



School Improvement Plan

Huron Park Elementary School

Roseville Community 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 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

To identify our building needs we look at School Demographics, surveys taken by staff, teachers, and parents, M-STEP scores, as well as building/district assessments (NWEA MAP testing, Lexia Rapid and Core5, and Direct Instruction assessments). We meet in goal specific committees to analyze the results and develop strategies and activities to improve student performance.

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?

Results are based on based on the Lexia Rapid, the NWEA MAP, and the M-Step Assessments. The follow are the preliminary findings:

1. M-Step (Preliminary Scores: Do not have access to breakdown as of yet)

a. Math:

1. The fourth grade group of students has shown improvement not only from their third grade assessment, but also in a comparison of fourth grade classes from 2014/15 to 2017/18.
2. The third grade students group of students had shown an increase of proficiency from 2014/15 to 2016/17, but made a 2.5% decrease in proficiency in 2017/18.
3. The fifth grade group of students not only showed a decrease from their fourth grade assessment, but also in a comparison of fifth grade classes from 2014/15 to 2017/18.

a. Reading:

1. The fourth grade group of students has shown a decrease in proficiency not only from their third grade assessment, but has shown an increase in a comparison of fourth grade classes from 2016/17 to 2017/18.
2. The third grade group of students had shown an increase of proficiency from 2015/16 to 2016/17, but made a 2.4% decrease in proficiency in 2017/18.
3. The fifth grade group of students not only has shown an increase from their fourth grade assessment, but a 2.2% decrease in proficiency in a comparison of fifth grade classes from 2016/17 to 2017/18.

c. Science: We do not have the science preliminary scores as of yet. But based on previous years, scores are significantly low.

d. Social Studies: Social Studies has shown a significant decrease in a comparison of fifth grade classes from 2014/15 to 2017/18.

2. NWEA MAP Assessment:

a. Math:

1. Overall, 11% of the students were on or above grade level
2. The Black/African American students scored lower than White students (not enough to make a subgroup in other ethnic groups)
3. Males performed better than females on this assessment.

b. Reading:

1. Overall, 22% of the students were on or above grade level
2. The Black/African American students scored lower than White students (not enough to make a subgroup in other ethnic groups)
3. Males and females performed at equal proficiency on this assessment.

3. Lexia Rapid: All Kindergarten students take the Lexia Rapid Assessment 3 times per year. The test indicates the probability of reading proficiency on grade level for the students. In the fall (September assessment), only 4% of the Kindergarten students were predicted to meet SY 2018-2019

grade level expectations. In the Spring (April assessment), 45% of the Kindergarten students are predicted to meet kindergarten grade level expectations.

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.

Goals are chosen based on the M-STEP. We look at school demographics, surveys taken by staff, teachers, and parents, M-STEP scores, as well as building/district assessments such as NWEA MAP testing and Direct Instruction assessments to develop the strategies and activities to achieve our goals. A Climate and Culture (Behavior) goal was implemented in the 2015-2016 school year due to the transient population (for consistency throughout the school) as well as the increase in challenging behavior.

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?

We have Tier I strategies such as our Direct Instruction reading and math programs. This allows for each students in the building to work at their specific ability level. We have a pull-out intervention program for reading. The students who qualify for this intervention program have an Individual Reading Intervention Plan based on the data from the Lexia Rapid assessment. If there is a need, a language pull-out program is used for English Language Learners. These students come as non English speaking students. They meet with the Literacy coaches who work with them on basic language skills using the Kindergarten Direct Instruction Language Program. Students in grades three through five who qualify are invited to an extended learning program after school. Students that are disadvantaged have their non academic needs made by the The Community Eligibility Provision (CEP): free breakfast and lunch program, social work support, and activities sponsored by the school: Shop at the Park (free clothing shopping), Food Drive (feeding needy families at Thanksgiving, and adopting school families for Christmas. The district implemented the 6cess Program to honor students who have 6 or less absences. Even with this program, absences at Huron Park are extremely high (over 2900 in the first two trimesters).

Component 2: Schoolwide Reform Strategies

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

All students participate in the direct instruction reading and in the Everyday Math Program. These programs allow children to work at their own individual ability level. As of the current school year, all grade levels participate in the MAISA Writing program. Our Environmental Club is open to all upper elementary students. This club focuses on recycling and energy saving activities that enhance the science curriculum. In the fall of 2014, all teachers were trained in Classroom Instruction That Works (CITW). This focuses on strategies teachers can use to engage student learning. These strategies include: setting objectives, providing feedback, reinforcing effort, and providing recognition. In the 2015/2016 year, the Marzano Evaluation system was adopted by the district for Teacher evaluations. In the 2017/2018, staff was trained in the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) Program. This program focuses on specific behaviors and habits that make a student successful.

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).

Our walk-to-read program (direct instruction) has a specific schedule that allows for the same amount of time each day that a student receives reading. The student is working on their ability level, which ensures that basic skills are mastered before moving forward in higher level skills. Additional computer lab time as well as the use of the Ipad carts can be scheduled to allow children to practice math and reading at their own ability level using technology to engage interest and make learning fun. In the fall of 2014, all teachers were trained in Classroom Instruction That Works (CITW). This focuses on strategies teachers can use to engage student learning for all students. These strategies include: setting objectives, providing feedback, reinforcing effort, and providing recognition. Students will be able to see what is expected of them and receive quick feedback to see the areas in need of further practice. In the 2016/2017 (current school year), a team of teachers were retrained in the Positive Behavioral Intervention System (PBIS). This system focuses on the positive behavior rather than always focusing on the negative. When children exhibit positive behavior the quality of learning increases for them as well their peers.

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

Although we have made improvements, the majority of our proficiency scores have decreased in all areas. A very low number of the students attend preschool. The state is still allowing a waiver for students to start Kindergarten even if their birthday is September first or after. Because of this, many children are starting Kindergarten lack the basic skills and/or maturity to be successful in school. Our direct instruction walk-to-read program, Lexia Core5, and MobyMax programs all allow students to work on their own ability level. This ensures that children receive the basic skills they may have been lacking to achieve higher level skills. The Lexia Core5 and the online portion of the Everyday Math program are able to be used at home for children to gain extra practice. Using the strategies in Classroom Instruction That Works (CITW): setting objectives, providing feedback, reinforcing effort, and providing recognition, as well as the CHAMPS program, teachers, as well as students, can set clear expectations for academics and behavior, and provide immediate feedback to see where extra remediation is needed.

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.

Lexia Core5 is the program for grades K-3. Students are chosen for intervention (in school and for the after-school program) based on the data from the Lexia Rapid assessment. All Kindergarten students; however, are using the Lexia Core5 program.

MobyMax is used in the classroom/computer lab for additional assistance. This allows for children to work at their individual level in math and reading.

Everyday Math online component can be used in the classroom and at home for extra practice on grade level math skills.

We have had a language pull-out program for our English Language Learners (ELL Students). These students came as non English speaking students. They meet with the Literacy coaches who work with them on basic language skills using the Kindergarten Direct Instruction Language Program. This program is only used if there is a need that school year.

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

The school improvement team looks at M-STEP scores, NWEA MAP assessments, Lexia Core5, and Direct Instruction assessments from year to year to determine whether or not these students are meeting the goals. Classroom observations and teacher input also determine if the students' needs are being met.

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	All Huron Park Paraprofessionals meet the Highly Qualified requirements of No Child Left Behind (NCLB). Parents have the right to request the credentials of any staff member who instructs their child on a regular basis. Credentials are on file at the Roseville Administration Building.	

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	All Huron Park Teachers meet the Highly Qualified requirements of No Child Left Behind (NCLB). According to NCLB, parents have the right to request the credentials of any staff member who instructs their child on a regular basis. Credentials are on file at the Roseville Administration Building.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Due to retirement and a teacher transfer, we only had a turnover of two teachers in grades Kindergarten through fifth grade. Both new teachers were in fifth grade.

In the preschool program, we had one teacher leave mid year due to a new job.

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

The majority of the key teaching and learning personnel has 6 or more years of experience, with continuing education above a Bachelor's degree.

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

Open positions at the school are posted through email by Central Administration. If a teacher wants to transfer out of their school, they submit a request to administration; however, Central Administration makes the final decision.

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

In the 2017-2018 school year the district had implemented the 6-cess initiative for staff and students. Staff is rewarded at the end of each trimester if their total attendance for that trimester is two or less absences.

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?

Again, the turnover rate in the last year has been due to student movement throughout the district. These positions have been filled with inter district transfers and new hires. The school had minimal input in this decision.

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.

In the the 2016/2017 school year, a team was trained in the Positive Behavior Interventions and Support model (PBIS). This model is design to offer a range of preventative strategies that are applied to students based on level of need. This team will continue to train staff and students through meetings, modeling, and assemblies throughout each school year. In the fall of 2017, Dr. Jason Novetsky came to train the staff in the CHAMPS program. This program focuses on acceptable behaviors and habits that help students be successful in school. Further training in the CHAMPS program will be scheduled for the 2018/2019 school year. We are in the process of looking into other programs that will help staff and students when dealing with extreme challenging behavior.

In August of 2017, district provided MAISA Writing training and Everyday Math Training. Huron Park is looking to send a team of teachers to the Macomb Intermediate School District (MISD) for additional MAISA Writing training. The district also has a consultant from the MISD to observe and give feedback to the teachers teaching the MAISA Writing Program multiple times throughout the year. The district also has a consultant from Everyday Math to do the same.

Our school has a data coach. This data coach creates graphs for the NWEA MAP tes tand Lexia Rapid results, as well as shows staff how to analyze these graphs at bi-monthly Data Table meetings. She also provides information to parents explaining this testing and ways they can help at home.

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

Late Start days and Professional Development Half days are used to introduce new strategies and provide support to carry them out. Teachers who attend conferences bring back the information and present it to the rest of the staff on late start or PD days. PBIS training is continuous for staff and students by the team through modeling and assemblies. The Data Coach distributes graphs for the NWEA MAP and Lexia Rapid test results and explains the content and how we can improve in the classroom at Data Table Meetings held twice per month.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Professional Learning Plan is attached and will be amended when dates are finalized.	HP Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the schoolwide plan by the stakeholder surveys. School Improvement Items are brought up by principle and teacher representatives at PTO meetings (attendance is low to none other than executive board). They are also invited to be a part of the school improvement meetings, but it is difficult to get parental involvement.

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

Parents sign a Parent/Student/Teacher Compact, created by teachers and parents, agreeing to the responsibilities they have as parents to help their child reach their full potential. Follow through with this contract, volunteering in the classroom and volunteering in the school helps to implement the schoolwide plan.

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

Parents are involved in the evaluation of the schoolwide plan by the stakeholder surveys, as well as, input at PTO meetings.

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	We have had many struggles in getting parents to participate in the school. Many of our parents are two income families or single parents. This makes it very difficult for parents to volunteer in the classroom or bring their children to after school activities. We have over 400 students in our building, and only in the last few years, do we have a full executive board for the Parent Teacher Organization (PTO). Only a few additional parents attend the monthly meetings.	Parent Involvement

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

Parents are informed of opportunities to be involved in the school at open house, kindergarten information/registration night and kindergarten round-up. They have the opportunity to attend literacy workshops and family nights as well. Both the Lexia Core5 and the Everyday Math Online games can be accessed at home on a computer or tablet device. Parents were involved revamping the parent-school compact. They are also given a survey in the spring of each year to give suggestions and input. The school and teachers communicate through formal conferences, classroom and school newsletters, progress reports, report cards, and informal conferences/phone calls as needed. Class Dojo is a program that tracks behavior, allows for instant messaging between teacher and parents, teaches about character traits and about common feelings students have about school, and allows the teachers to share photos with

School Improvement Plan

Huron Park Elementary School

the class, as well as individual families. Parents can set up an account on the computer, tablet, or smart phone to check their child's progress at their convenience. This year, Huron Park implemented the Remind phone application. This is used by the office to send reminders and important information that pertains to the student or the school. We have also implemented a Parent Liaison. This person is a contact for parents to go to for questions and concerns. She also plans activities for families throughout the school year and takes transfer students and parents on tours of the school before they start at Huron Park.

Staff has been trained in the Schoology online program which will also be available to the families from home to check on grades and to use for information and student assignments.

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

The parent component will be evaluated by examining the sign-in sheets, parent surveys, and evaluations from parent programs to see which activities were the most helpful to our parents. Changes will then be made to the plan based on these results.

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

The results will be used to keep or develop new ideas to keep the parents involved in their child(ren)'s academic success.

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

The Parent/Student/Teacher Compact was developed by the school improvement team and parents. We took the district compact and made changes to fit the specific needs of our school population.

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

The compact is explained and signed at the first parent teacher conference by the parent. The students are explained their duties, as well as the teacher's duties, in class and then are signed in class. It is then revisited with the parents at the second parent teacher conference.

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

N/A

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The Parent/Student/Teacher compact was redesigned by teachers and parents using the district compact as a base.	Parent Compact

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

The school provides assessment results through progress reports, report cards, NWEA MAP as well as Lexia Rapid and Core5 reports, parent teacher conferences and the annual report. Additional meetings may be scheduled at teacher or parent request.

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?

Preschool children are invited to the Kindergarten Information Night held at the end of February of each year. Parents can register and students are able to meet the teachers. Enrichment activities are also available for the children to do. We are fortunate to have the Great Start Program (GSRP) housed in our building. They are invited to assemblies and activities sponsored by the rest of the school. In the early Spring students and parents travel by bus to see the classrooms where they will attend kindergarten. The teachers from the GSRP also help out at the Kindergarten Information Night. This lets the children coming in see a familiar face and feel excited about going to Kindergarten.

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

In the 2012/2013 school year, we started an Kindergarten Transitions Committee. This committee is made up of the preschool teachers, aides, and support staff. They go over the current standards and how they can be met so that the children are kindergarten ready. Expectations are conveyed to the parents by the preschool teachers. This year the kindergarten teachers have been invited to speak at the preschool parent advisory meeting to convey kindergarten expectations.

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?

Collaborations, School Improvement Meetings, Staff Surveys, and Late Start Meetings

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

School Improvement committees are set up to analyze and discuss academic achievement. These are then shared with the staff at whole staff meetings and through the school improvement plan. Data is supplied by data coach and school improvement team.

