



School Improvement Plan

Huron Elementary School

Chippewa Valley 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 & Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by a team consisting of elementary teachers and our principal. The team met on multiple occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Discussion at staff meetings regarding the school wide transition was held.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Huron Elementary utilizes NWEA MAP and M-STEP assessment data for grades K-5 in reading and math. We also reviewed our state assessment data from previous years. .

Kindergarten - 2nd grade: NWEA scores are reported by the percent of students at or above the grade level norm three times per year. Grades 3-5 take the NWEA twice per year because they also take the M-STEP.

NWEA 2017-2018

Kindergarten

Reading:	Fall	Winter	Spring			
				58%	44%	60%

Math:	Fall	Winter	Spring			
				62%	43%	61%

1st grade

Reading:	Fall	Winter	Spring			
				52%	56%	64%

Math:	Fall	Winter	Spring			
				67%	56%	70%

2nd Grade

Reading:	Fall	Winter	Spring			
				62%	64%	63%

Math:	Fall	Winter	Spring			
				66%	54%	47%

3rd Grade

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Reading: Fall Winter Spring
48% 53%

Math: Fall Winter Spring
56% 47%

4th Grade

Reading: Fall Winter Spring
70% 56%

Math: Fall Winter Spring
68% 65%

5th Grade

Reading: Fall Winter Spring
54% 61%

Math: Fall Winter Spring
57% 48%

*State assessment data is reported for all students. Data shows percentage of students who were proficient.

M-STEP ELA

Spring 2016	Spring 2017
3rd: 45%	3rd: 50%
4th: 50%	4th: 44%
5th: 59%	5th: 62%

M-STEP MATH

Spring 2016	Spring 2017
3rd: 46%	3rd: 59%
4th: 65%	4th: 55%
5th: 43%	5th: 51%

*Summary of Student Data: Mathematics & Reading

Our district measurement for reading and math is the NWEA assessment. Grades 1, 2, 3, & 5 all showed growth from fall to spring; Grades K & 4 did not. We have implemented a new ELA program, Journeys, this year which most likely impacted this mostly positive trend. All grades showed some decrease in their NWEA math scores. This was a very surprising observation. When we compared cohorts spring to spring scores, we did see more growth through that comparison. We are in our fourth year of using the Bridges math program. When it was adopted, we did see positive growth trends across the district. Our team is working to identify strategies and resources that can be used in this area. We have had a TOPS teacher providing interventions in the area of math. Our goal is to work together to discuss new strategies that we can try to support math learning for next year.

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State assessment data for the past two years have shown mainly positive trends. Grades 3 and 5 have shown improvements in the previous year's scores.

As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the Macomb ISD. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

*Reading:

Our district measurement for reading is the NWEA assessment. There is an increase in grades K,1,2,3, & 5 of students who are at grade level norm or above from fall 2017 to spring 2018. 4th grade students have not demonstrated this same increase. As a staff, we will work together to review our MTSS interventions and strategies that we are providing to our students, especially during Small Group instruction. We will continue to utilize our Title I and At-Risk resources/funds to provide services to our identified students.

State assessment data for the past two years shows the percentage of Huron students who are proficient is above the state average in both ELA and Math; the only exception is in 2016 when Huron's 3rd grade ELA average was 45 compared to the state's average of 46. It should be noted that in 2017 Huron's 3rd grade ELA average was 50 compared to the state's average of 44.1.

*Science:

According to M-STEP data, in 2016, 19% of Huron fourth graders were proficient in Science compared with the state average of 14.7%. As a district, Rubicon Atlas has been used to provide units for teachers. Next, the district will begin rolling out the NGSS, offering teachers the opportunity to attend trainings beginning in the 2018-2019 school year with the goal being all teachers will be trained by the 2019-2020 school year.

*Social Studies:

According to M-STEP data, in 2016, 17% of Huron fifth graders were proficient in Social Studies compared with the state average of 18.9%. Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

*AdvaceED survey data: Staff - overall score 3.92

- Purpose & Direction overall score 4.13
- Governance and Leadership overall score 4.03
- Teaching and Assessing for Learning overall score 3.93
- Resources and Support Systems overall score 3.86
- Using Results for Continuous Improvement overall score 3.76

*AdvaceED survey data: Parents - overall score 4.15

- Purpose & Direction overall score 4.04
- Governance and Leadership overall score 4.03
- Teaching and Assessing for Learning overall score 4.00
- Resources and Support Systems overall score 4.00

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-Using Results for Continuous Improvement overall score 4.06

*AdvaceED survey data: Students - overall score 2.77

-Purpose & Direction overall score 2.87

-Governance and Leadership overall score 2.69

-Teaching and Assessing for Learning overall score 2.83

-Resources and Support Systems overall score 2.80

-Using Results for Continuous Improvement overall score 2.61

Perception Data:

*Staff: 49/50 (98%) of staff took the survey.

Highest Performing Items:

F11 Our school maintains facilities that contribute to a safe environment. 4.53

D7 Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. 4.34

C5 Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.33

C1 Our school's purpose statement is clearly focused on student success. 4.31

E5 All teachers in our school use a process to inform students of their learning expectations and standards of performance. 4.29

Lowest Performing Items:

G4 Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. 3.26

F6 Our school provides a plan for the acquisition and support of technology to support student learning. 3.44

E10 All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). 3.50

F8 Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). 3.50

F7 Our school provides a plan for the acquisition and support of technology to support the school's operational needs. 3.56

Plans for improvement:

G4-Data review meetings are scheduled 3 times per year for teachers and staff to review & analyze data to inform instruction.

F6-A staff member serves on the technology council and reports back to staff. District provided PD days have included technology sessions for interested teachers.

E10-Data review meetings are facilitated by administrator and school Psychologist to aide in process.

F8-District-wide MTSS flow charts have been put in place & support staff have been hired to service students in K-5.

F7-Help Desk is available along with technology support staff at the administration office. Monthly tech newsletters are sent to teachers.

*Parents: 113/400 (28%) of parents took the survey.

Highest Performing Items:

F3 Our school provides a safe learning environment. 4.46

D3 Our school has high expectations for students in all classes. 4.37

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G1 Our school ensures that all staff members monitor and report the achievement of school goals. 4.33

C3 Our school has established goals and a plan for improving student learning. 4.31

E5 All of my child's teachers work as a team to help my child learn. 4.31

Lowest Performing Items:

E13 My child has up-to-date computers and other technology to learn. 3.85

F8 Our school ensures the effective use of financial resources. 3.88

C2 Our school's purpose statement is formally reviewed and revised with involvement from parents. 3.91

F6 Our school provides opportunities for students to participate in activities that interest them. 3.92

F5 Our school provides excellent support services (e.g., counseling, and/or career planning). 3.96

Plans for improvement:

E13-Bond proposals include updating of technology.

F8-The principal will review use of financial resources and make changes as necessary to ensure effective use. PTO has supported several school-wide initiatives.

C2-Parents are invited to attend PTO and other meetings in which the school's purpose statement is discussed.

F6-Huron offers several before and after school clubs/activities, but mostly for students in grades 3-5. This was discussed at a staff meeting to brainstorm ideas for K-2.

F5-As funding is made available, more support staff is hired (Title I program specialists).

*Students: 203/264 (77%) of students in grades 3-5 took the survey.

Highest Performing Items:

D3 In my school my teachers want me to do my best work. 2.95

C1 In my school my principal and teachers want every student to learn. 2.93

G3 My principal and teachers help me to be ready for the next grade. 2.92

E4 My teachers tell me how I should behave and do my work. 2.91

F3 My school has computers to help me learn. 2.90

Lowest Performing Items:

G1 My principal and teachers ask me what I think about school. 2.14

D2 In my school students treat adults with respect. 2.53

D1 In my school I am treated fairly. 2.59

F1 My school is safe and clean. 2.62

E5 My teachers asks my family to come to school activities. 2.65

Plans for improvement:

G1-Teachers will ask students for their feedback more often.

D2-School-wide PBIS is in place & SWIS office referrals ensure students who are disrespectful receive proper consequences.

D1-Teachers will have discussions with students about what it means to be treated fairly and brainstorm solutions for any issues that arise.

F1-Custodial staff will continue to monitor cleanliness of school & deal with issues as they arise. Teachers have started keeping their classroom doors locked at all times. All visitors are required to be buzzed in and checked in at the office.

E5-Parents are invited to before & after school activities (Date with Dad, Moments with Mom, Harvest Fest, PEN Night, Field Day, Music

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Concerts, Specials Night).

Demographic Data:

Total Students: 510

Average Daily Attendance: 96.76% Tardies: Averaging 15-20 per day

Truancies: 2 referred

Free and Reduced Lunch: 45%

Special Education: 17%

Hispanic: 11%

Limited English Proficiency: 20%

Mobility: 31 new students to Huron for 2017-18 and 17 students have transferred out since September 2017

We had 5 suspensions this year for a total of 4 days (3 students who contributed).

