



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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Huron Park Elementary School is located at 18530 Marquette in Roseville, Michigan. The original building was built in 1954. Additions were added in 1961 and 1968. In 2012 a gym was added and renovations will be completed by the fall of 2013. The school is comprised of 15 regular education classes, 1 special education kindergarten, 3 resource rooms (k-2,2-3, and 4-5), 1 Teacher Consultant room, 2 literacy coach rooms, and 1 instructional aide room, 1 speech and language therapy room, a social work office, an art room, a vocal music/band room, a gymnasium, a cafeteria, a library and two computer labs. Our teaching staff consists of 49 teachers, instructional aides and classroom aides. 85% have been in the district five years or more, with 63% having a masters degree or higher. In the fall of 2010, Huron Park began housing the district early childhood program. This wing consists of 3 Early Childhood Special Education classrooms (ECSE), 2 full day and 3 half day sections of the Great Start Readiness Program (GSRP), 1/2 day paid preschool, and 2 speech and language therapy rooms. Beginning in the 2016-2017 school year, the ECSE program, as well as the Special Education Program will move to another elementary school in the district. This will leave more space to expand to expand the GSRP program

The outside facilities include a large blacktop area with play scapes, a large grassy area for sports, and an enclosed courtyard used for environmental studies. We neighbor the city park for school picnics and field day activities.

Over the past couple of years, the enrollment has been slowly rising. Huron Park still experiences enrollment challenges due to many factors. Beginning in the 2014/2015 year, all of the sixth grade classrooms were moved and are now housed at our middle schools. Lakeview School District crossed boundaries for the first time and recruited families. We are also competing with the charter school Reach Academy, which opened a half a mile away from our school in 2009. Many of our families live in low income housing or rental units. We also have a large number of families moving in with relatives due to financial situations, or leaving the district/state due to Michigan's economy and job loss. Because of this, our population is ever-changing.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our staff is committed to providing a safe and supportive environment where students, families and staff treat each other with respect. We believe that students learn in different ways and should be provided with a variety of instructional approaches to support their learning. By projecting enthusiasm, respect and compassion, each teacher models the joy of learning and the importance of developing positive character traits. The learning process is most effective when responsibility is shared among teachers, administrators, parents, and community. The mission of Roseville Community Schools and Huron Park Elementary School, in a cooperative partnership with students, the home and the community, is to develop lifelong learners prepared to meet the challenges of the future.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

According to the MEAP results for the 2013-14 school year, student had shown an improvement in reading skills. However, this has created a significant gap between the bottom 30% and the top 30%. Because of this, Huron Park has become a focus school. Although we have shown a gap in other areas, we have chosen to focus specifically on the reading because reading carries over to all other core subjects. This year, 2015-2016, Huron Park is a second year focus school. while we do not have in depth scores for the 2016 M-Step, we can tell by our Reading Mastery program that children have improved in reading. We started the school year with 3 sections of kindergarten reading (not counting kindergarten classrooms). As, of April 2016, we are down to one section of kindergarten reading (not counting kindergarten). Of these students, 18/23 students are receiving special educations services or being child studied for referral. Only 5 of those students are regular education students.

Besides academics Huron Park is proud of our other achievements. Many of our staff members have applied and received grants:

*Second Grade received 100 dollars from Meemic to purchase books

*Math aide received several pieces of technology, as well as, 800 dollars worth of winter coats, hats, and boots from Donor's Choose.

*Fifth Grade and the Third/Fourth split class received a grant for a field trip to the Henry Ford Museum in Dearborn.

*Environmental Club received a grant from the St. Claire Water Festival to purchase materials for composting and the school community garden.

Former students have gone on to take leadership roles as well. One of our former students wrote a letter to the Detroit Red Wings and earned 5000 for the school newspaper. One former students made Brightest and Best for Channel 7. The Roseville High School All Academic Representative and the Valedictorian and Salutatorian for the 1015-2016 year are also former students of Huron Park.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Many factors influence the achievement of our students. Several students have lost a parent due to death or incarceration. Children often come to school hungry and inappropriately clothed for the weather. Often children miss school because laundry was not done, lack of transportation, or they are at the non-custodial parents for their visit.