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.

In the Fall and Winter, the NWEA MAP testing is administered to grades 3-5. These scores are shared with the district and are used in house, along with teacher observation and classroom performance, to determine students who might need extra help or alternative lessons. The results from M-STEP, given to grades 3-5 in the spring, are also used to determine in which areas our students need extra help. Our Speech and Language Therapist screens every kindergartner to identify not only students who need speech and language therapy but also students who appear to be high risk for academic achievement.

Our Social Worker provides services to children and families whose emotional and familial conditions may hinder academic success. Title I/31A At Risk identification sheets allow classroom teachers to identify at risk students as well.

Our instructional aides provide small group practice, and collaboration with teachers to provide tools and strategies to assist students struggling in Reading and Math. Bilingual services are available through the MISD. This school year, students identified through Lexia Rapid testing in grades K-3 will be given an extensive assessment to aide in

developing an Individual Reading Intervention Plan (IRIP,) will be initiated according to the Michigan Early Literacy Initiative.

Huron Park follows the policy of the Roseville community schools and the Macomb County Homeless protocol for the identification and referral of homeless families. (See Appendix 9.0)

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?

Early Literacy Specialists service the students in K-3 who are on an IRIP according to the Michigan Early Literacy Initiative. We qualify for 100% free breakfast and lunch through a grant program. This way we can make sure the children are fed so that a basic need are met making it easier for them to concentrate on academics. If there is a need, ELL students will participate in a pull-out language program to learn the language necessary to succeed academically.

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

The students participate in a direct instruction walk to read program. All children are evaluated and placed in a class that works on their own specific level. Teachers may also differentiate for individual students in their classroom as needed. For those students who qualify for special education, differentiation is based on their individual IEPs. This year, Individual Reading Plans (IRP) have been initiated according to the Michigan Early Literacy Initiative. Early Literacy Specialists will be working with students who qualify.

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.

Huron Park receives funds from a variety of federal, state and local sources: Title I, Title II, 31A

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.

This funding is distributed among various programs that Huron Park teachers, students, and parents participate in. Title I funds are utilized for the base salary of the Early Literacy Specialists, the instructional aides' salary, as well as educational materials and supplies for the building. Title I also funds the parenting component of the School Improvement Plan (S.I.P.). This may include parenting workshops/conferences, the parenting activities themselves, food, and parenting supplies/materials. Title II covers the cost of the majority of professional development and the cost of substitutes. Some professional development and/or substitute costs may also be covered by grants. 31A monies are allocated to provide services for the homeless population in our school.

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.

Funding from Title I is used for our parenting programs, Early Literacy Specialists, Instructional Aides, materials needed for strategies and activities. Title I also funds our free breakfast and lunch program for which the entire school qualifies. Title II covers the cost of the majority of professional development and the cost of substitutes. Some professional development and/or substitute costs may also be covered by grants. 31A monies are allocated to provide services for the homeless population in our school. The school receives money from the Community Eligibility Provision Grant so that all students receive free breakfast and lunch.

Evaluation:

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

Huron Park Elementary will annually evaluate the School Improvement Plan. This will include looking at the Program Evaluation, stakeholder surveys, and reviewing goals, objectives, and strategies. The school improvement team and committees meet throughout the year to continuously analyze data and discuss any changes that need to be made in the school improvement plan.

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

The staff will use data from stakeholder surveys, M-STEP, NWEA MAP testing, Lexia Rapid testing, district assessments, and the direct instruction assessments, to determine if the building level goals were met. The staff will use this information to determine which students have the greatest needs. Huron Park Elementary School Improvement Plan is always on-going and is continually reviewed and revised as needed. In order to ensure continuous student improvement, this school improvement plan is a staff priority. The entire staff shares in the evaluation process through discussions at staff meetings, during professional collaboration, and daily conversations. Based on evaluation of the data, the School Improvement Committees will make revisions to the plan.

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.

The school improvement team and committees use the graphs from [MIschooldata.org](https://mischooldata.org) for M-STEP, Lexia Rapid, and NWEA MAP, to compare scores from year to year. We specifically look at the graphs that show subgroup proficiency to determine if we have met our percentage of improvement with specifically the subgroups that are furthest from achieving the standards. We make changes to the schoolwide program based on the needs of these subgroups.

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?

Again, the school improvement team and committees meet throughout the year to analyze the data collected to decide if the strategies in our plan have been effective. The revision of the plan is an on-going process throughout the year based on the needs of student achievement.

Huron Park School Improvement Plan 2018-2019

Overview

Plan Name

Huron Park School Improvement Plan 2018-2019

Plan Description

Current School Improvement Plan for Huron Park Elementary

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Huron Park Elementary School will become proficient in English/Language Arts (ELA).	Objectives: 1 Strategies: 8 Activities: 34	Academic	\$49231
2	All students at Huron Park Elementary School will become proficient writers.	Objectives: 1 Strategies: 7 Activities: 27	Academic	\$450
3	All students at Huron Park Elementary School will become proficient in math.	Objectives: 1 Strategies: 7 Activities: 26	Academic	\$400
4	All students at Huron Park Elementary School will become proficient in science.	Objectives: 1 Strategies: 6 Activities: 22	Academic	\$1865
5	All Students at Huron Park Elementary will exhibit behavior that is respectful and conducive to learning	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$1271
6	All students at Huron Park Elementary School will become proficient in social studies.	Objectives: 1 Strategies: 6 Activities: 24	Academic	\$2079
7	Teachers will use a Multi-Tiered System of Support (MTSS) to meet the needs of students to Succeed	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0

Goal 1: All students at Huron Park Elementary School will become proficient in English/Language Arts (ELA).

Measurable Objective 1:

4% of All Students will demonstrate a proficiency in phonemic awareness as well as comprehension of narrative and informational texts in Reading by 05/31/2019 as measured by The M-Step, Lexia Rapid and NWEA MAP assessments, as well as district and local assessments.

Strategy 1:

Teachers will use Data Driven Instruction to Make Adjustments for Student Learning in Reading - Data Driven instruction consists of a cycle of which includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers use the analyzed data to make adjustments to how the curriculum is taught to differentiate and meet the individual needs of student learning.

Category: English/Language Arts

Research Cited: Using Data to Guide Instruction and Improve Student Learning by Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times Published in SEDL Letter Volume XXII, Number 2, Linking Research and Practice Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

Tier: Tier 1

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

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<p>The Reading Mastery Reading Component is a direct instruction program. This is taught in a Walk-to-Read program in which children, first through fifth grade, travel to the class of their individual reading level. As part of the Reading Mastery direct instruction program children are required to write from dictation and use descriptive writing to develop detail and improve writing skills. Writing varies depending on level of ability group. Depending on the grade level it may consist of some or all of the following components:</p> <ul style="list-style-type: none"> • Primary Reading Instruction: Depending on the grade level, Children will receive direct instruction from basic phonics skills to more complex reading tasks. Students are involved in an oral lesson, as well as, guided and independent written practice. • Core Connections: Core connections has activities that focus on phonemic awareness, letter formation (kdg), vocabulary, and reading comprehension. It covers the genres of both narrative and informational text. Children will use writing as a response to a comprehension activity for these texts. • Read Aloud Library: The Read Aloud library focuses on pre and post reading skills as well as vocabulary in reading to enhance comprehension. It consists of both narrative and informational text. • Spelling Program: Reading Mastery spelling program is directly correlated with the Reading Mastery phonemic awareness activities for the appropriate learning level. Start date varies by grade level and level of ability. 	Direct Instruction	Tier 1	Implement	09/17/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Interventionists, and Support Staff
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Activity - Full Time Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A full time instructional Aide has been hired for instruction as well as intervention. This aide teaches sections of our Direct Instruction classes to lower class sizes. This gives the students a greater opportunity to work closer to their own level as well as more personal attention in the classroom.</p>	Direct Instruction, Class Size Reduction, Academic Support Program	Tier 1	Implement	09/11/2018	06/14/2019	\$24129	Title I Schoolwide	Principal, Classroom Teachers, Instructional Aide

Activity - Reading Mastery Language Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Reading Mastery Language Program is a Direct Instruction Program that teaches children the appropriate language skills for their grade level. These range from reading readiness language skills to grammar and sentence structure.</p>	Direct Instruction	Tier 1	Implement	09/17/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Interventionists, and Support Staff

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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data coach will be accessible for M-STEP, MAP testing, SAT common assessment and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom	Technology, Professional Learning	Tier 1	Implement	06/05/2018	06/13/2019	\$0	No Funding Required	All Key Instructional Staff, Principal, and Data Coach
Activity - School Improvement Collaboration Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	No Funding Required	All School Staff
Activity - Half Time Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two half time Instructional Aides will be hired for intervention in reading. They can be used to pull small groups for remediation or differentiation on basic skills. These aides will also be used for intervention in math.	Academic Support Program	Tier 2	Implement	09/10/2018	06/07/2019	\$13008	Title I Schoolwide	Principal, Instructional Aides, Classroom Teachers

Strategy 2:

Children will use technology to improve overall achievement in Reading - Students and teachers will use technology to support district curriculum. It will be used to make curriculum interactive for the students, to allow students to work on their own academic level, to monitor discipline, and to provide immediate response to formative assessments.

Category: Technology

Research Cited: Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower Mathematics and Science Consortium (NCEMSC). Editorial guidance was provided by Barbara Youngren, director, NCEMSC.

Tier: Tier 1

School Improvement Plan

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Activity - iPad Minis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional

Activity - Headphones for Computer Stations and iPad Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the ipad minis. These will also be purchased this year.	Technology , Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$1299	Title I Schoolwide	Principal, Technology Paraprofessionals

Strategy 3:

Children will use extended learning opportunities to improve overall achievement in Reading - Children will use extended learning opportunities to improve overall achievement - Children will be chosen from grades three through five based on MEAP scores as well as AIMSweb and Direct Instruction assessments. These children will have the opportunity for additional instruction by a pull-out program or after school program to help master the curriculum.

Category: English/Language Arts

Research Cited: Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector. Portland Public Schools. (2007).

Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor. Portland: Portland Public Schools.

Tier: Tier 2

Activity - Lexia Core 5 Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lexia Core 5 reading program offers a basic reading program that helps develop fundamental reading skills for students in pre-K to grade 5. The program utilizes the five core reading skills as dictated by the National Reading Panel for reading proficiency. The core skills include fluency, vocabulary, comprehension, phonological awareness and phonics. The product is online and administers assessments providing immediate feedback of student performance. Lexia Core 5 licenses were purchased for all kindergarten students. Logins allow students to not only work in school, but to have extra practice at home.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	10/01/2018	06/03/2019	\$6300	Title I Schoolwide	Principal, Classroom Teachers, Technology Paraprofessionals, Early Literacy Specialists

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Activity - March is Reading Month	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year a theme is set for March is Reading Month. The theme has many activities that students can do for extended learning both at school and at home. It also consists of behavior component to promote positive, respectful behavior.	Behavioral Support Program, Materials, Academic Support Program	Tier 1	Getting Ready	03/01/2019	03/29/2019	\$1000	Title I Schoolwide	Principal, Early Literacy Specialists, All Staff

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max is an online resource. This adaptive curriculum creates an individualized education plan for each student. Students use this program for reading, math, and language practice in the classroom, as well as, in the after-school program for additional support.	Technology, Supplemental Materials, Academic Support Program	Tier 1		09/10/2018	06/07/2019	\$0	No Funding Required	Classroom Teachers, Principal, Technology Paraprofessionals

Strategy 4:

Developing the English Language Learner (ELL) - Children who are English Language Learners (ELL) will participate in activities that will strengthen their skills to help them succeed in the Curriculum.

Category: Learning Support Systems

Research Cited: Best Practices in English Language Learner Pedagogy Elizabeth Brooke, Ph.D., CCC-SLP, Chief Education Officer, Lexia Learning and Rosetta Stone

Tier: Tier 2

Activity - English Language Learner (ELL) Pull-out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If the need persists, children who are English Language Learners (ELL) are pulled out by the Early Literacy Specialists. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/01/2018	06/07/2019	\$0	No Funding Required	Principal, Early Literacy Interventionists, Classroom teachers

Activity - Bilingual Tutor for English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	10/31/2018	06/03/2019	\$0	No Funding Required	Principal, Secretary, Classroom Teachers
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Activity - WIDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA Assessment is given to all English Language Learners (ELL). This is given to assess what the student knows in English. New students are assessed in the Fall, and all ELL students are assessed in the Spring.	Other - English Language Learner Assessment	Tier 2	Implement	09/28/2018	05/24/2019	\$0	No Funding Required	Principal, Early Literacy Interventionists

Strategy 5:

Classroom Instruction That Works (CITW) - This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

Category: School Culture

Research Cited: Classroom Instruction That Works

Tier 1

This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Tier: Tier 1

Activity - Displaying Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching each lesson.	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principals, Classroom Teachers

Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<ul style="list-style-type: none"> ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom. 	Parent Involvement, Behavioral Support Program, Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
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Activity - Marzano Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff.

Strategy 6:

Increasing Parent Involvement - Parents are invited to several workshops to educate them on ways to help their child(ren) be successful. This strategy also includes ways to help with reading readiness through transition into kindergarten activities.

Category: School Culture

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008.