For the 2017-18 school year, 41 referrals have been recorded as of 5-2

Conclusions

Areas of Priority:

1. Content areas

a. Reading: 1-3, 5 NWEA reading scores show improvement. Grades K and 4 reading scores were stagnant in K and decline in 4th grade. The district adopted a new language arts series and implemented in Fall 2017. This will provide a cohesive language arts curriculum. STAR reading assessment data for Tier III students provides teachers with specific areas of deficit that can be used to guide instruction for small reading groups within the classroom. MTSS will continually be reviewed and restructured as needed to maximize effectiveness.

b. Math: All of our grades K-5 have shown slight decreases in the NWEA scores. This was a surprising observation. Because this year a new ELA curriculum was implemented K-5, there may have been some impact on the math scores. Currently, our school is working hard to identify interventions and strategies aimed at improving the achievement for these grades. However, state assessment data for the past two years shows that our math scores have been trending up. Our district has adopted a new math program in an effort to increase student achievement four years ago. Trend data shows that our African American, LED, and ED students have scored lower on state math assessments than our white students. As a staff, we will further explore math interventions that are provided by the Bridges Mathematics publisher. We will also be working to schedule mini workshops for instructional staff provided by the district. Additional resources provided by the ISD may also be considered. Additionally, our school will be restructuring how services are provided to our tier 2 and 3 students in regards to math interventions.

c. Science: As a school, we intend to meet as a team to discuss the science curriculum and units/lessons that are now (as of this year) available to teachers on the district's Rubicon Atlas. This website houses the district's science curriculum, yearlong maps, and other available resources. Another measure that our instructional staff and administration will take to improve proficiency will include coordinating with our district science curricular leaders in an effort to see what more our teachers can do to prepare our students for state assessments and to ensure they are completely teaching the state science standards throughout the year.

d. Social Studies: Overall, our trend data for social studies continues to be low and is an area of concern. As a building, all instructional staff will begin using our district provided Rubicon Atlas which houses curriculum and pacing guides as well as lesson plans/ideas for teachers to use in all grade levels. Our district continues to add resources for teachers to utilize in their curriculum.

2. Subgroup concerns:

African American and ED students have consistently scored lower than white students on state assessments. Our MTSS program has focused on the academic needs of any students that are struggling. The district provides a grant funded Summer Success program in which eligible students receive a scholarship based on assessment scores below the 25th percentile. A second summer program is provided for English language learners who meet eligibility from the WIDA assessment. Our staff is going to be creating a new school improvement goal which will focus on school culture and climate with the intent to focus on motivating students and to promote success for all.

3. Perception data:

On the staff surveys, teachers expressed a desire to have designated time to meet with cross grade levels regarding curriculum, strategies, and ways to effectively support students. Staff would like more time to collaborate and more professional development. Parents have concerns about the parking lot that will continue to need to be addressed. The building grounds have been updated and the building has been improved through murals.

4. Demographic trends:

The African American and economically disadvantage population continues to slowly increase. We anticipate the mobility rate will remain or increase due to the availability of rental properties (apartment, condos, and mobile home). Tardies continue to be a concern.

5. Discipline: Suspensions and office referrals continue to impede student learning. Our current school wide PBIS system will need to be reviewed and revised in order to promote an increase in positive behavior. Additional strategies will be researched and reviewed by school staff in order to positively impact our student discipline numbers.

6. Professional Development: PD for Bridges intervention materials is still needed so teachers can support students at risk. Continued PD for Journeys, the new ELA curriculum is also needed. Our staff will also work with the district science curricular leaders in an effort to improve science instruction in the classroom.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Reading: All students will become proficient readers.

Math: All students will be proficient in math.

Writing: All students will be proficient in writing.

Science: All students will be proficient in science.

Social studies: All students will be proficient in social studies.

We have (MTSS) Multi-Tiered Systems of Support in place for math and reading. Our subgroups (AA, and ED) represent a large percentage of our Tier 2 and 3 intervention groups.

While science and social studies may not be the main focus as compared to reading and math, we will continue to be diligent in implementing the district scope and sequence for these content areas. In our next year's plan we are going to be creating a behavioral/school culture goal in hopes to focus on motivating students in need.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Our school improvement plan has addressed the core elements for all content areas. Our school has outlined an MTSS program in the areas of reading and math. Interventions in reading are provided by Title I, At-Risk Para-educators, Bi-lingual para-educators and classroom teachers. Additional reading intervention support is provided to Tier 3 students in afternoon pullouts provided by Title I and At-Risk Para-educators.

Math interventions are provided by Title I Program Specialist Teachers (TOPS). These interventions occur at various times throughout the day in a pull out system.

Component 2: Schoolwide Reform Strategies

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

Reading:

Journeys

CITW (Classroom Instruction That Works)

Technology

Small Group Instruction

- Journeys is a research-based, all encompassing ELA program that was introduced this year.
- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Technology in our school is utilized within the classrooms and as a part of our MTSS. Our Title I students utilize i-Pads, desktop computers, laptops, notebooks, and smart boards. Each classroom is equipped with a smart board and projector used by the teacher to aid instruction.
- Small group instruction that used in our classrooms and in our MTSS program as a part of our interventions. Students who are below grade level benefit from direct instruction while students at or above grade level are challenged.

Writing:

Journeys

CITW (Classroom Instruction That Works)

Thinking Maps

Small Group Instruction

- Journeys is a program in which all students are exposed to writing in various genres. The writing component is connected to the reading component because it is all a part of the same program. Each week students focus on a new skill and produce a short, published piece. At the end of each unit (there are 6) they produce a longer writing piece. Students engaged in conferencing helps to improve writing skills.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.

- Small group instruction takes place as our students conference with their peers and classroom teacher.

Math:

Bridges

CITW (Classroom Instruction That Works)

Use of Models and Tools

Small Group Instruction (MTSS-Using TOPS teachers)

- The Bridges Math program is used as our school's primary elementary resource for daily math instruction. It is a comprehensive kindergarten through fifth grade curriculum that focuses on developing children's conceptual understanding in ways that produce life-long mathematical skills. It was developed by The Math Learning Center and is research-based and field tested. Bridges offers a comprehensive standards-based curriculum as well as innovative supplemental resources. All the teaching materials promote strategies that emphasize

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conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Use of Models and Tools (manipulatives used by teacher and students) are utilized throughout the Bridges math program on a daily basis. Models and tools are also a part of the work places and number corner component of the Bridges program.
- Small group instruction in each classroom is skill based and dependent on the needs of the students.

Science:

CITW (Classroom Instruction That Works)

Cooperative Learning

Close and Critical Reading

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Cooperative Learning is a component of CITW that involves students working together.
- Use of Models and Tools are utilized throughout our science lessons and activities. For example: thermometers, scales, scooters, pulleys, circuits, etc. These items allow students to make real-life connections.
- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

Social Studies:

Cooperative Learning

CITW (Classroom Instruction That Works)

Close and Critical Reading

- CITW is a schoolwide initiative that focuses on best instructional strategies across all content areas and with all students.
- Cooperative Learning is a component of CITW that involves students working together.
- Close and Critical Reading involves the teacher working with the students in guided reading instruction. Students are taught the importance of rereading, highlighting, and answering important questions about the reading: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader?

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Quality of instruction is improved by using multiple schoolwide strategies.

Classroom Instruction That Works allows teachers to implement evidence based instructional strategies that are shown to increase student achievement. CITW requires that teachers set the environment for learning, help students develop understanding, and allow students to extend and apply their learning.

Thinking Maps - The utilization of thinking maps or graphic organizers allows students to organize their ideas which enables students to write a cohesive piece. They are embedded in the Journeys ELA program.

The utilization of technology allows our students to integrate 21st century tools to aid in their learning and exploration of the real world. Students realize how technology is used in all aspects of learning and how to make best use of technology in their own learning. Technology is also used as an assistive tool for students needing support.

Small group instruction aids in the quality of instruction. Small groups allow teachers to provide differentiated instruction to students, while cooperative learning experiences engage students in higher level thinking.

Models and Tools improve the quality of instruction because they help students understand concepts and make applications to real life.

Close and Critical reading improves the quality of instruction as students are taught how to answer four important questions associated with this strategy: What does the text say? How does the text say it? What does the text mean? How does the text transform me as a reader? CCR is used across all content areas to promote deeper thinking during the reading process. This is built into the Journeys program used for ELA. There is a Close Reader component of the program that focuses on CCR.

Quantity of instruction is improved by using multiple schoolwide strategies.

MTSS - Multi tiered systems of support allows the quantity of instruction to improve by targeting all students based on their individual needs in addition to core instruction. In addition to the MTSS framework, Bridges Math supplemental interventions will be utilized in greater depth at the classroom level.

Journeys- Implemented within core instruction that provides a paced reading and writing program. Students are recommended to be engaged in ELA for a total of 120 minutes.

Bridges Math - The Bridges program is structured so that students are recommended to be engaged in math on a daily basis for 90 minutes. This has increased opportunities for students to learn the conceptual aspects of math and talk through ways to solve math problems. Bridges has provided consistent curriculum throughout the district.

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

Multi-Tiered System of Support (MTSS) is a systematic continuum of evidence-based practices to support a rapid response to academic and behavioral needs for all students. MTSS uses a three-tiered framework of problem solving for making instructional decisions for each student. Assessment data is collected at each tier to allocate resources and increasingly layer more intense research-based interventions matched to

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students' needs. The goal of MTSS is to address small learning gaps before they become overwhelming, and to improve overall student achievement (NYSED, 2008). According to the Michigan Department of Education (2014), the integration of the MTSS framework within the Michigan Continuous School Improvement Process is an essential component for improving academic achievement for all learners.

Bridges mathematics program is a comprehensive K-5 curriculum that equips teachers to fully implement common core state standards that are rigorous, coherent, engaging and accessible to all learners. Bridges is both research based and field tested. It was developed through the Math Learning Center; an organization originally funded by the National Science Foundation to improve the teaching and learning of mathematics. Bridges students become confident mathematical thinkers and motivated learners with the ability to explore new ideas and articulate their insights and questions.

Bridges intervention is a resources designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the RTI framework.

Intended to complement regular math instruction, Bridges intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence - starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused 30 minute session is matched to student needs.

Bridges intervention was written to address key numeracy and computation skills and concepts for each grade level K-5. Specifically, Bridges Intervention deals with those clusters identified as major within the following domains: Counting & Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Number and Operations: Fractions.

