
Locating answers in text	Students locate information within a text to answer specific questions and prove their thinking.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff

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On demand writing using technology	Students will produce on-demand writing four to six per year, using technology. (CCSS Anchor Standard #6: Use technology, including the internet, to produce and publish writing, and to interact and collaborate with others.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	All Teaching Staff
Instructional Strategies	Students use a variety of tools to "hold their thinking" when reading informational texts. These may include "prove-it" forms, sticky notes, etc.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Special Education	Increased one on one support to Special Education students.	Direct Instruction	Tier 3	Implement	09/02/2014	06/12/2015	\$0	All Teaching and Support Staff
Test Taking Strategies	Teachers will provide students will specific test taking strategies appropriate to the grade level.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Collaborative Scoring Sessions	Teachers will work collaboratively to score student writing, including the use of common rubrics and data analysis to suggest instructional strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Reading Response Journal	Use of reading response journal and / or strategy sheets for students to "hold their thinking", when given a specific focus.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff
Jan Richardson Guided Reading Model	Use of strategies from Jan Richardson's The Next Steps in Guided Reading when teaching how to use informational texts.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	All Teaching Staff
Student Problem Solving Teams	Students will work in small cooperative groups to make sense of problems, identify key words and numbers and work together to solve them.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teachers and Support Staff
Supplemental Materials	Use of Supplemental Materials such as: exits slips and "Readiness Activities" from EDM. ( i.e: Mad minutes, computer games such as xtramath.com, EDM website, and education city.)	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching and Support Staff
Focus on Basic Facts	Teachers will administer math mad minutes to class every two weeks based on grade level expectations. (K-addition, 1st-Addition /Subtraction 2- Addition /Subtraction 3-Multiplication 8 Division) School wide data is compiled in a Google doc.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All Teaching Staff