Tier: Tier 1

Activity - Kindergarten Transition Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	02/27/2019	02/27/2019	\$0	No Funding Required	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee

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Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Materials, Recruitment and Retention	Tier 1	Implement	03/01/2019	03/01/2019	\$0	No Funding Required	Principal, Teaching staff, Secretaries
Activity - Kindergarten Round-up Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	08/23/2018	08/24/2018	\$0	No Funding Required	Principal, Secretary, Kindergarten Teachers
Activity - Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Recruitment and Retention, Other - Extended Learning	Tier 2	Getting Ready	09/04/2018	06/12/2019	\$1445	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Activity - Call Command	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff

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Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year. 	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - School and Classroom Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - Learning A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource for teachers and parents to access to short stories to aide with reading strategies.	Parent Involvement, Supplemental Materials	Tier 1	Implement	10/01/2018	06/13/2019	\$480	Title I Schoolwide	Classroom Teachers, Early Literacy Specialists

Strategy 7:

Community Involvement to Engage Student Learning - Research shows that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Category: School Culture

Research Cited: Parent, Family, Community Involvement in Education ;NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Tier: Tier 2

School Improvement Plan

Huron Park Elementary School

Activity - Care of Southeast Michigan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE of Southeastern Michigan's educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions, and the misuse of alcohol, tobacco, and other drugs. By helping these families, students can concentrate on education rather than whether or not they have their basic needs	Community Engagement, Other - Providing Basic Needs	Tier 2	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff
Activity - General Electric Match Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement, Other - Meeting Basic Needs	Tier 2	Implement	11/26/2018	12/14/2018	\$0	No Funding Required	Principal, All Staff, Retired Staff Member
Activity - The Community Eligibility Provision (CEP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Community Eligibility Provision (CEP) is a meal service option for schools and school districts in low-income areas. CEP allows the highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the applications. The CEP Resource Center provides resources for parents, teachers, and school officials to better understand CEP and its positive benefits, along with useful tools to help facilitate successful implementation of the provision in the school.	Community Engagement, Other - Aide for Low Income Schools and Districts	Tier 1	Implement	09/05/2018	06/10/2019	\$0	No Funding Required	Principal, Lunchroom Staff, Classroom Teachers

Strategy 8:

Students will use Literature Based Writing to improve overall achievement in the Writing Process - This strategy uses literature as a model for writing. It engages students in the process and acts as a model for the child's own writing.

Category: English/Language Arts

Research Cited: Motivating Reading and Writing in Diverse Classrooms: Social and Physical Contexts in a Literature-Based Program. NCTE Research Report No. 28.

Morrow, Lesley Mandel

Tier: Tier 1

School Improvement Plan

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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Oakland Schools led the development of the MAISA ELA Common Core-aligned units of study that were piloted and reviewed by teachers statewide. This multi-year project resulted in a comprehensive K-12 curriculum that is aligned not only to the standards, but also across grades. These units are not meant to be scripted, but are guidelines for teachers. Teachers are encouraged to adapt the lessons for their population and context. Huron Park has trained two teachers to begin implementing this program and will continue to train additional teachers for implementation throughout all grade levels. The activity is still in the getting ready phase due to more teachers needing to be trained to fully implement this curriculum.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/07/2019	\$0	No Funding Required	Principal, MAISA Writing Teachers, Early Literacy Interventionists
Activity - MAISA Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten as well as teachers who will be teaching the MAISA Writing units will be trained in the curriculum.	Professional Learning	Tier 1	Getting Ready	08/28/2018	03/08/2019	\$0	No Funding Required	Principal, Classroom Teachers, Central Administration
Activity - Four Square Writing Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Four Square Writing Method to help children organize their thoughts and ideas and understand the concept of developing a main idea and adding supporting details. This method can be used along with the MAISA Writing Units as an on demand writing tool.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Writing Teachers
Activity - MAISA Writing Supplemental Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immersion Texts will be bought to supplement the MAISA Writing Units. One set will be purchased per grade level.	Supplemental Materials	Tier 1	Getting Ready	12/14/2018	06/13/2019	\$1380	Title I School Improvement (ISI)	Principal, Writing Teachers
Activity - Writing Pathways	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Writing Pathways is a resource book that is used with the MAISA Writing Units. It has on-demand assessments, rubrics, and student samples for each of the required genres of writing. This book allows for all the writing teachers to use the same resources when grading so that there is consistency throughout the grade levels. Four additional books will be purchased.	Supplemental Materials	Tier 1	Getting Ready	12/17/2018	06/13/2019	\$190	Title I Schoolwide	Principal, Writing Teachers
Activity - MISD MAISA Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kathy Ming from the Macomb Intermediate School District (MISD) routinely visits to observe, give feedback, and model lessons to help staff teach the MAISA Writing Units for student success.	Curriculum Development, Professional Learning	Tier 1	Implement	09/28/2018	05/17/2019	\$0	No Funding Required	Principal, Secretary, Early Literacy Specialists, Classroom Teachers

Goal 2: All students at Huron Park Elementary School will become proficient writers.

Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in basic writing skills and organization that is applicable across grade levels and curriculum areas in Writing by 06/14/2017 as measured by The M-Step and the school writing samples.

Strategy 1:

Classroom Instruction That Works - This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

Category:

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Tier: Tier 1

Activity - Displaying Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Central Administration, Principals, Classroom Teachers

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Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can send pictures or contact them immediately if there is a major compliment or concern for their child.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
Activity - Marzano Learning Scales Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be taught how to use learning scales according to the Marzano evaluation system in the classroom. These scales will be used by the students and teachers to show an immediate response of the understanding of the objective taught.	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$0	No Funding Required	Central Administration, Principal, Teaching Staff
Activity - Marzano Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff.

Strategy 2:

Parent Involvement - Parents are invited to several workshops to educate them on ways to help their child(ren) be successful.

This strategy also includes ways to help with reading readiness through transition into kindergarten activities.

Category:

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008.

Tier: Tier 1

Activity - Kindergarten Transition Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	03/01/2017	03/01/2017	\$0	No Funding Required	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee
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Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	03/02/2017	03/02/2017	\$0	Title I Schoolwide	Principal, Teaching staff, Secretaries

Activity - Kindergarten Round-up Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have. Begin Date Aug 24, 2017 End Date Aug 25, 2017 Staff	Parent Involvement, Recruitment and Retention	Tier 1	Implement	08/24/2017	08/25/2017	\$0	No Funding Required	Principal, Secretary, Kindergarten Teachers

Activity - Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tier 2 Academic Support Program, Behavioral Support Program Getting Ready The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will have a main focus on, but not be limited to, those children who are at risk/identified for the Superintendent Dropout Challenge. They will bring good news to these parents, and highlight the child's strengths. This will make school not so scary for the parents as well as the child.	Parent Involvement, Behavioral Support Program, Recruitment and Retention, Academic Support Program	Tier 2		09/06/2016	06/14/2017	\$0	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff
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Strategy 3:

Community Involvement - Research shows that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Category: School Culture

Research Cited: Parent, Family, Community Involvement in Education ;NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Tier: Tier 2

Activity - Kids Teaching Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students from the Vocational Child Care Class come weekly to work with students who require additional assistance.	Community Engagement	Tier 2	Implement	10/11/2016	05/26/2017	\$0	No Funding Required	Principal, Teachers, Student Volunteer Coordinator

Activity - Care of Southeast Michigan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principle, Classroom Teachers, Support Staff

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Activity - General Electric Match Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/28/2016	12/16/2016	\$0	No Funding Required	Principal, All Staff, Retired Staff Member

Activity - Mobil Gas Grant Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A parent from Huron Park Elementary works at a Mobil station in Roseville. She enters Huron Park in a grant program offered by Mobil each year. She then gives us a check from Mobil for 500.00 dollars. This money is used for the needs of our school and students. 2016-17 will be the sixth year participating in the grant program	Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Administrative Assistants

Strategy 4:

Teachers will use Data Driven Instruction to Make Adjustments for Student Learning in Writing - Data Driven instruction consists of a cycle of which includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers use the analyzed data to make adjustments to how the curriculum is taught to differentiate and meet the individual needs of student learning.

Category: English/Language Arts

Research Cited: Using Data to Guide Instruction and Improve Student Learning by Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times Published in SEDL Letter Volume XXII, Number 2, Linking Research and Practice Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

Tier: Tier 1

Activity - Core Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children will use writing as a response to a comprehension activity in the Reading Mastery Core Connections book.	Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, classroom teachers, support staff, and literacy coach

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Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the Reading Mastery direct instruction program children are required to write from dictation and use descriptive writing to develop detail and improve writing skills. Writing varies depending on level of ability group.	Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, classroom teachers, support staff, and literacy coach

Activity - Monday Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet on scheduled Mondays after school to collaborate, not only with grade level, but across grade levels. These are the following dates: 12/12/16, 2/27/17, 4/17/17, 5/22/17	Professional Learning, Teacher Collaboration	Tier 1		12/12/2016	05/22/2017	\$0	No Funding Required	All Teaching Staff, Support Staff, and Principal

Strategy 5:

Using technology to improve overall achievement in Writing - students and teachers will use technology to support district curriculum. It will be used to make curriculum interactive for the students, to allow students to work on their own academic level, to monitor discipline, and to provide immediate response to formative assessments.

Category: Technology

Research Cited: Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower

Tier: Tier 1

Activity - Interactive Projectors and Mimio Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive projectors, along with the Mimio software, will be used as a way to have the children become actively engaged in their learning. Children are able to manipulate the software on their own and receive an immediate response. The projector can also be used as a virtual white board where students can practice skills learned in the curriculum	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Three additional ipads and covers are being purchased to complete the school. These are to be used for learning applications that enhance curriculum, for discipline reinforcement (ie: clasdojo), and for immediate response programs (ie: Plickers). This activity also supports Classroom Instruction that Works (CITW).	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Activity - Wireless Projectors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three wireless projectors were purchases and will have a use similar to the Mimio projectors. These, however, will be used with our pull-out intervention groups	Technology	Tier 2	Implement	09/19/2016	06/02/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Activity - Apple TV and Document Camera Stands	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apple TV is a digital media receiver and has been designed to allow content that can be found in a digital form on the internet to be downloaded and played on the TV. This will enable teachers to show students educational videos from the internet, as well as use effects, such as songs, to enhance slide show presentations and lessons. Document camera stands are to be used with AppleTV, interactive projectors, and the ipad to project to allow student work and teacher materials onto the white board for instruction and immediate feedback. This activity also supports Classroom Instruction that Works (CITW).	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
Activity - iPad Minis and Cases	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad minis and cases were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. This will be on mobile carts to share between classrooms. The goal is to build the supply so that each teacher will have a complete classroom set of iPad minis for the classroom. Thirty-seven additional sets will be purchased to add to the supply.	Technology, Supplemental Materials	Tier 1	Getting Ready	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Due to time and staff turnaround, staff will be trained in the Mimio software to be used with the interactive projectors. Using this software, teachers can use existing or create interactive lesson plans.	Technology , Professional Learning	Tier 1	Implement	11/08/2016	11/08/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
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Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two MacBooks are being purchased because they are needed to run and load software and apps to the iPad minis.	Technology , Supplemental Materials	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

Activity - Power Sync Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A second Power cart is being purchased to safely store and charge the additional ipad minis.	Technology , Supplemental Materials	Tier 1		01/09/2017	01/09/2017	\$0	Title I Schoolwide	School Staff, Principal, Technology Paraprofessional

Strategy 6:

Developing the English Language Learner - Children who are English Language Learners (ELL) will participate in activities that will strengthen their skills to help them succeed in the Curriculum. Category: Learning Support Systems Research Cited:

Category: Learning Support Systems

Research Cited: Best Practices in English Language Learner Pedagogy Elizabeth Brooke, Ph.D., CCC-SLP, Chief Education Officer, Lexia Learning and Rosetta Stone

Tier: Tier 2

Activity - Bilingual Tutor for English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/11/2016	06/02/2017	\$0	No Funding Required	Principal, Secretary, Classroom Teachers

Strategy 7:

Students will use Literature Based Writing to improve overall achievement in the Writing Process - This strategy uses literature as a model for writing. It engages students in the process and acts as a model for the child's own writing. Category: Learning Support Systems Research Cited:

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Category: English/Language Arts

Research Cited: Motivating Reading and Writing in Diverse Classrooms: Social and Physical Contexts in a Literature-Based Program. NCTE Research Report No. 28.

Morrow, Lesley Mandel

Tier: Tier 1

Activity - Four Square Writing Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Four Square Writing Method to help children organize their thoughts and ideas and understand the concept of developing a main idea and adding supporting details. Can be used along with Being a Writer Program to add detail to writing.	Supplemental Materials	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Writing Committee

Activity - Writers Workshop K-2 MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher is being sent to this workshop at the Macomb Intermediate School District (MISD). Participants will take a closer look at the components of Writer's Workshop and how to implement in the classroom. Together, trainers and participants will explore the MAISA Writing Units, written by Michigan teachers for Michigan teachers. Teachers will work the program in the classroom and bring experiences and samples to each session. Upon completion of this professional learning series, teachers will be equipped with the knowledge needed to get students writing successfully.. Teacher taking this workshop will also assist in training the staff for the following year.	Curriculum Development, Professional Learning	Tier 1	Implement	08/08/2016	03/07/2017	\$225	General Fund	Principal, Classroom Teachers, Literacy Coaches

Activity - Writers Workshop 3-5 MAISA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will take a closer look at the components of Writer's Workshop and how to implement in the classroom. Together, trainers and participants will explore the MAISA Writing Units, written by Michigan teachers for Michigan teachers. Teachers will work the program in the classroom and bring experiences and samples to each session. Upon completion of this professional learning series, teachers will be equipped with the knowledge needed to get students writing successfully. Teacher taking this workshop will also assist in training the staff for the following year.	Curriculum Development, Professional Learning	Tier 1	Implement	08/15/2016	03/06/2017	\$225	General Fund	Principal, Classroom Teachers, Literacy Coaches

Goal 3: All students at Huron Park Elementary School will become proficient in math.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency in problem solving and number sense in Mathematics by 05/31/2019 as measured by the M-Step and NWEA MAP assessments, as well as schoolwide local assessments..

Strategy 1:

Classroom Instruction That Works - This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

Category:

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Tier: Tier 1

Activity - Displaying Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principals, Classroom Teachers

Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional

Activity - Marzano Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff
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Strategy 2:

Children will use extended learning opportunities to improve overall achievement - Children will be chosen from grades Kindergarten through second based on scores from direct instruction assessments. These children will be pulled by the instructional aides to have the opportunity for additional remediation as needed in math.

Category:

Research Cited: Silva, E. (2007). *On the Clock: Rethinking the Way Schools Use Time*. Washington, D.C.: Education Sector.

Portland Public Schools. (2007). *Opportunities to Increase the Amount and Quality of Instructional Time*. Portland Public Schools, District Performance Auditor.

Portland: Portland Public Schools.