Many of our families live in low income housing or rental units. We also have a large number of families moving in with relatives due to financial situations, or leaving the district/state due to Michigan's economy and job loss. Three percent of our student population meet the criteria of being homeless. Because of this, our population is ever-changing.

Huron Park has been 100 percent free breakfast and lunch since the 2013-14 school year. Throughout the year we give back to our community by holding free clothing drives and food drives as well as a giving tree during the Christmas holidays for the needy families in our school. In the Spring of 2014, our Environmental Club started a community garden where our families can come to "shop" for free produce. In April 2016, the Environmental Club has earned Evergreen Status from the Macomb County Green Schools Association. Since the 2012-13 school year, we have participated in the American Heart Association's "Jump Rope for the Heart" fundraiser. This year, Huron Park has added the "Pennies for Pasta" fundraiser put on by the Lymphoma and Leukemia Society.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Teachers and staff volunteer to be on a specific committee with two of the members as co-chairs. Parents are invited by school personnel at the Parent/Teacher Organization (PTO) meetings. Meetings are held both before and after school to accommodate a variety of schedules. In the 2015/16 school year Huron Park once again has a full executive board for the Parent PTO; however, attendance from parents other than the officers is still a challenge.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Each staff member has a specific role within the school improvement committee. The team meets on a regular basis to update committee chairs on the most current information for school improvement. This information is brought to the committees in their goal specific meetings. Students do not participate in meetings but are able to voice their concerns and suggestions through surveys in their classroom. Community members and parents have been invited, but we have little or no response. A continued effort is being made to improve and develop ways to encourage this group of stakeholders to take part in the school improvement process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Teachers and Staff are given a copy of the updated plan at the beginning of each school year. Parents are informed of the school improvement plan at the school curriculum night, PTO meetings, and committee meetings they may attend. Students do not receive a hard copy of the plan. They are informed through assemblies and posted objectives.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

1. Many students register after school starts so our projections are not accurate for the start of the school year.
2. The number of students that transfer in and out of our school is relatively large. This creates disruption within the classroom and in the child's learning that transfers. The 3/4 split has change by 13 children since the start of school.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Absences are not a major concern; however, children who are absent for long periods often do call in to explain the reason. For example, this year two students transferred, and the school was not aware until the new school sent a transfer request. One of these students came back to Huron Park the day after we received the record request from the new school. Student tardies are a major concern. This year, as of May 20, 2016, 111 out of 426 students (k-5) have 10 tardies or more. Of all the students in the 2015/16 year the total number of tardies is 2852. These children often show up after the breakfast program is over and still ask for a breakfast.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Although, referrals and suspensions have improved, challenges occur due to the transit population, we are constantly reteaching the behavior rules and procedures. Parent support is also a big challenge. Often if a child is suspended, he/she comes back telling the staff the fun things they did on his/her time off. Or they side with the child, saying that their behavior was the right choice.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Besides our implementation of the school discipline plan and class dojo, we are sending a team to be trained in Positive Behavior Intervention and Supports(PBIS). This focuses on rewarding positive behavior rather than always drawing attention to the negative.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our principal has been the administrator at our school for twelve year. .He was principal prior to our building, as well. He also has a special education background. This helps in the understanding of the needs of many of our students. Being in a school where many children do not have strong male role models, having a strong male in charge gives them someone to whom they could look up.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The majority of the teaching staff has been teaching for 11 or more years. These teachers are more experienced in providing a variety of techniques deal with discipline challenges as well as academic challenges. They also get to know our families well, and build positive trusting relationships between school and home. With our clientele, it is important to have teachers that enjoy being in this school. Also, having teachers that know the procedures and rules of the school creates consistency among the grade levels when dealing with discipline. They serve as mentors to the new teachers in the building, as well. There are six teachers (including preschool) that have been teaching 1-10 years. This number is small due to a decline in the budget. Roseville has only hired a few teachers over the past 7 years. Huron Park did have a turnover in teachers in the 2014013/14 year due to retirements. Although, these teachers needed to be trained in the rules and procedures of the school, the teachers new to the building immediately became team players and brought new ideas to the school.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The principal of our building rarely is absent. He has been out less than 10 times this year for school business. Having him present in the building the majority of the time helps with discipline. Also, the fact that he is rarely absent shows the students that he cares about their academic and behavioral success.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Huron Park's staff (elementary and preschool), we have had 193.5 sick/personal days, 20.5 conference leave, as of April 27th). The absences due to sick/personal has increased. This is partly due to 3 of our staff members having a wedding, and one staff member with an extended absence due to back problems and pneumonia. Absences can have a big impact on student learning, especially with our special needs students. There is a substitute shortage in the district. It is even more difficult to get substitutes to come to Huron Park, especially since the district switched to the aesop computer system for absences. However, because of the way our Direct Instruction program is set up, it is easier for a substitute to come in and continue regular instruction and the curriculum is not interrupted.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