Math Learning Center, www.MathLearningCenter.Org

Houghton Mifflin Harcourt Journeys is a comprehensive reading and language arts program designed for kindergarten through 6th grade, but it has only been evaluated in grades K-2. The program provides teachers with materials and guidelines that emphasize whole group and small group activities. Whole group activities involve a "big idea" and "essential question" for the day, a teacher read-aloud, and vocabulary, phonics, comprehension, and fluency activities. Small group activities follow up these same skills in small, homogeneous groups. Professional development consists of a 5-6 hour training at the beginning of the year, followed by a half-day follow-up.

One study evaluated Journeys in grades K-2. The study found statistically significant positive effects on ITBS scales averaging an effect size of +0.14, compared to control groups. This qualified Journeys for the ESSA "Strong" category.

Research Based:

Journeys Common Core: A Research Based Approach

https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en

Journeys was developed using research from the seven strands that encompass the best practices for the instructional design of a reading program. These strands are: key elements of reading; teaching with effective texts to meet the Common Core State Standards; teaching writing; using effective instructional approaches; assessment; meeting all students' needs; and meeting the needs of English Language Learners. For each strand, Journeys reviewed and selected the most current research on best practices and then developed the program by incorporating this research into its instructional design. The Journeys program integrates each of these research strands into a program that research indicates will benefit students and prepare them for future demands.

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Classroom Instruction that Works (CITW) - Chippewa Valley Schools has trained all teachers in the use of CITW strategies based on research compiled in the second edition book. The second edition builds on the research in the original publication and incorporates findings from a study that clarifies the concepts related to each of the nine categories identified in the first edition (Beesley & Apthorp, 2010). It also uses an analysis of the literature published since the first edition to provide an updated estimate of each strategy's effect on student achievement.

Dean, C.B., Ross Hubbell, E., Pitler, H., and Stone Bj (2011). Classroom Instruction That Works, 2nd Edition. ASCD: Alexandria, Virginia.

Models and Tools - Models and Tools improve the quality of instruction enabling students to understand concepts and make applications to real life. They are utilized across content areas to help students visualize concepts and solve problems.

Thinking Maps - The thinking maps program consists of eight maps that correspond with fundamental thinking processes. The Circle Map is used for defining in context; the Bubble Map, describing with adjectives; the Flow Map, sequencing and ordering; the Brace Map, identifying part/whole relationships; The Tree Map, classifying/grouping; the Double Bubble Map, comparing and contrasting; the Multi-Flow Map, analyzing causes and effects; and the Bridge Map, seeing analogies. These maps are a "common visual language" for students in all subject areas.

Thinking Maps, www.thinkingmaps.org

Close and Critical Reading: Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements--information, values, assumptions, and language usage--throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole. Critical thinking involves bringing outside knowledge, biases, and values to evaluate the presentation and decide what ultimately to accept as true. In the end, readers must take control of the text, not just repeat its assertions. At its core, critical reading involves becoming the author of one's own understanding.

Dan Kurland, www.criticalreading.com

Small Group Instruction - Instruction involves grouping so that opportunities for explicit, skills focused teaching in small groups can increase.

Findings reveal that students receiving instruction in small groups learn significantly more than students not in small groups.

Differentiating Instruction Making it Happen in the Classroom, www.Macmillian/McGraw-Hill.org

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

4. Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during schoolwide MTSS scheduled times (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, Reading A to Z, and Read Well

3-5 Interventions Available: I-Read, Success Maker, Rewards, Language for Learning, Road to Reading, Guided Reading Groups, Reading A to Z, Corrective Reading

Additionally, selected third grade students took part in an after school tutoring program run by certified teachers.

Writing

Grade Span: K-5

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Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on lessons provided in the Journeys curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math Intervention materials.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Success Maker

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

All students are progress monitored two to three times per year using the district NWEA (MAP) benchmark assessment in math and reading.

K-2 will also administer the DRA to progress monitor their tier III students.

Grades 2-5 administer the STAR reading assessment every three weeks to progress monitor the students receiving services.

Kindergarten administers the DIBELS NEXT for Tier 2 and 3 students as a form of progress monitoring.

Formal data review meetings take place three times per year. Informal data review meetings occur as needed throughout the year.

Teachers, para-educators, bi-lingual and principal attend the formal meetings. The informal meetings require classroom teacher attendance.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all instructional paraprofessionals meet the district and requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all teachers meet the district and state requirements for highly qualified. Documentation of their qualifications are held on file in the District Office of Human Resources.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the year 2017/2018, two teachers retired, one teacher transferred, and one teacher took a leave of absence.

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

0-4 years: 4

5-10 years: 12

11-15 years: 4

16-20 years: 5

20+ years: 2

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

- Diversity of student population
- Parent education night (PEN Night)
- Watch D.O.G.S. program
- PTO offers numerous events throughout the school year
- PTO offers financial assistance for field trips, supplies, building enhancements, teacher reimbursement, Santa shop, and curriculum materials/support.
- Giving Tree
- Food Drive
- After school clubs including Lego robotics, Science Olympiad, Huron choir, Huron Bells
- Student Council
- Green status in Green School
- Staff builds relationships during and outside of school
- Staff participates in evening events and other extracurricular events that are not mandatory
- Academic support in extended day sessions
- Reading month goals and activities
- Pizza Hut Book-It reading program
- Box Top contests
- PBIS assemblies
- Jimmy John's Reading Program
- Supportive principal that encourages and supports professional growth

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

- The district offers a competitive salary benefit package
- Upgraded technology in all buildings and classrooms
- Professional development offered through the year within and outside the district
- Updated curriculum
- Curriculum council support
- District identified MTSS plan
- Supportive Superintendent
- Opportunity to transfer within district
- Stable and increasing student population
- Fiscally responsible
- Teacher compensation for advanced degrees
- NCA accreditation

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Huron Elementary does not have a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

1. The professional development is aligned to the CNA and the goals of the SIP.

- Bridges Math - District provided professional development will revisit Bridges in the fall. Huron Elementary will extend the PD through exploring the interventions provided within Bridges. This was identified within our Comprehensive Needs Assessment and a goal in the SIP. This will be done at staff meetings and district provided professional development.

- Journeys professional development will continue in the upcoming school year. The program was implemented in the 2017-2018. ELA is an identified gap within the Comprehensive Needs Assessment. The professional development for 2018-2019 will focus on writing, assessment, and small group instruction.

- Science - Building provided PD by the district science curricular leaders. PD will focus on ways to use Rubicon Atlas to implement the NGSS standards. Science is an identified gap within the Comprehensive Needs Assessment.

- Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students for tiered support. This data is used to identify gaps and ways to close the gaps for students most at risk of not meeting state standards. This is part of our Comprehensive Needs Assessment and SIP.

- Facilitators of School Improvement - FSI is used to review data, monitor the implementation of the plan, and coordinate with other district SIP chairs and administrators. We will use the time to review/revise our schoolwide and school improvement plans.

- Leadership Learning Series - This series is designed for administrators and school leaders to grow their leadership practices and to become aware of the key instructional strategies that should be evident within the classrooms. Information gathered from these sessions can also be used as professional development within the building. This training helps administrators identify greatest needs at the classroom and building level and ways to address those needs. This can be incorporated within Title One or school improvement plans.

- Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers in order to have conversations with peers within vertical and horizontal teams. This helps to align the curriculum and ensure student success. This was identified through our Comprehensive Needs Assessment and teacher survey as a way to close student achievement gaps.

- PBIS - The district will be providing PBIS professional development for the entire staff on two occasions. The professional development provided by the building will be used to review and improve the current PBIS system. A team will meet to discuss ways to decrease student behavior referrals and promote positive behavior. This is identified within the demographic data.

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

Bridges Math - Chippewa Valley will be in its fifth year of implementation of this new math curriculum. The district will revisit that with professional development in November. At Huron Elementary, we will use designated staff meetings during the 2017-2018 school year to revisit and go deeper with the interventions provided within that curriculum.

ELA adoption -District-wide implementation of the curriculum will commence in the 2017-2018 school year in which ongoing professional development will continue so teachers can become comfortable with the aspects of the series that are deemed "non-negotiable". In 2018-2019, the district will provide additional professional development to insure fidelity of implementation across all grade levels and schools. This training will focus on writing, assessment, and small group instruction.

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Science - Professional development will be provided by the district science curricular leaders at various times throughout the school year for teachers at Huron Elementary. PD will focus on ways to use Rubicon Atlas to implement the NGSS.

Data Reviews - Building data reviews consisting of instructional staff, support staff, and administrator are used to identify students most at-risk of not meeting state standards. Data reviews (half days per grade level) are done on a quarterly basis to ensure supplemental instruction is provided for those students. Additional MTSS team meetings take place on a quarterly basis and they help to guide our data reviews.

Facilitators of School Improvement - Our district administrators and building SIP team members have attended Facilitators of School Improvement provided by the Macomb ISD for several years. We meet four times throughout the school year so that building administrators and SIP teams are informed of state requirements and updates to the AdvancEd process. Opportunities are provided to review/revise schoolwide and school improvement plans. Additional learning that can be brought back to each building also takes place during these sessions. Huron Elementary will continue to attend FSI for the 2017-18 school year.

Grade level and Cross-grade level meetings to align curriculum - This meeting time is provided to teachers at designated staff meetings in order to have conversations with peers within vertical and horizontal teams. Teachers will be expected to align their curriculum and look for patterns in which standards are not emphasized or may be absent.