Tier: Tier 2

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max is an online resource. This adaptive curriculum creates an individualized education plan for each student. Students use this program for reading, math, and language practice in the classroom, as well as, in the after-school program for additional support.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Classroom Teachers, Principal, Technology Professionals

Strategy 3:

Community Involvement - Research shows that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Category: School Culture

Research Cited: Parent, Family, Community Involvement in Education ;NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Tier: Tier 2

School Improvement Plan

Huron Park Elementary School

Activity - Care of Southeast Michigan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff
Activity - General Electric Match Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	No Funding Required	Principal, All Staff, Retired Staff Member
Activity - The Community Eligibility Provision (CEP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Community Eligibility Provision (CEP) is a meal service option for schools and school districts in low-income areas. CEP allows the highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the applications. The CEP Resource Center provides resources for parents, teachers, and school officials to better understand CEP and its positive benefits, along with useful tools to help facilitate successful implementation of the provision in the school.	Community Engagement, Other - Aide for Low Income Schools and Districts	Tier 1	Implement	09/05/2018	06/10/2019	\$0	No Funding Required	Principal, Lunchroom Staff, Classroom Teachers

Strategy 4:

Developing the English Language Learner - Children who are English Language Learners (ELL) will participate in activities that will strengthen their skills to help them succeed in the Curriculum.

Category: Learning Support Systems

Research Cited: Best Practices in English Language Learner Pedagogy Elizabeth Brooke, Ph.D., CCC-SLP, Chief Education Officer, Lexia Learning and Rosetta Stone

Tier: Tier 2

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Activity - Bilingual Tutor for English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/05/2018	06/03/2019	\$0	No Funding Required	Principal, Secretary, Classroom teachers, MISD program Coordinator

Strategy 5:

Teachers will use Data Driven Instruction to Make Adjustments for Student Learning in Math - Data Driven instruction consists of a cycle of which includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers use the analyzed data to make adjustments to how the curriculum is taught to differentiate and meet the individual needs of student learning.

Category: Mathematics

Research Cited: Using Data to Guide Instruction and Improve Student Learning by Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times Published in SEDL Letter Volume XXII, Number 2, Linking Research and Practice Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

Tier: Tier 1

Activity - Everyday Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the 2017-2018 school year, Roseville Community Schools adopted Everyday Math as it's core math curriculum. Everyday math is a spiral curriculum allowing for students to review as well as build upon the skills already learned. Students learn grade level math concepts through manipulatives, pencil and paper tasks, and cooperative learning activities and games. Students work in pairs or cooperative groups to practice these skills.	Other - Core Math Curriculum	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Teachers, Support staff, Instructional Aides, Principal
Activity - Common Core Grade Level Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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This binder is used in place of Direct Instruction one day/week to primarily focus on higher level thinking activities, as well as cooperative learning activities	Supplemental Materials	Tier 1	Implement	09/04/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Instructional Aides
Activity - Full Time Instructional Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full time instructional Aide has been hired for instruction as well as intervention. This aide will take students who are struggling with or need to be challenged with the math curriculum. They will use the differentiation activities that come with the Everyday Math program, or other supplemental activities to meet the needs of the students.	Academic Support Program	Tier 2	Implement	09/10/2018	05/31/2019	\$0	Title I Schoolwide	Principal, Instructional Aides
Activity - Professional Learning for Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have training in the math curriculum. Training will be finalized pending the Math Curriculum chosen for the 2017/2018 school year.	Professional Learning	Tier 1	Getting Ready	08/28/2018	03/08/2019	\$0	No Funding Required	Principal, Administration, Classroom Teachers
Activity - Math Vocabulary PowerPoint	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Looking at the data from various assessments we have found a need to address math vocabulary. A PowerPoint was put together by the Math School Improvement Committee of all the Math Vocabulary on the MStep and NWEA MAP assessments and the vocabulary needed to be proficient in mathematics.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Math Committee, Instructional Aides
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data coach will be accessible for M-STEP, MAP testing, SAT common assessment and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/10/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Data Coach, Support Staff

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Activity - School Improvement Collaboration Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	No Funding Required	All School Staff

Activity - Everyday Math Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Norma Foster, a consultant from the Everyday Math program, routinely visits Huron Park to observe, give feedback, and model lessons to help teachers successfully teach the program.	Curriculum Development, Professional Learning	Tier 1	Implement	09/28/2018	05/17/2019	\$0	No Funding Required	Secretary, Principal, Classroom Teachers

Activity - Two Half Time Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two half time Instructional Aides will be hired for intervention in math. They can be used to pull small groups for differentiation for the Everyday math program. These aides will also be used for intervention in reading.	Academic Support Program	Tier 2	Getting Ready	09/10/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides

Strategy 6:

Children will use technology to improve overall achievement in Math - Students and teachers will use technology to support district curriculum. It will be used to make curriculum interactive for the students, to allow students to work on their own academic level, to monitor discipline, and to provide immediate response to formative assessments.

Category: Technology

Research Cited: Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower

Tier:

Activity - iPad Minis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
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Activity - Headphones for Computer Stations and iPad Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology , Materials	Tier 1	Monitor	10/01/2018	06/07/2019	\$400	Title I Schoolwide	Principal, Technology Paraprofessionals

Strategy 7:

Increasing Parent Involvement - Parents are invited to several workshops to educate them on ways to help their child(ren) be successful. This strategy also includes ways to help with reading readiness through transition into kindergarten activities.

Category: School Culture

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008.

Tier: Tier 1

Activity - Kindergarten Transition Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten. Mar 1, 2017 Mar 1, 2017	Parent Involvement, Recruitment and Retention	Tier 1		02/27/2019	02/27/2019	\$0	No Funding Required	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee

Activity - Kindergarten Information Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Recruitment and Retention	Tier 1		03/01/2019	03/01/2019	\$0	Title I Schoolwide	Principal, Teaching staff, Secretaries
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Activity - Kindergarten Round-up Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have.	Parent Involvement, Recruitment and Retention	Tier 1		08/23/2018	08/24/2018	\$0	No Funding Required	Principal, Secretary, Kindergarten Teachers

Activity - Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff

Activity - Call Command	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1		08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - School and Classroom Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	All School Staff

Goal 4: All students at Huron Park Elementary School will become proficient in science.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency of objectives included in the Next Generation Science Standards (NGSS) in Science by 05/31/2019 as measured by M-Step and schoolwide local assessments.

Strategy 1:

Classroom Instruction That Works - This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

Category:

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

Tier: Tier 1

School Improvement Plan

Huron Park Elementary School

Activity - Displaying Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Central Administration, Principals, Classroom Teachers
Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
Activity - Marzano Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

Strategy 2:

Community Involvement - Research shows that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Category: School Culture

Research Cited: Parent, Family, Community Involvement in Education ;NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Tier: Tier 2

School Improvement Plan

Huron Park Elementary School

Activity - Care of Southeast Michigan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teacher, Support Staff
Activity - General Electric Match Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	No Funding Required	Principal, All Staff, Retired Staff Member
Activity - Towel and Blanket Drive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the Environmental Club ran a towel and blanket drive. These towels and blankets were taken by the club to the Humane Society to help keep shelter dogs warm during the winter.	Community Engagement, Extra Curricular	Tier 1	Implement	11/01/2018	01/31/2019	\$0	No Funding Required	All School Staff, Environmental Club Moderator
Activity - Adopt an Animal/Bottle Drive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year the Environmental Club holds a schoolwide bottle drive. The money from this drive goes towards adopting an endangered species from the World Wildlife Federation (WWF). This allows members of the club to learn about endangered species and share this knowledge with their peers through presentations.	Community Engagement, Extra Curricular	Tier 1	Implement	11/01/2018	01/11/2019	\$0	No Funding Required	All School Staff, Environmental Club Moderator
Activity - Bright Smiles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Year, the Bright Smiles "Tooth Fairies" come to the school to give free teeth cleanings to students. Students must have a signed permission slip in order to receive this service.	Community Engagement	Tier 1	Implement	01/07/2019	02/28/2019	\$0	No Funding Required	All School Staff

School Improvement Plan

Huron Park Elementary School

Strategy 3:

Increasing Parent Involvement - Parents are invited to several workshops to educate them on ways to help their child(ren) be successful. This strategy also includes ways to help with reading readiness through transition into kindergarten activities.

Category: School Culture

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008.

Tier: Tier 1

Activity - Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Activity - Call Command	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - School and Classroom Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	All School Staff
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Strategy 4:

Children will use technology to improve overall achievement in Science - Students and teachers will use technology to support district curriculum. It will be used to make curriculum interactive for the students, to allow students to work on their own academic level, to monitor discipline, and to provide immediate response to formative assessments.

Category: Technology

Research Cited: Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower

Tier: Tier 1

Activity - iPad Minis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional

Activity - Headphones for Computer Stations and iPad Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology, Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$0	No Funding Required	Principal, Technology Paraprofessionals

School Improvement Plan

Huron Park Elementary School

Strategy 5:

Using Extended Learning Opportunities to Improve Overall Science Performance - Students will have the opportunity to participate in after-school activities that focus primarily on science concepts.

Category: Science

Research Cited: Silva, E. (2007). *On the Clock: Rethinking the Way Schools Use Time*. Washington, D.C.: Education Sector. Portland Public Schools. (2007).

Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor. Portland: Portland Public Schools.

Tier: Tier 1

Activity - Environmental Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in grades 3 through 5 are invited to participate in the Huron Park Elementary Environmental Club. This club meets one day per week to research and discuss environmental issues, run the recycling program, and experiment with ways to reuse items that may otherwise end up in landfills. The Environmental club also educates the younger students by presenting the projects they have researched.</p> <p>Resources</p>	Extra Curricular	Tier 1	Implement	10/01/2018	05/30/2019	\$0	No Funding Required	Principal, Environmental Club Moderator
Activity - Community Garden	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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<p>Students and staff participate in the composting, planting, and up-keep of our community garden in the courtyard of Huron Park Elementary. Students help decide what is planted and make predictions based on what they know about caring for a garden. After harvesting the garden, the students and staff distribute the food grown among the families of Huron Park as well as donate to Forgotten Harvest, an organization that collects and distributes food to those in need.</p>	<p>Community Engagement, Extra Curricular</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>08/21/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principal, Voluntary Staff, Environmental Club Moderator</p>
<p>Type(s) Extra Curricular Activity Phase Implement Description Students in grades 3 through 5 are invited to participate in the Huron Park Elementary Environmental Club. This club meets one day per week to research and discuss environmental issues, run the recycling program, and experiment with ways to reuse items that may otherwise end up in landfills. The Environmental club also educates the younger students by presenting the projects they have researched. Begin Date Oct 7, 2015 End Date Jun 8, 2016 Staff Principal, Environmental Club Staff Advisors Resources Funding Source Funding Amount No Funding Required 0 Name Community Garden Activity Tier Tier 1 Type(s) Extra Curricular , Community Engagement Activity Phase Implement Description Students and staff participate in the composting, planting, and up-keep of our community garden in the courtyard of Huron Park Elementary. Students help decide what is planted and make predictions based on what they know about caring for a garden. After harvesting the garden, the students and staff distribute the food grown among the families of Huron Park as well as donate to Forgotten Harvest, an organization that collects and distributes food to those in need.</p>								

School Improvement Plan

Huron Park Elementary School

collects and distributes food to those in need. Begin Date Sep 7, 2016 End Date Aug 31, 2017 Staff Principal, Voluntary Staff, Environmental Club Staff Facilitators Resources Funding Source Funding Amount No Funding Required 0								
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Activity - Earth Day Spirit Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, on the week of Earth Day, the Environmental Club leads a Spirit Week. Each day the whole school (staff and students) are asked to wear specific colors to represent parts of the Earth. The Environmental Club educates the school by providing Earth Facts over the morning announcements.	Extra Curricular	Tier 1	Implement	04/15/2019	04/19/2019	\$0	No Funding Required	All School Staff, Environmental Club Moderator

Strategy 6:

Teachers will use Data Driven Instruction to Make Adjustments for Student Learning in Science - Data Driven instruction consists of a cycle of which includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers use the analyzed data to make adjustments to how the curriculum is taught to differentiate and meet the individual needs of student learning.

Category: Science

Research Cited: Using Data to Guide Instruction and Improve Student Learning by Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times Published in SEDL Letter Volume XXII, Number 2, Linking Research and Practice Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

Tier: Tier 1

Activity - Science Weekly Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Weekly is a "trans-disciplinary" curriculum supplement that combines not only Science and Math literacy, but also reinforces the development of today's students with foundational concepts and core strengths in other subject areas like Social Studies and Language Arts as well as 21st century learning skills like problem solving and critical thinking.	Supplemental Materials, Academic Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$1683	Title I Schoolwide	Principal, Classroom Teachers

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Cooperative Learning is a teaching strategy in which small teams work together on a lab or field project. These teams consist of students with different ability levels using a variety of learning activities to improve their understanding of the subject. Cooperative Learning groups are structured in a way to promote the following: Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Interpersonal and Small Group Social Skills, and Group Processing.	Curriculum Development, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers
Activity - School Improvement Collaboration Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	No Funding Required	All School Staff
Activity - Science Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two members of the science committee will be sent for Professional Learning on the Next Generation Science Standards. Dates will be finalized when the Macomb Intermediate School District schedule is released.	Professional Learning	Tier 1	Getting Ready	11/13/2018	11/13/2018	\$0	Title I Schoolwide	Principal, Science Committee
Activity - Scholastic Weekly Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic Weekly Reader is used by the Kindergarten to supplement the Science and Social Studies curriculums.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$182	Title I Schoolwide	Principal, Kindergarten Teachers

Goal 5: All Students at Huron Park Elementary will exhibit behavior that is respectful and conducive to learning

Measurable Objective 1:

demonstrate a behavior that exhibits the qualities of the Huron Park Pledge. These qualities are to be respectful, responsible, and ready to learn. by 05/31/2019 as measured by This objective will be measured by a decrease in disciplinary referrals to the principal..

School Improvement Plan

Huron Park Elementary School

Strategy 1:

Positive Behavior Interventions & Supports (PBIS) - Students will be rewarded and recognized for good behavior. The behavior is based on character traits that the children will be introduced to and be able to practice. A team will be trained in the PBIS program and then train the remainder of the staff.

Category: Other - Behavioral Support

Research Cited: School-wide Positive Behavior Support Rob Horner and George Sugai University of Oregon and University of Connecticut

Positive Behavior Support in the Classroom Lisa Hazel & Julie Vollmar Lori Newcomer, Ph.D. Ferguson-Florissant School Dist., Florissant Mo University of Missouri

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148.