School Improvement Plan

Huron Park Elementary School

One of the challenges that we have are large commutes by our staff and principal. The only time that this is a challenge; however, is in severe weather or traffic incidents. Teachers have a built-in prep in the morning 20 minutes before the start of the school day. Because of this, this challenge rarely effects student learning because staff is only late for the prep period. As far as gender and race, we are primarily a Caucasian, female staff. We do have a male gym teacher, principal, and general education teacher. Because of our financial situation, we have not hired many new teachers over the years. Central Administration makes the final decision of who is hired and where they are assigned. This has not seemed to be a challenge to our students' learning.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

According to our Systems Review, our strengths are in assessment.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Our challenges that we face are Professional Learning Culture and Curriculum Alignment.

12. How might these challenges impact student achievement?

Teacher collaboration is important for consistency in teaching the curriculum and for developing and sharing new ideas. Parents are our students greatest resource. It is very difficult to get a child to understand the importance of education, if we do not have the parent involvement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Teachers try to set aside time to collaborate; however, most of this must be done on our own time. Due to lack of substitute teachers, grade level collaboration has been cut. Central Administration places the specials teachers in the schools. We have no control over these assignments which gives classroom teachers no time to collaborate during school. We do have late start days once a month for school improvement. We are using some of this time for teacher and committee collaboration. We have also added days to our Direct Instruction Coach for collaboration on reading and math.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We look at the scores from M-STEP (formally MEAP), NWEA MAP data, local assessments, child studies, and Golden Rod sheets (child background) to decide which children are in need. These children are then placed in intervention programs. If the program is after school, they receive a special invitation. This year we have added an early intervention program to ensure all students, k-5, that are at risk, have a chance to be serviced.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

*Corrective Reading Pull-out program, grades 3-5

* Early Intervention pull-out program, grades k-2

*Leveled Computer Programs for Extra Practice

(After School Program will be reinstated in the 2016/17 school year)

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We look at the scores from M-STEP), NWEA MAP testing, local assessments, child studies, and Golden Rod sheets (child background) to decide which children are in need. These children are then placed in intervention programs. If the program is after school, they receive a special invitation. This year we are adding an early intervention program to ensure all students, k-5, that are at risk, have a chance to be serviced. Parents are notified by letter that their child is in an intervention group or invited to the after school program.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

All of the data from the assessments in our Direct Instruction Program, as well as principal observations and walk-throughs, show a horizontal and vertical alignment of curriculum.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Due to M-Step being taken in the Spring, strengths are based on the 2015 M-Step.

- * Interpreting narrative texts (3rd grade)
- *Knowledge of narrative text structure (4th grade)
- *Word meaning in narrative text (5th grade)

19b. Reading- Challenges

Due to M-Step being taken in the Spring, weaknesses are based on the 2015 M-Step.

- *Examine or Compare relationships across narrative texts (3rd grade and 5th grade)
- *Make inferences and drawing conclusions from informational texts (4th grade)

19c. Reading- Trends

Since we have started our Direct Instruction Program 3 years ago, we have gone from 10 kindergarten reading sections in grades 1-5 (kindergarten not included because they begin at kindergarten level) to 3 kindergarten reading sections grades 1-5

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Children who meet the criteria for our After School Program will be invited to attend. In this program, the students not only review basic skills, but will apply these skills to reading comprehension. This year we will be starting an early intervention program for grades k-2. This will help to bridge the gap with the second graders to increase comprehension skills to make it easier in 3rd grade.