PBIS - Based on office referrals and suspensions, we have identified the need to review and improve our current positive behavior support initiative. A team will meet throughout the year to discuss PBIS. This information will be presented to the entire staff for modification and then adoption. The staff will use time at designated staff meetings to monitor the effectiveness of the plan and fidelity of implementation. Each year, behavior referrals are reviewed to look for patterns and determine if any necessary changes are needed for our PBIS system. The district will also be providing two days of professional development dedicated to PBIS.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Yes, it is attached.	Professional Development Plan Draft

Component 6: Strategies to Increase Parental Involvement

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

The schoolwide plan was developed by a team consisting of elementary teachers, a special education teacher, para-educator, parents, and principal. The team met on multiple occasions to review perception and assessment data, identify gaps, and recommend programs to be implemented. Parents participated by taking a perception survey and through presentations at PTO meetings. Information regarding the schoolwide process was posted on the school website. Discussion at staff meetings regarding the schoolwide transition was held. The transition was also discussed at the annual Title I meeting in the fall. Parents and teachers who were not directly part of the transition team were highly encouraged to provide input for the process.

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

Huron PTO meetings feature a standing agenda item in order to discuss the planning, review, and improvement of the Parent Involvement Policy. The schoolwide program plan is developed during these meetings.

Title One meetings provide information to parents about the implementation of the schoolwide plan and how they may support and be involved in that implementation.

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

Huron will evaluate and submit to the state one evidence-based strategy, program, or initiative using the MDE Evaluation Tool to measure the impact of the program on student achievement and the closing of achievement gaps. Other strategies, programs, or initiatives will be evaluated in a similar manner by giving parent, teacher, staff, and student surveys to gather information on the effectiveness of our schoolwide program. These surveys are analyzed by the staff and modifications are implemented. Staff members participate in teams to further evaluate school achievement data. State and district data collected determines our school's resources, instructional, and professional development needs.

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

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

a. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress, and how to work with educators. Huron Elementary will inform parents about academic standards and assessments in the following ways:

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- Fall curriculum night
- Progress reports
- Conferences
- Common Core standards posted on school website
- World-Class Instructional Design and Assessment (WIDA) results for English learners will be mailed home to parents. The bi-lingual coordinator will work with parents to assist them in understanding the assessment results.
- PEN nights consist of reading and math activities and strategies taught by educators that parents can utilize to improve student achievement.
- Bridges Math curriculum information is provided on websites and through classroom communication
- Provide parents accessibility for M-Step sample items on school website
- Translation services provided by our Bi-lingual staff for parents both written and verbally as needed

b. Provide materials and training for parents - Huron Elementary offers training and materials in the following ways:

- Curriculum Night
- PEN Night for math and reading
- Huron Elementary school website
- Fluency packets as needed
- Kindergarten kits consisting of reading, math, and motor activities
- Reading and math packets for students receiving supplemental services distributed three times per year
- The math curriculum offers resources for parents to help support their child at home.

c. Training for school staff on the importance of parent involvement -

Huron Elementary recognizes the importance of building relationships with parents. Our main goal is to increase parent involvement, particularly parents living in poverty. As a school we will research effective ways to engage parents. Our school wide plan will outline professional development opportunities for staff and parents to build relationships between home and school.

d. Coordinate with parent involvement and other programs in the school -

Coordination with other programs for parent involvement include:

- Coordinating preschool programs including GSRP, ECSE, and Title III
- Family resources tab will be provided on the Huron Elementary website
- Support and access to resources through the school social worker
- Vision and hearing screenings are performed
- PEN night/Title I Book Fair
- Watch DOGS-Dad's of Great Students

e. Provide information in a format that is understandable to parents-

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable. Examples include:

- Class Dojo
- Translation services both oral and written are provided when needed
- School Messenger via phone, e-mail, or text
- Remind, a texting service that allows communication to a group of people that sign up to receive messages
- Newsletters

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- Math curriculum parent information using multiple languages
 - Huron Elementary website
 - Select curriculum resources are offered in English and Spanish
- f. Provide other reasonable support as requested -

The administrative staff has an open door policy in which parents are encouraged to express concerns, offer suggestions, or ask questions. Additionally, parents are accommodated as reasonably as possible. Parents can make requests directly to the principal for consideration.

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children -

Parents with limited English proficiency

Bi-lingual para-educators are available to parents whose native language is not English. Should the tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities

Huron Elementary is ADA compliant for those with physical disabilities. Parents that are unable to access the building can arrange for conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted for and amplification devices are used throughout the building. When necessary, written documentation can be provided in braille or large print.

Parents of migratory children

A meeting is scheduled in advance to discuss transitions and how to best support the child during the absence. We will provide parents with assessment results to give to the new school (a copy will also be included in the school records). We will keep all lines of communication open with the new school. Upon return, we will meet with the parents to support the transition of their child. In absence of any records or data, students will be assessed in order to meet their educational needs. Parents will be notified of the updated assessment scores.

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

All strategies will be evaluated using a structured protocol including the MDE program evaluation tool. We will look at components of the schoolwide program to see if we are moving toward full implementation and determine where we need to focus. Huron Elementary will ensure the involvement of parents in planning and reviewing the Title I schoolwide plan in the following ways:

- Participating in surveys and reviewing those results
- Serving on the school improvement team
- Posting the SIP on the Huron Elementary website
- Providing an overview of the SIP at a PTO meeting
- Inviting parents to provide feedback and input on the Title I program
- Inviting parents to review and revise the Parent Involvement Plan
- Including parents in the school Parent/Student/Teacher Compact

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

There will be an ongoing process of evaluating the effectiveness of programs. The MDE evaluation tool will determine if the schoolwide program has been effective. Data points will include:

- NWEA assessments

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- Progress monitoring assessments
- Classroom based assessments
- State achievement data

Three data review meetings per grade, per year are held to discuss data points. Grade level meetings are also used to identify students for supplemental support. The school improvement team uses the results of the evaluation of programs to modify the SIP. The team participates in the FSI series that guides thinking and processes for improving the schoolwide program. Parent survey results are an integral component of revisions to the schoolwide plan and the SIP. The Title I annual meeting provides an avenue for parents to offer suggestions for improvement. A cohesive partnership with parents, staff, and students ensures the success of the schoolwide plan.

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

K-5 stakeholders included representatives from the following groups: general classroom and resource room teachers, para-educators, parents, students, and building administration. The compact was presented to staff and to the PTO for input and revision. Consensus was sought from both groups.

The compact is sent home with every student and then reviewed with parents at curriculum night. The compact will also be posted on the school website.

Each year, the Huron SIP team along with the stakeholders mentioned above (staff, parents, and students) will meet to review the parent-school compact to discuss if any changes are necessary. Parent surveys will be used to help identify areas for improvement. Proposed revisions will be presented to the staff, to the PTO, and posted on the school website for comment. Together, as a team, the Parent-School Compact will remain a living document that will meet the needs of our students and Huron families.

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

The Parent/School Compact will be discussed on an as needed basis at conferences. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

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

Parent, Student, and Teacher compact is uploaded.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Parent, Student, and Teacher compact is uploaded.	Huron Elementary Title I Parent Student School

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

User Friendly:

Communication with parents is void of educational jargon. All acronyms are explained in language easily understandable language

Parents with limited English proficiency:

Bi-lingual para-educators are available to parents whose native language is not English. Should that tutor not speak the parents' language, the Macomb ISD is contacted to secure a translator. Every attempt is made to provide written communication in the parents' native language.

Parents with disabilities:

Huron Elementary is ADA compliant for those with physical disabilities. Parents who are unable to access the building can arrange conference calls or home visit by the classroom teacher. For those with hearing impairments, signing services are contracted and amplification devices are used through the building. When necessary, written documentation can be provided in braille or large print.

Literacy Issues:

Huron Elementary will offer verbal support and services for parents with literacy issues. At curriculum nights, PEN nights, and various school events, parents will be given the opportunity to seek assistance in understanding and interpreting school documents. Additionally, phone messages will be sent as needed to offer assistance.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Huron Elementary provides kindergarten orientation. During this time, learning kits containing school supplies and various readiness activities are provided to kindergarten families. In the 2016-2017 school year, Huron Elementary began housing 1 GSRP preschool class. In an effort to make a connection with those students, they will be invited to various events offered through the school year. Preschool classes visit the kindergarten rooms for a short lesson via the kindergarten teacher. Preschool information will be displayed on the Huron Website, PTO website and newsletter, and in the Huron Elementary newsletter. Pre-school students and their parents will be invited (prior to the school year) to tour the building, become familiar with the staff, and engage in informal assessment. Additionally administrator will speak annually to our preschool parents when they attend a workshop at Huron and present to incoming kindergarten parents about Huron at a local daycare annually. We have kindergarten kick off, meet the teacher and curriculum night.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Huron Elementary housed preschool for the first time in the 2015/2016 schoolyear. A preschool parent meeting is held to help transition into kindergarten. This will aid in the transition of entering kindergarten as well as becoming familiar with Huron staff, classroom location, and kindergarten expectations. As start and end times are different for each program, staff will make an effort to coordinate time for collaboration amongst kindergarten, preschool, and ECSE staff.

Huron Elementary has a transition program for the 5th graders entering middle school. Activities include:

- Counselor visit
- Middle school visit
- Extensive communication between elementary and middle school teachers
- Shared data review documents
- Parent orientation at the middle school

Component 8: Teacher Participation in Making Assessment Decisions

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

Huron Elementary has teacher representation on District Curriculum Councils and seeks input from teachers regarding district academic assessments. Through data reviews, teachers discuss the validity and reliability of school based academic assessments and ways to use those assessments with fidelity. During data reviews, teachers discuss other assessments that are used to triangulate data so that an accurate picture of student achievement is obtained. Teachers have permission to use other data points beyond required assessments to provide student interventions.

The district requires NWEA to be administered in grades K-2 three times per year, and grades 3-5 twice per year. Huron Elementary has chosen to use additional assessments including DIBELS and STAR.