Tier: Tier 1

Activity - PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Team meets several times per year. They review behavior policies and behavior data. They also plan behavior assemblies to model appropriate school behaviors.	Behavioral Support Program	Tier 1	Implement	09/04/2018	05/17/2019	\$0	No Funding Required	PBIS Team, Principal
Activity - Hornets Hive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who earn red slips for good behavior have the chance to "shop" once per month at the Hornets Hive. Students are responsible for keeping their red slips. If they are misplaced, they cannot be replaced.	Behavioral Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$0	No Funding Required	PBIS Team, Classroom Teachers, Support Staff
Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can send pictures or contact them immediately if there is a major compliment or concern for their child.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

School Improvement Plan

Huron Park Elementary School

Activity - Revised Disciplinary Approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After researching several behavior plans, Huron Park has developed a point system to give appropriate and logical consequences to children based on the severity and frequency of their offense. Students earn discipline points allotted for the offense. The number of points is recorded and the appropriate consequence is given. There is an opportunity to roll back discipline points by exhibiting positive behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - CHAMPS Training and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will continue to review and build upon the training from the CHAMPs training from August 2017. Any materials needed will also be purchased	Professional Learning	Tier 1	Getting Ready	09/04/2018	09/04/2018	\$1271	Title I Schoolwide	All School Staff
Activity - CHAMPS-Classwide Positive Behavioral Support Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS is an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. It stands for: o Conversation: Can students converse during this activity? About what? With whom? For how long? o Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you? o Activity: What is the expected end product of this activity? What is the task or objective? o Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so? o Participation: What behavior shows that students are participating or not participating? o Success: There are no questions for this one. When CHAMPS expectations are met, students will be successful.	Behavioral Support Program	Tier 1	Getting Ready	10/02/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - Nationa Elementary Honor Society	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

The National Elementary Honor Society (NEHS) of Huron Park Elementary is a chartered and affiliated chapter of the national organization. Membership was open to 4th and 5th grade students who met the following criteria: scholarship (3.0 average), responsibility, leadership and service. Students were recommended for consideration by classroom teachers and a faculty council determined membership selection. Huron Park has 29 NEHS members. As a member of the NEHS, the students are ambassadors for the school. Students plan and participate in service projects that they believe will have a positive impact not only for Huron Park but also for the Roseville Community.	Extra Curricular	Tier 2	Implement	10/01/2018	06/07/2019	\$0	No Funding Required	Principals, Fourth and Fifth Grade Teachers, NEHS Moderators
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Goal 6: All students at Huron Park Elementary School will become proficient in social studies.

Measurable Objective 1:

A 4% increase of All Students will demonstrate a proficiency in the Michigan State Standards in Social Studies by 05/31/2019 as measured by the M-Step and schoolwide local assessments.

Strategy 1:

Teachers will use Data Driven Instruction to Make Adjustments for Student Learning in Social Studies - Data Driven instruction consists of a cycle of which includes assessment, analysis, and action and is a key framework for school-wide support of all student success. Teachers use the analyzed data to make adjustments to how the curriculum is taught to differentiate and meet the individual needs of student learning.

Category: Social Studies

Research Cited: Using Data to Guide Instruction and Improve Student Learning by Dale Lewis, Robyn Madison-Harris, Ada Muoneke, and Chris Times Published in SEDL Letter Volume XXII, Number 2, Linking Research and Practice Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

Tier: Tier 1

Activity - Social Studies Weekly Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies Weekly combines a fun and engaging student magazine kids love, with a concise and cost-effective teaching program. It is aligned with the Common Core State Standards and will be used as a supplement with the school curriculum.	Supplemental Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$1683	Title I Schoolwide	Classroom Teachers, Principal

Activity - Social Studies District Curriculum Binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

District committees were established to create a district curriculum for Social Studies. Each committee was grade level specific and aligned the curriculum based on the grade level standards. These binders are to be used as the core curriculum for Social Studies in the District.	Curriculum Development	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Central Administration, Principal, Classroom Teachers
Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooperative Learning is a teaching strategy in which small teams work together on a lab or field project. These teams consist of students with different ability levels using a variety of learning activities to improve their understanding of the subject. Cooperative Learning groups are structured in a way to promote the following: Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Interpersonal and Small Group Social Skills, and Group Processing.	Curriculum Development	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers
Activity - School Improvement Collaboration Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		09/28/2018	05/10/2019	\$0	No Funding Required	All School Staff
Activity - Time For Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time for Kids is used in the third grade to supplement the Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$396	Title I Schoolwide	Principal, Third Grade Teachers
Activity - Scholastic Weekly Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scholastic Weekly Reader is used by the Kindergarten to Supplement the Science and Social Studies curriculums	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Kindergarten Teachers

School Improvement Plan

Huron Park Elementary School

Strategy 2:

Children will use technology to improve overall achievement in Social studies - Students and teachers will use technology to support district curriculum. It will be used to make curriculum interactive for the students, to allow students to work on their own academic level, to monitor discipline, and to provide immediate response to formative assessments.

Category: Social Studies

Research Cited: Critical Issue: Technology: A Catalyst for Teaching and Learning in the Classroom: researched and written by Gilbert Valdez, Ph.D., director of North Central Regional Technology in Education Consortium and codirector of North Central Eisenhower

Tier: Tier 1

Activity - iPad Minis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

Activity - Headphones for Computer Stations and iPad Cart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology , Materials	Tier 1		10/01/2018	06/07/2019	\$0	No Funding Required	Principal, Technology Paraprofessionals

Strategy 3:

Classroom Instruction That Works (CITW) Professional Development -

This strategy focuses on engaging students in their learning by: setting objectives, providing feedback, reinforcing their efforts, and providing recognition for their strengths. Teachers and students are provided with a quick snapshot of the strengths and weaknesses of the curriculum taught.

Category: School Culture

Research Cited: http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod21_CITW_report.ashx

SY 2018-2019

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School Improvement Plan

Huron Park Elementary School

Tier: Tier 1

Activity - Displaying Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers
Activity - ClassDojo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Parent Involvement, Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff
Activity - Marzano Learning Scales	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

Strategy 4:

Community Involvement - Research shows that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Category: School Culture

Research Cited: Parent, Family, Community Involvement in Education ;NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

Tier: Tier 2

SY 2018-2019

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School Improvement Plan

Huron Park Elementary School

Activity - Care of Southeast Michigan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff
Activity - General Electric Match Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	No Funding Required	Principal, All Staff, Retired Staff Member
Activity - Shop at the Park	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families and Staff bring in gently used clothes and other items. These items are put out at fall conferences for our families to "shop" for free.	Community Engagement	Tier 1	Implement	12/13/2018	12/14/2018	\$0	No Funding Required	All School Staff, Student Council, Student Council Moderator
Activity - Jump Rope for the Heart	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every February, the school participates in Jump Rope for the Heart. This allows the students to participate in giving to charity by raising money for heart disease. Children collect money during the month and do the actual jumping around Valentine's Day.	Community Engagement	Tier 1	Implement	02/04/2019	02/15/2019	\$0	No Funding Required	All School Staff, Student Council, Student Council Moderator
Activity - Pennies for Pasta	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Every Spring the students participate in Pennies for Pasta to raise money for Leukemia research. This gives the opportunity for students to participate in doing community service.	Community Engagement	Tier 1	Implement	03/15/2019	03/29/2019	\$0	No Funding Required	All School Staff, Student Council, Student Council Moderator
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Activity - NEHS Food Drive/Grocery Shopping at the Park	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the month of March, each grade level is assigned a certain food item to donate. This food is put out at Spring conferences for our school families to "shop" for free for food.	Community Engagement	Tier 1	Implement	03/01/2019	03/22/2019	\$0	No Funding Required	All School Staff, NEHS, NEHS Moderators

Activity - Volunteering for Metropolitan Church	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from the NEHS volunteer for the Metropolitan Church with the Harvest Food Distribution and the Preschool Recreation Programs two days per week	Extra Curricular	Tier 1	Implement	10/01/2018	06/07/2019	\$0	No Funding Required	Principal, NEHS, NEHS Moderators

Strategy 5:

Increasing Parent Involvement - Parents are invited to several workshops to educate them on ways to help their child(ren) be successful. This strategy also includes ways to help with reading readiness through transition into kindergarten activities.

Category: School Culture

Research Cited: University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008.

Tier: Tier 1

Activity - Parent Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will have a main focus on, but not be limited to, those children who are at risk/identified for the Superintendent Dropout Challenge. They will bring good news to these parents, and highlight the child's strengths. This will make school not so scary for the parents as well as the child.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Activity - Call Command	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1		08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - Remind 101	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	No Funding Required	All School Staff
Activity - School and Classroom Newsletters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1		09/04/2018	06/12/2019	\$0	No Funding Required	All School Staff

Strategy 6:

Using Extended Learning Opportunities to Improve Overall Social Studies Performance - Students will have the opportunity to participate in extra curricular school activities that focus primarily on social studies concepts.

Category: Social Studies

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Research Cited: Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector. Portland Public Schools. (2007). Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor. Portland: Portland Public Schools.

Tier: Tier 1

Activity - Student Council	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Representatives from grades 3 through 5 are chosen by their classmates to participate in Student Council. These students run the bagel fundraiser, as well as, several charity fundraisers and events throughout the year. They make posters for important events and sponsor Friday Spirit Days during the year.	Extra Curricular	Tier 1	Implement	09/21/2018	06/06/2019	\$0	No Funding Required	Principal, Third through Fifth Grade Teachers, and Student Council Moderator

Activity - Nationa Elementary Honor Society	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• The National Elementary Honor Society (NEHS) of Huron Park Elementary is a chartered and affiliated chapter of the national organization. Membership was open to 4th and 5th grade students who met the following criteria: scholarship (3.0 average), responsibility, leadership and service. Students were recommended for consideration by classroom teachers and a faculty council determined membership selection. Huron Park has 29 NEHS members. As a member of the NEHS, the students are ambassadors for the school. Students plan and participate in service projects that they believe will have a positive impact not only for Huron Park but also for the Roseville Community.	Extra Curricular	Tier 1	Implement	10/01/2018	06/07/2019	\$0	No Funding Required	Principals, Fourth and Fifth Grade Teachers, NEHS Moderators

Goal 7: Teachers will use a Multi-Tiered System of Support (MTSS) to meet the needs of students to Succeed

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth in accuracy, fluency, and comprehension in Reading by 05/31/2019 as measured by Lexia Rapid, NWEA MAP, and M-Step assessments..

Strategy 1:

Children will use extended learning opportunities to improve overall achievement in Reading - Children will use extended learning opportunities to improve overall achievement - Children will be chosen based on M-Step scores as well as Lexia Rapid, NWEA MAP, and Direct Instruction assessments. These children will have the

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opportunity for additional instruction by a pull-out program or after school program to help master the curriculum.

Category: Learning Support Systems

Research Cited: Silva, E. (2007). On the Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector. Portland Public Schools. (2007).

Opportunities to Increase the Amount and Quality of Instructional Time. Portland Public Schools, District Performance Auditor. Portland: Portland Public Schools.

Tier: Tier 2

Activity - After School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Park will run an after-school program in two sessions. The first session will be for grades upper elementary and the second half for lower elementary. This program will be Tuesday through Thursday, and it will reinforce basic skills as well as strengthen higher level thinking skills. Children will be invited to attend based on NWEA MAP scores, Lexia Rapid scores, and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Implement	10/01/2018	04/30/2019	\$0	No Funding Required	Principal, Volunteer Teaching Staff, Classroom Teachers, Early Literacy Specialists

Activity - Lexia Core 5 Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Lexia Core 5 reading program offers a basic reading program that helps develop fundamental reading skills for students in pre-K to grade 5. The program utilizes the five core reading skills as dictated by the National Reading Panel for reading proficiency. The core skills include fluency, vocabulary, comprehension, phonological awareness and phonics. The product is online and administers assessments providing immediate feedback of student performance. Lexia Core 5 licenses were purchased for all students who qualify for an Individual Reading Intervention Plan (IRIP). Early Literacy specialists will pull students who qualify to work on basic reading skills using the program. Logins allow students to not only work in school, but to have extra practice at home. This program will also be used for grades 1-3 in the after school program.	Technology , Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessionals, Early Literacy Specialists

Strategy 2:

Early Literacy Initiative - This initiative, put into law by the State of Michigan, will require retention for students not reading at proficiency by the end of third grade. There are many steps to identify a child who is not proficient, and steps to be taken once the child is identified.

Category: Learning Support Systems

Research Cited: [http://legislature.mi.gov/\(S\(vh5vebrnh43cagitgh0r1quf\)\)/mileg.aspx?page=getobject&objectname=2015-HB-4822](http://legislature.mi.gov/(S(vh5vebrnh43cagitgh0r1quf))/mileg.aspx?page=getobject&objectname=2015-HB-4822) o

<http://www.ncsl.org/research/education/third-grade-reading-legislation.aspx>

Tier: Tier 2

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Activity - Screening Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The screener assessment is to be given to all students in grades kindergarten through third grade. For our district, the screener is the NWEA MAP assessment.	Academic Support Program	Tier 1	Implement	09/10/2018	09/28/2018	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Activity - Extensive Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This assessment is given to the students identified in the screener assessment once they are identified as non proficient in reading. It is given throughout the year to track student improvement.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Activity - Individual Reading Plan (IRP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a child completes the Extensive Assessment and the areas of need are identified, a meeting is held with the Principal, the Classroom Teacher, the Parents, and any support staff needed to develop an IRP. This is a plan of action to help a child reach proficiency in reading.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Activity - Early Literacy Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Early Literacy Interventionists will work with the students targeted by the Screening Assessment and according to the results of the Extensive Assessment and the student's IRP.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	No Funding Required	Principal, Classroom Teachers, Early Literacy Specialists
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Strategy 3:

Developing the English Language Learner (ELL) - Children who are English Language Learners (ELL) will participate in activities that will strengthen their skills to help them succeed in the Curriculum.

Category: Other - English Language Learners

Research Cited: Best Practices in English Language Learner Pedagogy Elizabeth Brooke, Ph.D., CCC-SLP, Chief Education Officer, Lexia Learning and Rosetta Stone

Tier: Tier 2

Activity - English Language Learner (ELL) Pull-out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If the need persists, children who are English Language Learners (ELL) are pulled out by the Early Literacy Specialists. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/01/2018	06/03/2019	\$0	No Funding Required	Principal, Early Literacy Interventionists, Classroom teachers

Activity - Bilingual Tutor for English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/02/2018	06/03/2019	\$0	No Funding Required	Principal, Secretary, Classroom Teachers

Activity - WIDA Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA Assessment is given to all English Language Learners (ELL). This is given to assess what the student knows in English. New students are assessed in the Fall, and all ELL students are assessed in the Spring.	Academic Support Program, Other - English Language Learner Assessment	Tier 2	Implement	09/28/2018	05/31/2019	\$0	No Funding Required	Principal, Early Literacy Interventionists

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MacBook Pro with Software and Case	Two MacBooks are being purchased because they are needed to run and load software and apps to the iPad minis.	Technology , Supplemental Materials	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
Adopt an Animal/Bottle Drive	Each year the Environmental Club holds a schoolwide bottle drive. The money from this drive goes towards adopting an endangered species from the World Wildlife Federation (WWF). This allows members of the club to learn about endangered species and share this knowledge with their peers through presentations.	Community Engagement, Extra Curricular	Tier 1	Implement	11/01/2018	01/11/2019	\$0	All School Staff, Environmental Club Moderator
Bilingual Tutor for English Language Learners (ELL)	ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/02/2018	06/03/2019	\$0	Principal, Secretary, Classroom Teachers
Data Coach	Data coach will be accessible for M-STEP, MAP testing, SAT common assessment and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom	Technology , Professional Learning	Tier 1	Implement	06/05/2018	06/13/2019	\$0	All Key Instructional Staff, Principal, and Data Coach
iPad Minis	iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessional

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Kindergarten Round-up Camp	Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	08/23/2018	08/24/2018	\$0	Principal, Secretary, Kindergarten Teachers
Screening Assessment	The screener assessment is to be given to all students in grades kindergarten through third grade. For our district, the screener is the NWEA MAP assessment.	Academic Support Program	Tier 1	Implement	09/10/2018	09/28/2018	\$0	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Monday Collaboration	Staff will meet on scheduled Mondays after school to collaborate, not only with grade level, but across grade levels. These are the following dates: 12/12/16, 2/27/17, 4/17/17, 5/22/17	Professional Learning, Teacher Collaboration	Tier 1		12/12/2016	05/22/2017	\$0	All Teaching Staff, Support Staff, and Principal
Bilingual Tutor for English Language Learners (ELL)	ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/11/2016	06/02/2017	\$0	Principal, Secretary, Classroom Teachers
Math Vocabulary PowerPoint	Looking at the data from various assessments we have found a need to address math vocabulary. A PowerPoint was put together by the Math School Improvement Committee of all the Math Vocabulary on the MStep and NWEA MAP assessments and the vocabulary needed to be proficient in mathematics.	Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Math Committee, Instructional Aides

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Jump Rope for the Heart	Every February, the school participates in Jump Rope for the Heart. This allows the students to participate in giving to charity by raising money for heart disease. Children collect money during the month and do the actual jumping around Valentine's Day.	Community Engagement	Tier 1	Implement	02/04/2019	02/15/2019	\$0	All School Staff, Student Council, Student Council Moderator
Kindergarten Round-up Camp	Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have. Begin Date Aug 24, 2017 End Date Aug 25, 2017 Staff	Parent Involvement, Recruitment and Retention	Tier 1	Implement	08/24/2017	08/25/2017	\$0	Principal, Secretary, Kindergarten Teachers
ClassDojo	ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessional

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Reading Mastery Program	As part of the Reading Mastery direct instruction program children are required to write from dictation and use descriptive writing to develop detail and improve writing skills. Writing varies depending on level of ability group.	Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal, classroom teachers, support staff, and literacy coach
Social Studies District Curriculum Binder	District committees were established to create a district curriculum for Social Studies. Each committee was grade level specific and aligned the curriculum based on the grade level standards. These binders are to be used as the core curriculum for Social Studies in the District.	Curriculum Development	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Central Administration, Principal, Classroom Teachers
WIDA Assessment	The WIDA Assessment is given to all English Language Learners (ELL). This is given to assess what the student knows in English. New students are assessed in the Fall, and all ELL students are assessed in the Spring.	Academic Support Program, Other - English Language Learner Assessment	Tier 2	Implement	09/28/2018	05/31/2019	\$0	Principal, Early Literacy Interventionists
Kindergarten Transition Day	Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten. Mar 1, 2017 Mar 1, 2017	Parent Involvement, Recruitment and Retention	Tier 1		02/27/2019	02/27/2019	\$0	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee
Displaying Objectives	Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Central Administration, Principals, Classroom Teachers
Call Command	A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1		08/28/2018	06/12/2019	\$0	All School Staff

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MAISA Writing Units	Oakland Schools led the development of the MAISA ELA Common Core-aligned units of study that were piloted and reviewed by teachers statewide. This multi-year project resulted in a comprehensive K-12 curriculum that is aligned not only to the standards, but also across grades. These units are not meant to be scripted, but are guidelines for teachers. Teachers are encouraged to adapt the lessons for their population and context. Huron Park has trained two teachers to begin implementing this program and will continue to train additional teachers for implementation throughout all grade levels. The activity is still in the getting ready phase due to more teachers needing to be trained to fully implement this curriculum.	Academic Support Program	Tier 1	Getting Ready	09/05/2018	06/07/2019	\$0	Principal, MAISA Writing Teachers, Early Literacy Interventionists
Displaying Objectives	Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principals, Classroom Teachers
Reading Mastery Language Program	The Reading Mastery Language Program is a Direct Instruction Program that teaches children the appropriate language skills for their grade level. These range from reading readiness language skills to grammar and sentence structure.	Direct Instruction	Tier 1	Implement	09/17/2018	06/07/2019	\$0	Principal, Classroom Teachers, Early Literacy Interventionists, and Support Staff
School and Classroom Newsletters	The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	All School Staff
Bilingual Tutor for English Language Learners (ELL)	ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	11/05/2018	06/03/2019	\$0	Principal, Secretary, Classroom teachers, MISD program Coordinator

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Scholastic Weekly Reader	Scholastic Weekly Reader is used by the Kindergarten to Supplement the Science and Social Studies curriculums	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Kindergarten Teachers
Headphones for Computer Stations and iPad Cart	Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology , Materials	Tier 1		10/01/2018	06/07/2019	\$0	Principal, Technology Paraprofessionals
Individual Reading Plan (IRP)	Once a child completes the Extensive Assessment and the areas of need are identified, a meeting is held with the Principal, the Classroom Teacher, the Parents, and any support staff needed to develop an IRP. This is a plan of action to help a child reach proficiency in reading.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Kindergarten Transition Day	Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	03/01/2017	03/01/2017	\$0	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee
Mobil Gas Grant Program	A parent from Huron Park Elementary works at a Mobil station in Roseville. She enters Huron Park in a grant program offered by Mobil each year. She then gives us a check from Mobil for 500.00 dollars. This money is used for the needs of our school and students. 2016-17 will be the sixth year participating in the grant program	Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Administrative Assistants
Core Connections	Children will use writing as a response to a comprehension activity in the Reading Mastery Core Connections book.	Direct Instruction	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal, classroom teachers, support staff, and literacy coach

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Student Council	Student Representatives from grades 3 through 5 are chosen by their classmates to participate in Student Council. These students run the bagel fundraiser, as well as, several charity fundraisers and events throughout the year. They make posters for important events and sponsor Friday Spirit Days during the year.	Extra Curricular	Tier 1	Implement	09/21/2018	06/06/2019	\$0	Principal, Third through Fifth Grade Teachers, and Student Council Moderator
Care of Southeast Michigan	CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teacher, Support Staff
Interactive Projectors and Mimio Licenses	Interactive projectors, along with the Mimio software, will be used as a way to have the children become actively engaged in their learning. Children are able to manipulate the software on their own and receive an immediate response. The projector can also be used as a virtual white board where students can practice skills learned in the curriculum	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
School and Classroom Newsletters	The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1		09/04/2018	06/12/2019	\$0	All School Staff
Kids Teaching Kids	High school students from the Vocational Child Care Class come weekly to work with students who require additional assistance.	Community Engagement	Tier 2	Implement	10/11/2016	05/26/2017	\$0	Principal, Teachers, Student Volunteer Coordinator

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Reading Mastery Reading Program	<p>The Reading Mastery Reading Component is a direct instruction program. This is taught in a Walk-to-Read program in which children, first through fifth grade, travel to the class of their individual reading level. As part of the Reading Mastery direct instruction program children are required to write from dictation and use descriptive writing to develop detail and improve writing skills. Writing varies depending on level of ability group. Depending on the grade level it may consist of some or all of the following components:</p> <ul style="list-style-type: none"> • Primary Reading Instruction: Depending on the grade level, Children will receive direct instruction from basic phonics skills to more complex reading tasks. Students are involved in an oral lesson, as well as, guided and independent written practice. • Core Connections: Core connections has activities that focus on phonemic awareness, letter formation (kdg), vocabulary, and reading comprehension. It covers the genres of both narrative and informational text. Children will use writing as a response to a comprehension activity for these texts. • Read Aloud Library: The Read Aloud library focuses on pre and post reading skills as well as vocabulary in reading to enhance comprehension. It consists of both narrative and informational text. • Spelling Program: Reading Mastery spelling program is directly correlated with the Reading Mastery phonemic awareness activities for the appropriate learning level. Start date varies by grade level and level of ability. 	Direct Instruction	Tier 1	Implement	09/17/2018	06/07/2019	\$0	Principal, Classroom Teachers, Early Literacy Intervention ists, and Support Staff
Call Command	A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1		08/28/2018	06/12/2019	\$0	All School Staff
Two Half Time Instructional Aides	Two half time Instructional Aides will be hired for intervention in math. They can be used to pull small groups for differentiation for the Everyday math program. These aides will also be used for intervention in reading.	Academic Support Program	Tier 2	Getting Ready	09/10/2018	05/31/2019	\$0	Principal, Classroom Teachers, Instructional Aides
Moby Max	Moby Max is an online resource. This adaptive curriculum creates an individualized education plan for each student. Students use this program for reading, math, and language practice in the classroom, as well as, in the after-school program for additional support.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Classroom Teachers, Principal, Technology Paraprofessionals

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ClassDojo	ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Parent Involvement, Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
General Electric Match Program	The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/28/2016	12/16/2016	\$0	Principal, All Staff, Retired Staff Member
MAISA Writing Training	Kindergarten as well as teachers who will be teaching the MAISA Writing units will be trained in the curriculum.	Professional Learning	Tier 1	Getting Ready	08/28/2018	03/08/2019	\$0	Principal, Classroom Teachers, Central Administration

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Kindergarten Round-up Camp	Replacing the traditional Kindergarten Round-up, incoming kindergarten students attend a two-day camp. During this time parents and students learn where to line up in the morning and where they are dismissed in the afternoon. Parents are spoken to by the principal, PTO president, and any support staff available to attend, and given a short tour of the school. Children get a jump start on learning rules and routines of both the classroom and playground. Activities are done based of the theme for that day, and a program is presented for the parents on the last day. Literacy bags are passed out to parents to aide in their child's learning at home. Kindergarten Round-up Camp reduces the anxiety of the first day of school and gives parents a chance to ask questions or share concerns they might have.	Parent Involvement, Recruitment and Retention	Tier 1		08/23/2018	08/24/2018	\$0	Principal, Secretary, Kindergarten Teachers
Four Square Writing Method	The Four Square Writing Method to help children organize their thoughts and ideas and understand the concept of developing a main idea and adding supporting details. This method can be used along with the MAISA Writing Units as an on demand writing tool.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Writing Teachers
ClassDojo	ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can send pictures or contact them immediately if there is a major compliment or concern for their child.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
After School Program	Huron Park will run an after-school program in two sessions. The first session will be for grades upper elementary and the second half for lower elementary. This program will be Tuesday through Thursday, and it will reinforce basic skills as well as strengthen higher level thinking skills. Children will be invited to attend based on NWEA MAP scores, Lexia Rapid scores, and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Implement	10/01/2018	04/30/2019	\$0	Principal, Volunteer Teaching Staff, Classroom Teachers, Early Literacy Specialists

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Hornets Hive	Students who earn red slips for good behavior have the chance to "shop" once per month at the Hornets Hive. Students are responsible for keeping their red slips. If they are misplaced, they cannot be replaced.	Behavioral Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$0	PBIS Team, Classroom Teachers, Support Staff
Call Command	A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff
Cooperative Learning	Cooperative Learning is a teaching strategy in which small teams work together on a lab or field project. These teams consist of students with different ability levels using a variety of learning activities to improve their understanding of the subject. Cooperative Learning groups are structured in a way to promote the following: Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Interpersonal and Small Group Social Skills, and Group Processing.	Curriculum Development	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Classroom Teachers
WIDA Assessment	The WIDA Assessment is given to all English Language Learners (ELL). This is given to assess what the student knows in English. New students are assessed in the Fall, and all ELL students are assessed in the Spring.	Other - English Language Learner Assessment	Tier 2	Implement	09/28/2018	05/24/2019	\$0	Principal, Early Literacy Interventionists
Headphones for Computer Stations and iPad Cart	Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology, Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$0	Principal, Technology Paraprofessionals
Care of Southeast Michigan	CARE of Southeastern Michigan's educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions, and the misuse of alcohol, tobacco, and other drugs. By helping these families, students can concentrate on education rather than whether or not they have their basic needs	Community Engagement, Other - Providing Basic Needs	Tier 2	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
Remind 101	Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff

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<p>Community Garden</p>	<p>Students and staff participate in the composting, planting, and up-keep of our community garden in the courtyard of Huron Park Elementary. Students help decide what is planted and make predictions based on what they know about caring for a garden. After harvesting the garden, the students and staff distribute the food grown among the families of Huron Park as well as donate to Forgotten Harvest, an organization that collects and distributes food to those in need.</p> <p>Type(s) Extra Curricular Activity Phase Implement Description Students in grades 3 through 5 are invited to participate in the Huron Park Elementary Environmental Club. This club meets one day per week to research and discuss environmental issues, run the recycling program, and experiment with ways to reuse items that may otherwise end up in landfills. The Environmental club also educates the younger students by presenting the projects they have researched. Begin Date Oct 7, 2015 End Date Jun 8, 2016 Staff Principal, Environmental Club Staff Advisors Resources Funding Source Funding Amount No Funding Required 0 Name Community Garden Activity Tier Tier 1 Type(s) Extra Curricular , Community Engagement Activity Phase Implement Description Students and staff participate in the composting, planting, and up-keep of our community garden in the courtyard of Huron Park Elementary. Students help decide what is planted and make predictions</p>	<p>Community Engagem nt, Extra Curricular</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>08/21/2019</p>	<p>\$0</p>	<p>Principal, Voluntary Staff, Environme ntal Club Moderator</p>
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	<p>help decide what is planted and make predictions based on what they know about caring for a garden. After harvesting the garden, the students and staff distribute the food grown among the families of Huron Park as well as donate to Forgotten Harvest, an organization that collects and distributes food to those in need.</p> <p>Begin Date Sep 7, 2016 End Date Aug 31, 2017 Staff Principal, Voluntary Staff, Environmental Club Staff Facilitators Resources Funding Source Funding Amount No Funding Required 0</p>							
Kindergarten Information Night	Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Materials, Recruitment and Retention	Tier 1	Implement	03/01/2019	03/01/2019	\$0	Principal, Teaching staff, Secretaries
Call Command	A mass phone call is sent to the entire school, including staff and families, to inform and remind families of important events and happenings at the school or in the community.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff
Care of Southeast Michigan	CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
Data Coach	Data coach will be accessible for M-STEP, MAP testing, SAT common assessment and other standardized testing. The data coach will provide professional development to the faculty to support data based decision making in the classroom	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	09/10/2018	05/31/2019	\$0	Principal, Classroom Teachers, Data Coach, Support Staff

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Nationa Elementary Honor Society	<ul style="list-style-type: none"> The National Elementary Honor Society (NEHS) of Huron Park Elementary is a chartered and affiliated chapter of the national organization. Membership was open to 4th and 5th grade students who met the following criteria: scholarship (3.0 average), responsibility, leadership and service. Students were recommended for consideration by classroom teachers and a faculty council determined membership selection. Huron Park has 29 NEHS members. As a member of the NEHS, the students are ambassadors for the school. Students plan and participate in service projects that they believe will have a positive impact not only for Huron Park but also for the Roseville Community. 	Extra Curricular	Tier 1	Implement	10/01/2018	06/07/2019	\$0	Principals, Fourth and Fifth Grade Teachers, NEHS Moderators
Marzano Learning Scales	Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
Environmental Club	<p>Students in grades 3 through 5 are invited to participate in the Huron Park Elementary Environmental Club. This club meets one day per week to research and discuss environmental issues, run the recycling program, and experiment with ways to reuse items that may otherwise end up in landfills. The Environmental club also educates the younger students by presenting the projects they have researched.</p> <p>Resources</p>	Extra Curricular	Tier 1	Implement	10/01/2018	05/30/2019	\$0	Principal, Environmental Club Moderator
Care of Southeast Michigan	CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principle, Classroom Teachers, Support Staff

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Marzano Learning Scales	Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
Bright Smiles	Each Year, the Bright Smiles "Tooth Fairies" come to the school to give free teeth cleanings to students. Students must have a signed permission slip in order to receive this service.	Community Engagement	Tier 1	Implement	01/07/2019	02/28/2019	\$0	All School Staff
Revised Disciplinary Approach	After researching several behavior plans, Huron Park has developed a point system to give appropriate and logical consequences to children based on the severity and frequency of their offense. Students earn discipline points allotted for the offense. The number of points is recorded and the appropriate consequence is given. There is an opportunity to roll back discipline points by exhibiting positive behavior.	Behavioral Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	All School Staff
Marzano Learning Scales	Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff.
General Electric Match Program	The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	Principal, All Staff, Retired Staff Member
Moby Max	Moby Max is an online resource. This adaptive curriculum creates an individualized education plan for each student. Students use this program for reading, math, and language practice in the classroom, as well as, in the after-school program for additional support.	Technology, Supplemental Materials, Academic Support Program	Tier 1		09/10/2018	06/07/2019	\$0	Classroom Teachers, Principal, Technology Paraprofessionals

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iPad Minis	iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Teaching Staff, Technology Paraprofessional
Mimio Software Training	Due to time and staff turnaround, staff will be trained in the Mimio software to be used with the interactive projectors. Using this software, teachers can use existing or create interactive lesson plans.	Technology , Professional Learning	Tier 1	Implement	11/08/2016	11/08/2016	\$0	Principle, Technology Paraprofessional, All Teaching Staff
Displaying Objectives	Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Central Administration, Principals, Classroom Teachers
iPad Minis and Cases	iPad minis and cases were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. This will be on mobile carts to share between classrooms. The goal is to build the supply so that each teacher will have a complete classroom set of iPad minis for the classroom. Thirty-seven additional sets will be purchased to add to the supply.	Technology , Supplemental Materials	Tier 1	Getting Ready	10/03/2016	06/02/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional
The Community Eligibility Provision (CEP)	The Community Eligibility Provision (CEP) is a meal service option for schools and school districts in low-income areas. CEP allows the highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the applications. The CEP Resource Center provides resources for parents, teachers, and school officials to better understand CEP and its positive benefits, along with useful tools to help facilitate successful implementation of the provision in the school.	Community Engagement, Other - Aide for Low Income Schools and Districts	Tier 1	Implement	09/05/2018	06/10/2019	\$0	Principal, Lunchroom Staff, Classroom Teachers
Towel and Blanket Drive	Students in the Environmental Club ran a towel and blanket drive. These towels and blankets were taken by the club to the Humane Society to help keep shelter dogs warm during the winter.	Community Engagement, Extra Curricular	Tier 1	Implement	11/01/2018	01/31/2019	\$0	All School Staff, Environmental Club Modirator

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ClassDojo	<ul style="list-style-type: none"> ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom. 	Parent Involvement, Behavioral Support Program, Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessional
Cooperative Learning	<p>Cooperative Learning is a teaching strategy in which small teams work together on a lab or field project. These teams consist of students with different ability levels using a variety of learning activities to improve their understanding of the subject. Cooperative Learning groups are structured in a way to promote the following: Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Interpersonal and Small Group Social Skills, and Group Processing.</p>	Curriculum Development, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Classroom Teachers
School and Classroom Newsletters	<p>The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.</p>	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	All School Staff

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Apple TV and Document Camera Stands	Apple TV is a digital media receiver and has been designed to allow content that can be found in a digital form on the internet to be downloaded and played on the TV. This will enable teachers to show students educational videos from the internet, as well as use effects, such as songs, to enhance slide show presentations and lessons. Document camera stands are to be used with AppleTV, interactive projectors, and the ipad to project to allow student work and teacher materials onto the white board for instruction and immediate feedback. This activity also supports Classroom Instruction that Works (CITW).	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional
Early Literacy Specialists	The Early Literacy Interventionists will work with the students targeted by the Screening Assessment and according to the results of the Extensive Assessment and the student's IRP.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	Principal, Classroom Teachers, Early Literacy Specialists
Nationa Elementary Honor Society	The National Elementary Honor Society (NEHS) of Huron Park Elementary is a chartered and affiliated chapter of the national organization. Membership was open to 4th and 5th grade students who met the following criteria: scholarship (3.0 average), responsibility, leadership and service. Students were recommended for consideration by classroom teachers and a faculty council determined membership selection. Huron Park has 29 NEHS members. As a member of the NEHS, the students are ambassadors for the school. Students plan and participate in service projects that they believe will have a positive impact not only for Huron Park but also for the Roseville Community.	Extra Curricular	Tier 2	Implement	10/01/2018	06/07/2019	\$0	Principals, Fourth and Fifth Grade Teachers, NEHS Moderators
Kindergarten Transition Day	Future Kindergarten students, who attend our preschool program, or who have completed early registration, along with their parents will be invited to visit their child's home school. Preschool students and parents will receive bus transportation due to activity being during the school day. While at the school, they will participate in a short kindergarten classroom routine (for example, calendar time) and have a snack. This is to help reduce anxiety for the students as well as the parents about their child attending kindergarten.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	02/27/2019	02/27/2019	\$0	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee

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English Language Learner (ELL) Pull-out Program	If the need persists, children who are English Language Learners (ELL) are pulled out by the Early Literacy Specialists. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/01/2018	06/03/2019	\$0	Principal, Early Literacy Interventionists, Classroom teachers
School Improvement Collaboration Committee Meetings	SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	All School Staff
Remind 101	• Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff
Displaying Objectives	Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching each lesson.	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principals, Classroom Teachers
The Community Eligibility Provision (CEP)	The Community Eligibility Provision (CEP) is a meal service option for schools and school districts in low-income areas. CEP allows the highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the applications. The CEP Resource Center provides resources for parents, teachers, and school officials to better understand CEP and its positive benefits, along with useful tools to help facilitate successful implementation of the provision in the school.	Community Engagement, Other - Aide for Low Income Schools and Districts	Tier 1	Implement	09/05/2018	06/10/2019	\$0	Principal, Lunchroom Staff, Classroom Teachers
NEHS Food Drive/Grocery Shopping at the Park	During the month of March, each grade level is assigned a certain food item to donate. This food is put out at Spring conferences for our school families to "shop" for free for food.	Community Engagement	Tier 1	Implement	03/01/2019	03/22/2019	\$0	All School Staff, NEHS, NEHS Moderators

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Displaying Objectives	Teachers will display daily objectives on the white board where they can be easily seen. These objectives should be written in a language the students can understand. They must also be reviewed with the students before teaching the lesson	Policy and Process	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers
Wireless Projectors	Three wireless projectors were purchases and will have a use similar to the Mimio projectors. These, however, will be used with our pull-out intervention groups	Technology	Tier 2	Implement	09/19/2016	06/02/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessionals
School and Classroom Newsletters	The school publishes a newsletter once per month. This newsletter provides important dates, good things happening, a lunch menu for the month, and any important information the school of which families should be aware. Classroom teachers also send newsletters with dates and happenings at the classroom level, as well as ways to help at home. Intervals of classroom newsletters vary depending on the classroom teacher. Traditional newsletters are used in addition to technology to reach families who do not have the updated technology for the communication apps that the school also uses.	Parent Involvement, Academic Support Program	Tier 1	Implement	09/04/2018	06/12/2019	\$0	All School Staff
PBIS Team	The PBIS Team meets several times per year. They review behavior policies and behavior data. They also plan behavior assemblies to model appropriate school behaviors.	Behavioral Support Program	Tier 1	Implement	09/04/2018	05/17/2019	\$0	PBIS Team, Principal
ClassDojo	ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can send pictures or contact them immediately if there is a major compliment or concern for their child.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional
Shop at the Park	Families and Staff bring in gently used clothes and other items. These items are put out at fall conferences for our families to "shop" for free.	Community Engagement	Tier 1	Implement	12/13/2018	12/14/2018	\$0	All School Staff, Student Council, Student Council Moderator

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Bilingual Tutor for English Language Learners (ELL)	ELL students are pulled for extra support by Macomb Intermediate School District bilingual tutors once per week for additional language support!	Academic Support Program	Tier 2	Implement	10/31/2018	06/03/2019	\$0	Principal, Secretary, Classroom Teachers
Professional Learning for Math Curriculum	Teachers will have training in the math curriculum. Training will be finalized pending the Math Curriculum chosen for the 2017/2018 school year.	Professional Learning	Tier 1	Getting Ready	08/28/2018	03/08/2019	\$0	Principal, Administration, Classroom Teachers
CHAMPS-Classwide Positive Behavioral Support Program	CHAMPS is an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. It stands for: <ul style="list-style-type: none"> o Conversation: Can students converse during this activity? About what? With whom? For how long? o Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you? o Activity: What is the expected end product of this activity? What is the task or objective? o Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so? o Participation: What behavior shows that students are participating or not participating? o Success: There are no questions for this one. When CHAMPS expectations are met, students will be successful. 	Behavioral Support Program	Tier 1	Getting Ready	10/02/2018	06/12/2019	\$0	All School Staff
Remind 101	• Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff
General Electric Match Program	The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement, Other - Meeting Basic Needs	Tier 2	Implement	11/26/2018	12/14/2018	\$0	Principal, All Staff, Retired Staff Member

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Everyday Math	In the 2017-2018 school year, Roseville Community Schools adopted Everyday Math as it's core math curriculum. Everyday math is a spiral curriculum allowing for students to review as well as build upon the skills already learned. Students learn grade level math concepts through manipulatives, pencil and paper tasks, and cooperative learning activities and games. Students work in pairs or cooperative groups to practice these skills.	Other - Core Math Curriculum	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Teachers, Support staff, Instructional Aides, Principal
Pennies for Pasta	Every Spring the students participate in Pennies for Pasta to raise money for Leukemia research. This gives the opportunity for students to participate in doing community service.	Community Engagement	Tier 1	Implement	03/15/2019	03/29/2019	\$0	All School Staff, Student Council, Student Council Moderator
iPads	Three additional iPads and covers are being purchased to complete the school. These are to be used for learning applications that enhance curriculum, for discipline reinforcement (ie: classdojo), and for immediate response programs (ie: Plickers). This activity also supports Classroom Instruction that Works (CITW).	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
School Improvement Collaboration Committee Meetings	SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	All School Staff
Common Core Grade Level Binders	This binder is used in place of Direct Instruction one day/per week to primarily focus on higher level thinking activities, as well as cooperative learning activities	Supplemental Materials	Tier 1	Implement	09/04/2018	06/07/2019	\$0	Principal, Classroom Teachers, Support Staff, Instructional Aides