The ELA Curriculum Council provided a draft of the Journeys assessment plan to teachers and asked for their input through surveys before finalizing.

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

Grade levels meet three times per year for data reviews. During this time, teachers utilize NWEA data along with other assessments to determine student eligibility for classroom and supplemental interventions. State assessment data combined with NWEA data has been utilized to guide school improvement plans and aid in determining achievement gaps, particularly for our sub-group populations.

Title I personnel progress monitors students identified under Title I. Communication with classroom teachers and para-educators takes place in data review/MTSS meetings and during collegial conversations. Students are progress monitored every three weeks, and para-educators have opportunities to meet with teachers to discuss student progress. Teachers progress monitor Tier II students using grade level specific assessments.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Reading

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services. Students that score higher than the 25th percentile and struggle academically in reading are also considered with teacher input. NWEA (MAP) assessments are completed in fall, winter and spring for grades K-2, fall and winter for grades 3-5.

Students that are considered for exiting supplemental services are discussed during grade level data reviews. Each student is looked at individually in regards to their NWEA (MAP) assessment data along with their STAR Progress Monitoring data, I-Read data (if applicable), Success Maker or any other interventions that have been identified for each specific student. Additionally, teacher and para-educators' (Reading and Bilingual) input is taken into consideration when determining whether or not students will exit supplemental services.

Writing

Grade Span: K-5

Identification/Criteria for Selection: Teachers use anecdotal notes and/or the district rubrics to evaluate student writing. Students that need additional support in order to meet state writing standards are supported in the classroom with small group instruction until the student masters grade level expectations.

Math

Grade Span: K-5

Identification/Criteria for Selection: Students scoring at the 25th percentile or below on the NWEA (MAP) Assessment are considered for supplemental services provided by our TOPS (Title One Program Specialists) teachers. Due to available resources select students will be chosen for math interventions. Students that score higher than the 25th percentile and struggle academically in math may be considered for intervention with teacher input. NWEA (MAP) assessments are completed in the fall, winter, and spring for grades K-2, fall and winter for grades 3-5.

Students are progress monitored through the Bridges Math Curriculum materials. TOPS (Title One Program Specialists) teachers review student progress monitoring data with classroom teachers in order to determine if supplemental services will continue.

Science

Grade Span: K-5

Identification/Criteria for Selection: Supplemental service is not provided for students outside of the general classroom or the science special setting. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

Social Studies

Grade Span: K-5

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Identification/Criteria for Selection: Supplemental service is not provided for students outside of the general classroom. Interventions are delivered through small group instruction within the general classroom. Small groups are identified by analyzing classroom assignments, unit assessments, and teacher observations.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Reading

Grade Span: K-5

Interventions: Title One para-educators provide small group instruction to students not mastering the state's reading standards. Intervention is provided during dedicated MTSS time (30 minutes per day, four days per week). Additionally, classroom teachers provide small group instruction focusing on specific target areas during their literacy blocks.

K-2 Interventions Available: I-Read, K-Pals/Pals, Story Champs, Language for Learning, Road to the Code, Road to Reading, Guided Reading Groups, Snap Words, and Read Well

3-5 Interventions Available: I-Read, Success Maker, Rewards, Language for Learning, Road to Reading, Guided Reading Groups

Writing

Grade Span: K-5

Interventions: Classroom teachers provide small group instruction to students not mastering the state's writing standards. Intervention is provided during the writing block which occurs daily. Interventions are based on lessons provided in the Journeys curriculum.

Math

Grade Span: K-5

Interventions: TOPS (Title One Program Specialists) teachers provide small group instruction using the Bridges Math materials.

Interventions Available K-2: Bridges Math Interventions

Interventions Available 3-5: Success Maker, Bridges Math Interventions

Science

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

Social Studies

Grade Span: K-5

Interventions: Teachers provide small group instruction during classroom lessons as needed.

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

Reading: Teachers differentiate reading instruction through the use of Journeys small group lessons.

Writing: Classroom teachers provide small group instruction based on student needs. Some students may write extensive pieces while

others may be at the foundational level. Teachers work with students to incorporate the essential components of writing that includes purpose/organization, evidence/elaboration, and conventions. Cooperative learning is used extensively in the writing process.

Math: Differentiation in math is supported by the use of manipulatives, cooperative learning, and multiple problem solving strategies. Technology through the use of a smart board is another aspect of differentiation.

Science and Social Studies: Leveled readers are provided for use by students as research material. Video clips are an integral part of explaining key concepts. Lab experiences are a significant part of the science curriculum. Cooperative learning experiences are also embedded in the curriculum.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

- Title I funds and State Section 31a funds are a main source of financial support to the supplemental services budget of Huron Elementary. These additional, supplemental financial resources help support students in reaching the academic goals set by staff. The additional staff and resources purchased through grant funds assist in the provision of a tiered system of intervention support (MTSS) to the students.

- Federal Resources, Programs, and Grants: Title I, Part A, Title II, Part A, Title III (ESL)

o Title I, Part A:

3 Para-educators (each @ 1.0 FTE) (Reading/Math), 1 Title I Teacher Specialist (TOPS) (@ 1.0 FTE), support materials for supplemental instruction, summer school instruction, professional development for staff, parent involvement and education via our district's T-1 funded Parent Education Network (PEN) (5 liaisons @ 1.0 FTE, 1 liaison @ 0.5 FTE), technology (hardware and software), book fairs, extended-day tutoring

o Title II, Part A:

Professional development identified at district level for teachers, para-educators, and administrators

o Title III, ESL:

2 ESL Para-educators (each @ 1.0 FTE) via extended-day/year tutoring services to eligible bi-lingual students; Parent Education services, Parent Night events, book fairs, support at Parent/Teacher conferences; an ESL Parent Liaison (at 0.66 FTE) provides assistance to ESL parents with language acquisition and other needs associated with their children's language acquisition, assessment, overall progress, etc.

o Based on school wide goals, the federal funds provide students with resources and supplemental instructional support required for success in school. With ongoing assessments and data analysis, students are placed in appropriate intervention-based support programs. Grant funded staff and programs are decided cooperatively at the building and district levels, and are developed to meet the needs and goals of the identified students.

o Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 832 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students in the upper grades (3-5).

o Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District and School Improvement Plans.

o Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.

- State Resources, Programs, and Grants: Section 31a (At Risk) Grant, GSRP

o Section 31a funds provide the funding support for 2 ESL para-educators (each @ 1.0 FTE) provide English acquisition support services to eligible students

o GSRP (Pre-school):

Pre-school education program via attendance in one of two half-day programs (AM/PM) with a certified teacher (1.0 FTE) and a highly qualified associate teacher (para-educator) (1.0 FTE) for eligible students

o The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator.

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- o Huron Elementary uses general funded Kindergarten teachers and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.
- Local Resources, Programs, and Grants: District General Funds, Bond Funds, Technology Support, PTO funds
- o District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.
- o Bond funds provide building and technology updates
- o Technology Support is extended to all buildings for the benefit of all students and teachers, and are used to maintain and/or replace/update technology as needed
- o PTO funds are used to enrich the academic and social development of all our building's students (book fairs, field trips, fun nights/events, library books/materials, class parties, etc.)
- o Huron Elementary uses general funded Kindergarten teachers and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment: General Funds, Title I-A, 31a:

- Title I funds have provided Huron Elementary with support staff (para-educators, TOPS teacher, materials)
- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 3x/year for grades K-2 and 2x/year for grades 3-5), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.

2. School-Wide Reform Strategies: Title I-A, Title II-A, Title III, 31a, General Funds:

- These support services are provided based on the examination of data, obtained throughout the school year at regular intervals (MAP assessment, 4x/year), and reviewed at grade-level "data review" meetings throughout the school year, comprising our needs assessment for academic growth.
- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 832 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students in grades K -5.
- Title II funds provide professional development opportunities for the school's teachers and administrator to attend training in areas relating to the District (DIP) and School Improvement (SIP) plans.
- Title III funds support the ESL book fair opportunities for students and their families, extended-day and extended-year tutoring for students and parents, and other services provided by the district's Title III funded Parent Liaison.
- Section 31a funds provide the services of 2 ESL para-educators who provide English acquisition support services to eligible students
- District General Funds provide the resources of Data Director, PowerSchool, and other similar programs/services for maintaining accurate student data.

3. Highly Qualified Staff: General Funds

- Chippewa Valley Schools regularly sends representatives to attend job fairs in order to recruit highly qualified teachers in elementary grades, and other grades specific to content areas. The district advertises in local newspapers, on the district's cable channel, on local cable stations, and at colleges. The Human Resources department notifies local colleges/universities of our openings. This is all provided from the district's general funds.