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ClassDojo	ClassDojo offers teachers a way to manage their classroom using the iPad and computer. It tracks attendance and behavior and allows you to share with parents and colleagues. Sounds go off for positive and negative behavior which allows children immediate feedback for behavior expected. Parents can not only be notified by checking their own Dojo account, but the teacher can contact them immediately if there is a major compliment or concern for their child. Teachers can also send pictures to the class or child's individual story. This allows those parents who are unable to participate in the classroom or on field trips to also experience what happens in their child's classroom.	Technology	Tier 1	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessional
Marzano Learning Scales Training	Teachers will be taught how to use learning scales according to the Marzano evaluation system in the classroom. These scales will be used by the students and teachers to show an immediate response of the understanding of the objective taught.	Professional Learning	Tier 1	Getting Ready	08/30/2016	08/30/2016	\$0	Central Administration, Principal, Teaching Staff
Marzano Learning Scales	Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff.
Care of Southeast Michigan	CARE of Southeastern Michigan educates and supports individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs. When families with these issues are helped children can concentrate on education rather than worrying about being without their basic needs.	Community Engagement	Tier 2	Implement	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
iPad Minis	iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Implement	09/10/2018	06/07/2019	\$0	Principal, Teaching Staff, Technology Paraprofessionals
Volunteering for Metropolitan Church	Students from the NEHS volunteer for the Metropolitan Church with the Harvest Food Distribution and the Preschool Recreation Programs two days per week	Extra Curricular	Tier 1	Implement	10/01/2018	06/07/2019	\$0	Principal, NEHS, NEHS Moderators

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Earth Day Spirit Week	Each year, on the week of Earth Day, the Environmental Club leads a Spirit Week. Each day the whole school (staff and students) are asked to wear specific colors to represent parts of the Earth. The Environmental Club educates the school by providing Earth Facts over the morning announcements.	Extra Curricular	Tier 1	Implement	04/15/2019	04/19/2019	\$0	All School Staff, Environmental Club Moderator
iPad Minis	iPad minis were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. They can be used for extra practice, incentive and test taking. These iPads are on mobile carts to share between classrooms.	Technology, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	09/10/2018	06/07/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessional
English Language Learner (ELL) Pull-out Program	If the need persists, children who are English Language Learners (ELL) are pulled out by the Early Literacy Specialists. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/01/2018	06/07/2019	\$0	Principal, Early Literacy Interventionists, Classroom teachers
Remind 101	• Remind 101 is a way to reach parents and families of important happenings in the school by way of text message. Huron Park began this system in the 2016/2017 school year. We have approximately 1/4 of our families signed up. We are hoping to gain more families in the upcoming school year.	Parent Involvement	Tier 1	Implement	08/28/2018	06/12/2019	\$0	All School Staff
Marzano Learning Scales	Learning Scales will be implemented to get an immediate response by the students. The scale ranges from not knowing the material and needing help, to knowing the material so well and being able to help a friend. By using the scale students show their level of understanding of the material taught.	Policy and Process	Tier 1	Getting Ready	09/04/2018	06/12/2019	\$0	Principal, Classroom Teachers, Support Staff
School Improvement Collaboration Committee Meetings	SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		09/28/2018	05/10/2019	\$0	All School Staff

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General Electric Match Program	The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	Principal, All Staff, Retired Staff Member
Four Square Writing Method	The Four Square Writing Method to help children organize their thoughts and ideas and understand the concept of developing a main idea and adding supporting details. Can be used along with Being a Writer Program to add detail to writing.	Supplemental Materials	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Principal, Teaching Staff, Writing Committee
School Improvement Collaboration Committee Meetings	SI Collaboration Committees Meet six or more times per year. These committees analyze assessment data, evaluate current strategies and activities and add or delete as needed. They update the remainder of the staff at staff meetings or late start collaboration.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	09/28/2018	05/10/2019	\$0	All School Staff
Lexia Core 5 Reading Program	The Lexia Core 5 reading program offers a basic reading program that helps develop fundamental reading skills for students in pre-K to grade 5. The program utilizes the five core reading skills as dictated by the National Reading Panel for reading proficiency. The core skills include fluency, vocabulary, comprehension, phonological awareness and phonics. The product is online and administers assessments providing immediate feedback of student performance. Lexia Core 5 licenses were purchased for all students who qualify for an Individual Reading Intervention Plan (IRIP). Early Literacy specialists will pull students who qualify to work on basic reading skills using the program. Logins allow students to not only work in school, but to have extra practice at home. This program will also be used for grades 1-3 in the after school program.	Technology, Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	Principal, Classroom Teachers, Technology Paraprofessionals, Early Literacy Specialists

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MISD MAISA Consultant	Kathy Ming from the Macomb Intermediate School District (MISD) routinely visits to observe, give feedback, and model lessons to help staff teach the MAISA Writing Units for student success.	Curriculum Development, Professional Learning	Tier 1	Implement	09/28/2018	05/17/2019	\$0	Principal, Secretary, Early Literacy Specialists, Classroom Teachers
General Electric Match Program	The brother-in-law of a retired teacher donates money every year to help with the Christmas baskets for the needy families of Huron Park (approximately 6-8 hundred dollars). Because he is a retired worker for General Electric (GE), GE matches his donation for Huron Park needy families. Helping to take care of the students' basic needs allows them to focus more on their education rather than worrying about finding food and clothing.	Community Engagement	Tier 2	Implement	11/26/2018	12/14/2018	\$0	Principal, All Staff, Retired Staff Member
Extensive Assessment	This assessment is given to the students identified in the screener assessment once they are identified as non proficient in reading. It is given throughout the year to track student improvement.	Academic Support Program	Tier 2	Implement	10/08/2018	05/31/2019	\$0	Principal, Classroom Teachers, Early Literacy Interventionists, Support Staff, Data Coach
Everyday Math Consultant	Norma Foster, a consultant from the Everyday Math program, routinely visits Huron Park to observe, give feedback, and model lessons to help teachers successfully teach the program.	Curriculum Development, Professional Learning	Tier 1	Implement	09/28/2018	05/17/2019	\$0	Secretary, Principal, Classroom Teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAISA Writing Supplemental Materials	Immersion Texts will be bought to supplement the MAISA Writing Units. One set will be purchased per grade level.	Supplemental Materials	Tier 1	Getting Ready	12/14/2018	06/13/2019	\$1380	Principal, Writing Teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Time For Kids	Time for Kids is used in the third grade to supplement the Social Studies curriculum.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$396	Principal, Third Grade Teachers
Headphones for Computer Stations and iPad Cart	Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the iPad minis. These will also be purchased this year.	Technology , Materials	Tier 1	Monitor	10/01/2018	06/07/2019	\$400	Principal, Technology Paraprofessionals
Parent Liaison	The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Half Time Instructional Aides	Two half time Instructional Aides will be hired for intervention in reading. They can be used to pull small groups for remediation or differentiation on basic skills. These aides will also be used for intervention in math.	Academic Support Program	Tier 2	Implement	09/10/2018	06/07/2019	\$13008	Principal, Instructional Aides, Classroom Teachers
Lexia Core 5 Reading Program	The Lexia Core 5 reading program offers a basic reading program that helps develop fundamental reading skills for students in pre-K to grade 5. The program utilizes the five core reading skills as dictated by the National Reading Panel for reading proficiency. The core skills include fluency, vocabulary, comprehension, phonological awareness and phonics. The product is online and administers assessments providing immediate feedback of student performance. Lexia Core 5 licenses were purchased for all kindergarten students. Logins allow students to not only work in school, but to have extra practice at home.	Technology , Supplemental Materials, Academic Support Program	Tier 1	Implement	10/01/2018	06/03/2019	\$6300	Principal, Classroom Teachers, Technology Paraprofessionals, Early Literacy Specialists
Scholastic Weekly Reader	Scholastic Weekly Reader is used by the Kindergarten to supplement the Science and Social Studies curriculums.	Supplemental Materials	Tier 1	Implement	09/10/2018	06/07/2019	\$182	Principal, Kindergarten Teachers
Full Time Instructional Aide	A full time instructional Aide has been hired for instruction as well as intervention. This aide teaches sections of our Direct Instruction classes to lower class sizes. This gives the students a greater opportunity to work closer to their own level as well as more personal attention in the classroom.	Direct Instruction, Class Size Reduction, Academic Support Program	Tier 1	Implement	09/11/2018	06/14/2019	\$24129	Principal, Classroom Teachers, Instructional Aide
Learning A-Z	Resource for teachers and parents to access to short stories to aide with reading strategies.	Parent Involvement, Supplemental Materials	Tier 1	Implement	10/01/2018	06/13/2019	\$480	Classroom Teachers, Early Literacy Specialists

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Science Weekly Grades 2-5	Science Weekly is a "trans-disciplinary" curriculum supplement that combines not only Science and Math literacy, but also reinforces the development of today's students with foundational concepts and core strengths in other subject areas like Social Studies and Language Arts as well as 21st century learning skills like problem solving and critical thinking.	Supplemental Materials, Academic Support Program	Tier 1	Implement	10/01/2018	06/07/2019	\$1683	Principal, Classroom Teachers
March is Reading Month	Each year a theme is set for March is Reading Month. The theme has many activities that students can do for extended learning both at school and at home. It also consists of behavior component to promote positive, respectful behavior.	Behavioral Support Program, Materials, Academic Support Program	Tier 1	Getting Ready	03/01/2019	03/29/2019	\$1000	Principal, Early Literacy Specialists, All Staff
CHAMPS Training and Materials	Training will continue to review and build upon the training from the CHAMPS training from August 2017. Any materials needed will also be purchased	Professional Learning	Tier 1	Getting Ready	09/04/2018	09/04/2018	\$1271	All School Staff
Parent Liaison	The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will have a main focus on, but not be limited to, those children who are at risk/identified for the Superintendent Dropout Challenge. They will bring good news to these parents, and highlight the child's strengths. This will make school not so scary for the parents as well as the child.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Parent Liaison	The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Other - Extended Learning	Tier 1		09/04/2018	06/12/2019	\$0	Parent Liaison, Principal, Classroom Teachers, and Support Staff

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Parent Liaison	Tier 2 Academic Support Program, Behavioral Support Program Getting Ready The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will have a main focus on, but not be limited to, those children who are at risk/identified for the Superintendent Dropout Challenge. They will bring good news to these parents, and highlight the child's strengths. This will make school not so scary for the parents as well as the child.	Parent Involvement, Behavioral Support Program, Recruitment and Retention, Academic Support Program	Tier 2		09/06/2016	06/14/2017	\$0	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Social Studies Weekly Grades 2-5	Social Studies Weekly combines a fun and engaging student magazine kids love, with a concise and cost-effective teaching program. It is aligned with the Common Core State Standards and will be used as a supplement with the school curriculum.	Supplemental Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$1683	Classroom Teachers, Principal
Power Sync Cart	A second Power cart is being purchased to safely store and charge the additional ipad minis.	Technology, Supplemental Materials	Tier 1		01/09/2017	01/09/2017	\$0	School Staff, Principal, Technology Paraprofessional
Writing Pathways	Writing Pathways is a resource book that is used with the MAISA Writing Units. It has on-demand assessments, rubrics, and student samples for each of the required genres of writing. This book allows for all the writing teachers to use the same resources when grading so that there is consistency throughout the grade levels. Four additional books will be purchased.	Supplemental Materials	Tier 1	Getting Ready	12/17/2018	06/13/2019	\$190	Principal, Writing Teachers
Parent Liaison	The parent Liaison will be the person to whom parents will be comfortable bringing their cares and concerns. This person will give school tours to students as well as set up activities for monthly family nights.	Parent Involvement, Recruitment and Retention, Other - Extended Learning	Tier 2	Getting Ready	09/04/2018	06/12/2019	\$1445	Parent Liaison, Principal, Classroom Teachers, and Support Staff
Kindergarten Information Night	Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Recruitment and Retention	Tier 1	Implement	03/02/2017	03/02/2017	\$0	Principal, Teaching staff, Secretaries

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Kindergarten Information Night	Kindergarten Information Night is an opportunity for parents to register early for kindergarten as well as meet the teachers and staff. Activities are available for the children to make centered around a theme. Teacher receive a small stipend to work this night.	Parent Involvement, Recruitment and Retention	Tier 1		03/01/2019	03/01/2019	\$0	Principal, Teaching staff, Secretaries
Full Time Instructional Aide	A full time instructional Aide has been hired for instruction as well as intervention. This aide will take students who are struggling with or need to be challenged with the math curriculum. They will use the differentiation activities that come with the Everyday Math program, or other supplemental activities to meet the needs of the students.	Academic Support Program	Tier 2	Implement	09/10/2018	05/31/2019	\$0	Principal, Instructional Aides
Science Professional Learning	Two members of the science committee will be sent for Professional Learning on the Next Generation Science Standards. Dates will be finalized when the Macomb Intermediate School District schedule is released.	Professional Learning	Tier 1	Getting Ready	11/13/2018	11/13/2018	\$0	Principal, Science Committee
Headphones for Computer Stations and iPad Cart	Due to wear and tear, there is a need for new computer headphones for computer stations. We also are in need for head phone for the ipad minis. These will also be purchased this year.	Technology, Materials	Tier 1	Getting Ready	10/01/2018	06/07/2019	\$1299	Principal, Technology Paraprofessionals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writers Workshop 3-5 MAISA Units	Participants will take a closer look at the components of Writer's Workshop and how to implement in the classroom. Together, trainers and participants will explore the MAISA Writing Units, written by Michigan teachers for Michigan teachers. Teachers will work the program in the classroom and bring experiences and samples to each session. Upon completion of this professional learning series, teachers will be equipped with the knowledge needed to get students writing successfully. Teacher taking this workshop will also assist in training the staff for the following year.	Curriculum Development, Professional Learning	Tier 1	Implement	08/15/2016	03/06/2017	\$225	Principal, Classroom Teachers, Literacy Coaches

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Writers Workshop K-2 MAISA Units	One teacher is being sent to this workshop at the Macomb Intermediate School District (MISD). Participants will take a closer look at the components of Writer's Workshop and how to implement in the classroom. Together, trainers and participants will explore the MAISA Writing Units, written by Michigan teachers for Michigan teachers. Teachers will work the program in the classroom and bring experiences and samples to each session. Upon completion of this professional learning series, teachers will be equipped with the knowledge needed to get students writing successfully.. Teacher taking this workshop will also assist in training the staff for the following year.	Curriculum Development, Professional Learning	Tier 1	Implement	08/08/2016	03/07/2017	\$225	Principal, Classroom Teachers, Literacy Coaches
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