4. Attract and Retain Highly Qualified Staff: General Funds, Title I-A, Title II-A, 31a, General Fund

School Improvement Plan

Huron Elementary School

- The district participates in the MISD's "New Teacher Academy" (General Fund)
 - Professional development opportunities in-district and in-school (T-1,A, T-2,A, 31a)
 - Child Record Review (General Fund)
 - Technology driven instruction to close achievement gaps (General Fund, T-2,A)
 - Updated technology (hardware/software) (General Fund)
5. Professional Development: General Funds, Title I-A, Title II-A
- Title I and Title II funds have supported the district's goals in having full teacher participation in programs such as Classroom Instruction That Works (CITW), Teacher Leader, Facilitators of School Improvement, Math content training (Bridges @ K-5, CP3 @ 6-8), Reading content training (Journeys)
 - Title II funds support professional development for early elementary teachers via training opportunities provided by the MISD in topics that include Road to Reading, Road to the Code, K-PALS, 1st Grade PALS, 2-6 PALS, Growing Good Readers, etc.
6. Parental Involvement: Title I, A, Title III, ESL, Section 31a, GSRP
- Parent involvement is a priority for all grant programs that provide services to students (not Title II, A).
 - Title I and Title III have designated Parent Liaisons who actively provide information, ideas, and materials for involving parents in the education of their children.
 - 31a, as of 2014/2015, allows for Parent Involvement support and is offered to all parents in all buildings via Parent Workshops and meetings, materials for parents to work with their children at home, annual Book Fairs (no cost to eligible students/parents)
 - GSRP supports parent involvement via Parent Action Committee meetings, held 3x yearly
7. Pre-school Transition: General Funds, GSRP
- Huron Elementary uses general funds and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.
8. Assessment Decisions: General Funds, Title I, A
- General funds support the costs of district wide assessments that have been purchased and/or created for use in assessing student achievement.
 - Title I funds are used in the purchase of diagnostic and intervention programs for use by identified, eligible students, such as STAR 360 (Reading and Math).
9. Timely and Additional Assistance: Title I, A, Title III, ESL, 31a
- Title I funds have provided the support services of 3 highly qualified para-educators who provide supplemental instruction and support in the core content areas to identified, eligible students, with a primary focus in Reading and Math in grades K-2. In addition, Title I funds have been used to provide approximately 832 hours of core content area support from 1 certified teacher (TOPS) working with identified, eligible students in grades K-5.
 - Title III funds provide the funds for ESL book fair opportunities for students and their families, and other services provided by the district's Title III funded Parent Liaison.
 - Section 31a funds provide the services of 2 ESL para-educators who provide English acquisition support services to eligible students
10. Coordination and Integration of Federal, State, and Local Resources:
- The desired and anticipated Schoolwide status would allow Huron Elementary the ability to have full utilization of all funds and resources for all appropriate student and teacher support services.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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- Huron Elementary, as part of the entire district, participates in the National Free Breakfast and Lunch programs, organized and directed by our Food Services Department, and delivers free and/or reduced cost meals to students who are considered eligible based on the "Free and Reduced" meal program. Currently, the population at Huron Elementary is just over 41% poverty. This program is vital for providing eligible students the ability to receive the nourishment needed to succeed in the academic setting of the classroom at school.
- Title I and 31a funds support the needs of all identified Homeless students. The Homeless Student Liaison (at Central Administration) attends all county meetings, receives all recent and updated information on legal practice and interpretation, and works with the Director of Grants to see that all allowable and available services are extended to all identified Homeless students. This includes supply/material/book costs, graduation fees, athletic and school fees, free lunch, free transportation (when appropriate), referrals to local food pantries and clinic services, and access to all T-1 and 31a support services.
- The Great Start Readiness Program (GSRP) grant provides an academic pre-school program to identified, eligible students. The sessions are conducted by one certified, ZA endorsed teacher, and one highly qualified (per GSRP standards) para-educator.
- Huron Elementary uses general and GSRP grant funded staff to provide support to students and parents as children transition from pre-school to Kindergarten.

Evaluation:

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

All strategies will be evaluated using a structured protocol including the MDE evaluation tool. We will review components of the schoolwide program to determine if we are moving toward full implementation and where we need additional focus. The school improvement chairs and administrator attend the Facilitators of School Improvement meetings at the Macomb ISD to review the schoolwide and school improvement plan. Huron Elementary will ensure the involvement of parents in planning and reviewing the Title I program by:

- Reviewing the school/parent involvement policy at the annual meeting
- Posting the parent involvement policy on the Huron Elementary website for parents to review
- Conducting a parent survey
- Reviewing parent survey results
- Revising parent involvement policy to incorporate suggestions based on the parent survey results
- Focusing on communicating with parents to increase parent involvement in the Title I program

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

We use benchmark data, progress monitoring data, curriculum assessment data, and state assessment data to identify students at risk and in need of additional intervention and support. This data will also be used to evaluate the effectiveness of intervention programs on student achievement through the use of the MDE program evaluation tool. Huron Elementary will use the MDE tool to evaluate at least one high-impact program and will use an informal tool to evaluate the effectiveness of other programs.

Parents will be involved in indicators of academic achievement through a variety of ways such as: the annual education report, parent-teacher conferences, Title I progress reports, Powerschool, and state assessment communication.

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

We look at growth based on benchmark data that includes NWEA, end of unit assessments, and state achievement data. Classroom teachers meet with intervention specialists to share data and make adjustments to student interventions as necessary. We communicate to parents the progress their child is making and provide assessment results. The MDE program evaluation tool will determine if the schoolwide program has been effective. Programs, strategies, or initiatives are evaluated in a similar manner by the school improvement team, comprised of teachers, support staff, and parents.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

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There is an ongoing process of evaluating the effectiveness of programs. Grade level teams and interventionists meet to explore data and the impact of programming on student achievement. Teams make recommendations to the school improvement team. These recommendations are used to adjust as necessary the schoolwide program to ensure continuous improvement of students. Parents whose students are serviced in Title I are asked to provide input through a survey. The school improvement team reviews the findings from the program evaluation and seeks parental input for planning for the following schoolyear based on the evaluation of our programs. A cohesive partnership with parents, staff, and students ensures the success of our schoolwide plan.

2018-2019 Huron School Improvement Plan

Overview

Plan Name

2018-2019 Huron 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	Students will improve in mathematics.	Objectives: 3 Strategies: 5 Activities: 37	Academic	\$158000
2	Students will improve in reading.	Objectives: 3 Strategies: 4 Activities: 17	Academic	\$80700
3	Students will feel welcomed and engaged at Huron Elementary.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$1950

Goal 1: Students will improve in mathematics.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency overall in Mathematics by 06/20/2024 as measured by Spring State Assessment 2024..

Strategy 1:

Bridges - Staff will work together to implement Bridges and Number Corner math programs.

Category: Mathematics

Research Cited: The following research provides evidence for the effectiveness of the Bridges program. Information was obtained from:

http://bridges1.mathlearningcenter.org/media/Annotated_Biblio_Bridges.pdf

Tier: Tier 1

Activity - PD-Bridges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend PD on implementation on Bridges; district will provide funding for this.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$0	Other	All staff.
Activity - Number Talk	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize class discussions and number talks through the Bridges program.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$2200	Title I Part A	All Staff
Activity - Bridges Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Bridges curriculum & Number Corner with fidelity.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Math teachers
Activity - Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridges will be monitored through observations in the classroom.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Principal
Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/30/2017	\$0	No Funding Required	All staff
Activity - Getting Ready	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will work together and continue to support the implementation of the Bridges program.	Getting Ready	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers, para-educators, principal
Activity - Knowledge and Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the CITW implementation guide which identifies critical components and non-negotiables required to understand the expectations for implementation in their classrooms. Teachers will receive continued support from the math curriculum council in the Bridges Math Program.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	\$0	No Funding Required	All Instructional Staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use designated staff meeting time to discuss levels of implementation and vertical alignment.	Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	No Funding Required	All Instructional Staff
Activity - Opportunity to implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will utilize math curricular leaders as needed to enhance instruction.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2019	\$0	No Funding Required	All instructional staff

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Activity - Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges program.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	\$0	No Funding Required	All Instructional Staff
Activity - Implement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges mathematics program. Instructional staff will implement Bridges Mathematics Program with fidelity.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2019	\$5000	Title I Schoolwide	All Instructional Staff
Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Key indicators of implementation will be used with 5 + D observations to identify CITW strategies within Bridges mathematics instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	No Funding Required	All Instructional Staff

Strategy 2:

CITW-Classroom Environment - Staff will work together to implement CITW strategies with a focus on cooperative learning and classroom environment.

Category: Mathematics

Research Cited: Classroom Instruction that Works, second edition; Ceri B. Deam, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier: Tier 1

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use the CCSS to identify and post learning targets at the target level in student friendly vocabulary, share the targets with students, and refer to the targets throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Staff
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Staff

School Improvement Plan

Huron Elementary School

Activity - Non-linguistic representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Staff
Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/30/2017	\$0	No Funding Required	All Staff
Activity - CITW Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide new teachers and refresher training for teachers on CITW during staff meetings.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Principal, Instructional Staff

Strategy 3:

Title 1 support services for Title 1 eligible students - Title 1 identified students will receive support in math from teachers known as TOPS teachers (Title One Program Specialists).

Category: Mathematics

Research Cited: <http://www.rtinetwork.org/essential/tieredinstruction/tier2/whats-your-plan-accurate-decision-making-within-a-multi-tier-system-of-supports-criticalareas-in-tier-2> Tier: Tier 2

Tier: Tier 2

Activity - Para-educators (3)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. \$100 per day, per paraprofessional = \$78000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$78000	Title I Schoolwide	Paraeducators, principal, district title 1 director

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Activity - Paraeducator extended day math support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators and Title One Support (TOPS) will supply extended day support in math to identified students in extended day settings to increase student achievement. \$15.00 per hour, per para-educator= \$4500	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$4500	Title I Schoolwide	TOPS, Teachers, Paraeducators, Principal
Activity - 3 Title One Program Specialists will provide interventions to eligible students in math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. \$100 per day per teacher = \$27000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$27000	Title I Schoolwide	Principal, Title 1 program specialist teachers
Activity - Bridges Interventions for Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Program Specialist Teachers and classroom teachers will use Bridges Interventions to provide instructional support in Math.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$5000	Title I Schoolwide	Title 1 program specialist teachers, teachers
Activity - iPads and Laptops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPads and/or laptops will be used to provide instructional support. Title 1 dedicated laptops and cart will be purchased during 2018-19 school year.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$25000	Title I Schoolwide	Principal, paraeducators, teachers, media clerk, title I program specialists
Activity - Bridges Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Materials, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/20/2019	\$1000	Title I Schoolwide	Title I Program Specialists, Teachers, Paraeducators

School Improvement Plan

Huron Elementary School

Measurable Objective 2:

100% of All Students will complete a portfolio or performance overall in Mathematics by 06/30/2019 as measured by NWEA/MAP.

Strategy 1:

Use of Models and Tools - Teachers will utilize models and tools in the classroom to assist students in moving their thinking from concrete experiences to abstract reasoning.

Category: Mathematics

Research Cited: Boggan, Matthew, Sallie Harper, and Anna Whitmire. 2010. "Using manipulatives to Teach Elementary Mathematics." Journal of Instructional Pedagogies.

Tier: Tier 2

Activity - Classroom Instruction of tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff

Activity - Demonstration of Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff

Activity - TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize TOPS for math interventions.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	All staff

Measurable Objective 3:

100% of Bottom 30% students will complete a portfolio or performance overall in Mathematics by 06/14/2019 as measured by NWEA/MAP.

Strategy 1:

Small Group Instruction - All staff will systematically implement guided small group instruction to improve mathematical concepts in areas of concern.

Category: Mathematics

Research Cited: Tomlinson, C. A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA:

Association for Supervision and Curriculum Development.

School Improvement Plan

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Tier: Tier 3

Activity - PD for TOPS personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Teacher Collaboration	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$3000	Title I Part A	Teachers/TOPS

Activity - TOPS Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS personnel will consistently differentiate instructional activities targeted to students with different learning abilities.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$5000	Title I Part A	TOPS personnel

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	09/01/2016	06/30/2017	\$0	No Funding Required	All staff

Activity - SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use SuccessMaker in the classroom as needed.	Technology	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers

Activity - PD SuccessMaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will get PD on the use of SuccessMaker during staff meeting or ER day. Planning will be given to the 2 trained teachers @ 100/day for sub fee.	Professional Learning	Tier 3	Getting Ready	09/01/2016	06/30/2017	\$200	Title I Part A	Teachers

Activity - Materials-TOPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of motivational rewards for identified Title 1 students to encourage learning in content areas; examples could be medals, awards, or bracelets.	Materials	Tier 3	Implement	09/01/2016	06/30/2017	\$500	Title I Part A	Principal and teachers

Activity - Math Night - Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents of identified Title 1 students will be invited to a math night where they will learn common core strategies/ games to support their students at home. materials \$800 and food and purchased services \$800	Parent Involvement	Tier 3	Implement	09/01/2016	06/30/2017	\$1600	Title I Part A	Principal and teachers
Activity - Professional Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/TOPS will collaborate through Data review meetings three times a year.	Teacher Collaboration	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Teachers/TOPS
Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TOPS personnel will use interventions targeted to students' needs.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	TOPS

Goal 2: Students will improve in reading.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency overall in Reading by 06/20/2024 as measured by Spring State Assessment 2024..

Strategy 1:

CITW - Staff members will utilize Classroom Instruction that Works strategies to engage all students and increase achievement. All teachers will utilize the strategies with an emphasis on Cooperative Learning within the Journeys reading program. To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception within the school. Teachers will use the Journeys program for instruction which effectively uses a common set of instructional strategies as well as common language.

Category: English/Language Arts

Research Cited: Dean, C. B., Stone, B., Hubbell, E., & Pitler, H. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD. https://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf In their book, "How People Learn: Brain, Mind, Experience and School", authors Bransford, Brown and Cocking, explain that the true value of using nonlinguistic representations, such as graphic organizers, improves student learning. Graphic organizers help students learn because it allows them to make and remember meaningful connections between old and new information (2000).

Tier: Tier 1

School Improvement Plan

Huron Elementary School

Activity - PD for CITW	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD for teachers on CITW training.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$5000	Other	All Staff
Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Non-linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement non-linguistic representation techniques to differentiate instruction	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Staff
Activity - Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional Staff
Activity - Walkthrough	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning nonnegotiables of CITW.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	No Funding Required	Administration

Strategy 2:

Journeys K-5 - Staff will work together to implement the Journeys program.

School Improvement Plan

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Category: English/Language Arts

Research Cited: Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension."

Tier: Tier 1

Activity - MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use MTSS interventions to improve reading.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Instructional staff
Activity - Professional Development Journeys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading instructional staff will be trained in the use of the Journeys program.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Reading teachers
Activity - Data Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use formative data to monitor student progress and fidelity of implementing strategies.	Communication	Tier 1	Monitor	09/04/2018	06/14/2019	\$900	Other	Teachers and all support staff

Measurable Objective 2:

100% of All Students will complete a portfolio or performance overall in Reading by 06/14/2019 as measured by NWEA/MAP.

Strategy 1:

Technology - Staff will work together to implement technology in the classroom with a focus on reading.

Category: English/Language Arts

Research Cited: Robert N. Ronau, Christopher R. Rakes, Margaret L. Niess. Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches.

Tier: Tier 2

Activity - iREAD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention Program on the computer for K-2 students.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$500	Title I Part A	K-2 teachers & Title I staff
Activity - PD in Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional teachers will receive training in technology to differentiate instruction.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	Administrati on
Activity - Success Maker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Instructional staff (grades 3-5) will utilize Success Maker to improve reading. (\$199 maintenance fee).	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$4000	Title I Part A	Instructiona l staff (3-5)

Measurable Objective 3:

100% of Bottom 30% students will complete a portfolio or performance overall in Reading by 06/14/2019 as measured by NWEA/MAP.

Strategy 1:

Small Group Instruction - Staff will provide small group reading instruction.

Category: English/Language Arts

Research Cited: Lucy Calkins, Jennifer Serravallo. Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers. Guided

Reading: Good First Teaching for All Children by Irene Fountas, Gay Su Pinnell

Tier: Tier 3

Activity - Title I Para Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Title I professionals will provide instructional support in reading to increase student achievement during the regular school day;\$100 per paraprofessional per day.	Supplemen tal Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$54000	Title I Part A	Paraprofes sionals
Activity - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Instructional staff will utilize SuccessMaker to improve reading comprehension. (\$199/maintenance fee)	Technology	Tier 3	Implement	09/04/2018	06/14/2019	\$4000	Title I Part A	Instructiona l staff
Activity - TOPS - Extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
TOPS staff will provide extended day support (2x a week) to identified Title 1 students in content areas to increase student achievement in 3rd Grade; \$20/hour per teacher (6)	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$6800	Title I Part A	TOPS teachers
Activity - Title 1 Materials-packets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$5000	Title I Part A	Title 1 paraprofessionals will put together these packets.
Activity - Supplies/Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Packets and books for instructional support	Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$500	Title I Part A	TOPS, paraprofessionals

Goal 3: Students will feel welcomed and engaged at Huron Elementary.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of positive growth in Practical Living by 06/30/2024 as measured by SWIS data..

Strategy 1:

Huron PBIS - The system will promote positive behavior throughout the day and utilize incentives for target behavior. Implementation roll-out will be at the beginning of the school year. All staff are included to promote this strategy. Assemblies will promote the program.

Category: School Culture

Research Cited: www.PBIS.org

Tier: Tier 1

Activity - PBIS District provided PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will look at SWIS data and determine areas of need and develop an effective roll out.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$400	General Fund	Principal and committee
Activity - Husky Howls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be trained on the Howls expectations for all areas of the school.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	Specials teachers

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Activity - Diversity Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive diversity training as a district initiative.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	No Funding Required	All Staff
Activity - Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once a trimester students will attend school wide PBIS assembly.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	General Fund	Principal & Teachers
Activity - Husky Howl Ticket Store	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will redeem Husky Howl tickets at the store to encourage good decision making.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	No Funding Required	PBIS team committee

Strategy 2:

SWIS - Utilize SWIS to track student misbehavior.

Category: School Culture

Research Cited: www.pbisapps.org

Tier: Tier 1

Activity - SWIS data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize SWIS data to determine a reduction in referrals, time out of class, and increase in positive behavior	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$350	General Fund	Principal and Team
Activity - Evaluate SWIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS team will use SWIS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	No Funding Required	Principal and Team

Measurable Objective 2:

A 85% increase of All Students will demonstrate a behavior of making better choices in Practical Living by 06/14/2019 as measured by Swis data.

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Strategy 1:

Love and Logic - Staff will be trained and utilize Love & Logic with students.

Category: School Culture

Research Cited: www.loveandlogic.com

Tier: Tier 2

Activity - Love and Logic training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training sessions on Love and Logic principles.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$200	General Fund	Social worker and administration
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will spend time collaborating about effectiveness and progress of Love and Logic implementation.	Behavioral 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

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
3 Title One Program Specialists will provide interventions to eligible students in math	Staff (title 1 program specialists) will provide instructional support to identified students during the regular school day in math to increase student achievement. \$100 per day per teacher = \$27000	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$27000	Principal, Title 1 program specialist teachers
iPads and Laptops	iPads and/or laptops will be used to provide instructional support. Title 1 dedicated laptops and cart will be purchased during 2018-19 school year.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$25000	Principal, paraeducators, teachers, media clerk, title I program specialists
Para-educators (3)	Para-educators will provide instructional support to identified students during the regular school day in content areas to increase student achievement in math. \$100 per day, per paraprofessional = \$78000	Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$78000	Paraeducators, principal, district title 1 director
Paraeducator extended day math support	Para-educators and Title One Support (TOPS) will supply extended day support in math to identified students in extended day settings to increase student achievement. \$15.00 per hour, per para-educator= \$4500	Academic Support Program	Tier 2	Implement	09/04/2018	06/20/2019	\$4500	TOPS, Teachers, Paraeducators, Principal
Implement	Teachers will implement CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges mathematics program. Instructional staff will implement Bridges Mathematics Program with fidelity.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2019	\$5000	All Instructional Staff
Bridges Intervention Materials	Para-educators, Title 1 Program Specialist Teachers and classroom teachers will use Bridges Intervention materials to provide instructional support in Math.	Materials, Academic Support Program	Tier 2	Getting Ready	09/04/2018	06/20/2019	\$1000	Title I Program Specialists, Teachers, Paraeducators

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Bridges Interventions for Math Intervention	Title 1 Program Specialist Teachers and classroom teachers will use Bridges Interventions to provide instructional support in Math.	Technology , Academic Support Program	Tier 2	Monitor	09/04/2018	06/20/2019	\$5000	Title 1 program specialist teachers, teachers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Love and Logic training	Teachers will receive training sessions on Love and Logic principles.	Behavioral Support Program	Tier 2	Getting Ready	09/04/2018	06/14/2019	\$200	Social worker and administration
SWIS data	Utilize SWIS data to determine a reduction in referrals, time out of class, and increase in positive behavior	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/14/2019	\$350	Principal and Team
PBIS District provided PD	A committee will look at SWIS data and determine areas of need and develop an effective roll out.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$400	Principal and committee
Assemblies	At least once a trimester students will attend school wide PBIS assembly.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$1000	Principal & Teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for CITW	PD for teachers on CITW training.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$5000	All Staff
Data Review	All staff will use formative data to monitor student progress and fidelity of implementing strategies.	Communication	Tier 1	Monitor	09/04/2018	06/14/2019	\$900	Teachers and all support staff
PD-Bridges	Teachers will attend PD on implementation on Bridges; district will provide funding for this.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$0	All staff.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Supplies/Materials	Packets and books for instructional support	Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$500	TOPS, paraprofessionals
Success Maker	Instructional staff (grades 3-5) will utilize Success Maker to improve reading. (\$199 maintenance fee).	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$4000	Instructional staff (3-5)
Title I Para Professionals	Title I professionals will provide instructional support in reading to increase student achievement during the regular school day;\$100 per paraprofessional per day.	Supplemental Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$54000	Paraprofessionals
PD SuccessMaker	Teachers will get PD on the use of SuccessMaker during staff meeting or ER day. Planning will be given to the 2 trained teachers @ 100/day for sub fee.	Professional Learning	Tier 3	Getting Ready	09/01/2016	06/30/2017	\$200	Teachers
TOPS - Extended day	TOPS staff will provide extended day support (2x a week) to identified Title 1 students in content areas to increase student achievement in 3rd Grade; \$20/hour per teacher (6)	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$6800	TOPS teachers
Title 1 Materials-packets	Supplemental materials for identified Title 1 students; such as Kindergarten packets, conference packets, and end of year packets.	Materials	Tier 3	Implement	09/04/2018	06/14/2019	\$5000	Title 1 paraprofessionals will put together these packets.
iREAD	Reading Intervention Program on the computer for K-2 students.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$500	K-2 teachers & Title I staff
Successmaker	Instructional staff will utilize SuccessMaker to improve reading comprehension. (\$199/maintenance fee)	Technology	Tier 3	Implement	09/04/2018	06/14/2019	\$4000	Instructional staff
TOPS Groups	TOPS personnel will consistently differentiate instructional activities targeted to students with different learning abilities.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$5000	TOPS personnel
Number Talk	Teachers will utilize class discussions and number talks through the Bridges program.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$2200	All Staff
PD for TOPS personnel	Teachers/TOPS will collaborate to create a systematic plan for assisting small groups of identified Title 1 students.	Teacher Collaboration	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$3000	Teachers/TOPS

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Math Night - Parents	Parents of identified Title 1 students will be invited to a math night where they will learn common core strategies/ games to support their students at home. materials \$800 and food and purchased services \$800	Parent Involvement	Tier 3	Implement	09/01/2016	06/30/2017	\$1600	Principal and teachers
Materials-TOPS	Purchase of motivational rewards for identified Title 1 students to encourage learning in content areas; examples could be medals, awards, or bracelets.	Materials	Tier 3	Implement	09/01/2016	06/30/2017	\$500	Principal and teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Husky Howl Ticket Store	Students will redeem Husky Howl tickets at the store to encourage good decision making.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/14/2019	\$0	PBIS team committee
Knowledge and Skills	Teachers will use the CITW implementation guide which identifies critical components and non-negotiables required to understand the expectations for implementation in their classrooms. Teachers will receive continued support from the math curriculum council in the Bridges Math Program.	Getting Ready, Curriculum Development, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	\$0	All Instructional Staff
Getting Ready	Instructional Staff will work together and continue to support the implementation of the Bridges program.	Getting Ready	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Teachers, para-educators, principal
Walkthrough	Monitors will use the strategy implementation guide to focus their walkthroughs on creating an environment for learning nonnegotiables of CITW.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Administration
Monitor	Teachers will use designated staff meeting time to discuss levels of implementation and vertical alignment.	Teacher Collaboration, Communication, Monitor	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Instructional staff
PLC	PLC's will be used to evaluate cooperative learning.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/30/2017	\$0	All staff
Interventions	TOPS personnel will use interventions targeted to students' needs.	Direct Instruction	Tier 3	Implement	09/04/2018	06/14/2019	\$0	TOPS

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Learning Targets	Instructional staff will use the CCSS to identify and post objectives at the target level in student friendly vocabulary, share the objectives with students, and refer to the objective throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Learning Targets	Instructional staff will use the CCSS to identify and post learning targets at the target level in student friendly vocabulary, share the targets with students, and refer to the targets throughout the instructional lesson.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional Staff
Cooperative Learning	Instructional staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional Staff
Readiness	Staff will work together to create a common understanding and shared vision for the implementation of the CITW strategies with an emphasis on the Cooperative Learning strategy within the Bridges program.	Teacher Collaboration, Getting Ready, Professional Learning	Tier 1	Getting Ready	09/04/2018	06/20/2019	\$0	All Instructional Staff
Monitor	Key indicators of implementation will be used with 5 + D observations to identify CITW strategies within Bridges mathematics instruction.	Monitor	Tier 1	Monitor	09/04/2018	06/20/2019	\$0	All Instructional Staff
Opportunity to implement	All instructional staff will utilize math curricular leaders as needed to enhance instruction.	Implementation, Direct Instruction	Tier 1	Implement	09/04/2018	06/20/2019	\$0	All instructional staff
Cooperative Learning	Instructional staff will implement cooperative learning techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
MTSS	Instructional staff will use MTSS interventions to improve reading.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Evaluate SWIS	PBIS team will use SWIS data to determine the effectiveness of the program.	Behavioral Support Program	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	Principal and Team
Bridges Curriculum	Teachers will implement Bridges curriculum & Number Corner with fidelity.	Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Math teachers
CITW Training	Provide new teachers and refresher training for teachers on CITW during staff meetings.	Professional Learning	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Principal, Instructional Staff
Professional Development Journeys	All reading instructional staff will be trained in the use of the Journeys program.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Reading teachers
Feedback	Instructional staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional Staff

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Non-linguistic Representation	Instructional staff will implement non-linguistic representation techniques to differentiate instruction	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional Staff
Professional Collaboration	Teachers/TOPS will collaborate through Data review meetings three times a year.	Teacher Collaboration	Tier 3	Getting Ready	09/04/2018	06/14/2019	\$0	Teachers/TOPS
Husky Howls	Students will be trained on the Howls expectations for all areas of the school.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	Specials teachers
Observations	Bridges will be monitored through observations in the classroom.	Walkthrough	Tier 1	Monitor	09/04/2018	06/14/2019	\$0	Principal
PD in Technology	Instructional teachers will receive training in technology to differentiate instruction.	Technology	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Administration
PLC	Staff will analyze the CITW walkthrough data to understand their fidelity of implementation.	Teacher Collaboration	Tier 1	Evaluate	09/01/2016	06/30/2017	\$0	All Staff
Classroom Instruction of tools	Instructional staff will incorporate models and tools such as manipulatives, calculators, computer programs, and measurement tools to introduce, practice, and review mathematical concepts.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Demonstration of Tools	Instructional staff will demonstrate the proper use of mathematical tools that are appropriate to grade level concepts.	Direct Instruction	Tier 2	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Diversity Training	Staff will receive diversity training as a district initiative.	Behavioral Support Program	Tier 1	Getting Ready	09/04/2018	06/14/2019	\$0	All Staff
TOPS	Staff will utilize TOPS for math interventions.	Teacher Collaboration, Academic Support Program	Tier 2	Implement	09/04/2018	06/14/2019	\$0	All staff
PLC	PLC's will be used to evaluate feedback.	Evaluation	Tier 3	Evaluate	09/01/2016	06/30/2017	\$0	All staff
Collaboration Time	Teachers will spend time collaborating about effectiveness and progress of Love and Logic implementation.	Behavioral Support Program	Tier 2	Monitor	09/04/2018	06/14/2019	\$0	All staff
Evaluation	Instructional staff will use assessment data during their evaluation process to ensure they analyze their impact and fidelity of implementation the way the research intended.	Teacher Collaboration, Evaluation	Tier 1	Evaluate	09/04/2018	06/14/2019	\$0	All Instructional Staff
SuccessMaker	Teachers will use SuccessMaker in the classroom as needed.	Technology	Tier 3	Implement	09/04/2018	06/14/2019	\$0	Teachers

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Non-linguistic representation	Instructional staff will implement non-linguistic representation techniques to differentiate instruction.	Direct Instruction	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional staff
Feedback	Instructional staff will consistently provide students with feedback to help them make connections between what they are doing and the results they hope to achieve.	Communication	Tier 1	Implement	09/04/2018	06/14/2019	\$0	Instructional Staff