20a. Writing- Strengths

Due to M-Step being taken in the Spring, strengths are based on the 2015 M-Step.

* Grammar Usage (4th Grade)

* Appropriate Language and Vocabulary (3rd and 5th Grade)

20b. Writing- Challenges

Due to M-Step being taken in the Spring, weaknesses are based on the 2015 M-Step.

Although we have adopted the 4-Square writing method to address the previous challenge of organizing thoughts, a greater challenge is not having enough exposure to writing in the lower elementary due to time and organized writing program.

20c. Writing- Trends

Because so many children come in to school lacking the necessary reading readiness and language skills writing is very difficult for them. This is why organizing thoughts continues to be a challenge.

20d. Writing- Summary

School Improvement Plan

Huron Park Elementary School

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In the 2013/2014 school year, we began using the Four Square method for writing. This program focuses on organizing information and adding detail. Being a focus school we are targeting reading with many of our interventions. If a child is a strong reading, it can have a positive effect on other subject areas. The district is also bringing back our writing program, Being a Writer. This program ensures that children are exposed to writing process everyday. This consistency should help writing scores improve.

21a. Math- Strengths

Due to M-Step being taken in the Spring, strengths are based on the 2015 M-Step.

*Solving arithmetic equations for the four operations (3rd grade)

*Factors and Multiples (4th grade)

*Analyze patterns and relationships (5th grade)

21b. Math- Challenges

Due to M-Step being taken in the Spring, weaknesses are based on the 2015 M-Step.

Math Concepts:

*Using Logical Assumptions (3rd and 4th grade)

*Arguments to support reasoning (5th grade)

Other:

*Lack of Math Vocabulary in the district Math Program

*Lack of Exposure to grade level standards due to students being below grade level.

21c. Math- Trends

Although we are showing some improvement, our math scores continue to struggle.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This is the second FULL year with all of our grade levels participating in the direct instruction math program. It was noticed that the Math Program is lacking in vocabulary. Huron Park will be meeting during the summer months to work on a system to include the integration of this vocabulary into the math instruction. We have also designated a "binder day" for students to work on grade level standards from our Common Core Math Binders.

22a. Science- Strengths

Due to M-Step being taken in the Spring, strengths are based on the 2015 M-Step. Science is taken in the 4th grade.

Science Process

*Describe the effects of humans on natural world.

*Identify technology used in every day life.

Physical Science

*Show how non magnetic objects are effected by magnets

Life Science

*Relate Characteristics of animals that enable survival

Earth Science

*Identify earth materials used for production

22b. Science- Challenges

Huron Park has many challenges in the academic areas. These are due to the fact that we do not have a set science curriculum (this is a work in progress). Until the curriculum is set by the district, teachers are working off the Next Generation Science Standards (NGSS). Lack of consistency in the grade levels presents a challenge.

22c. Science- Trends

Over the last two years we have seen an improvement in our science scores. However, it is very difficult for them to master science skills if children are lacking basic reading skills and do not have a set science curriculum. This makes researching information and learning all the more difficult.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The district is finalizing the science curriculum based on Atlas Rubicon from Oakland Schools. This should create the consistency needed throughout the grade levels.

23a. Social Studies- Strengths

Due to M-Step being taken in the Spring, strengths are based on the 2015 M-Step. This is taken in the 5th grade.

History

*Use traditional stories of American Indians in Michigan

Geography

*Describe Michigan Movement

Civics and Government

*Describe how citizens promote democratic values

Economics

*Describe how entrepreneurs produce goods/services

23b. Social Studies- Challenges

The major challenge in social studies is the curriculum. This is the first year that the district has adopted a social studies curriculum aligned with the common core. Previously, the teaching staff has met the standards by pulling from several different resources which created a lack of consistency.

23c. Social Studies- Trends

Social Studies has always been very difficult for our students. Although most is due to challenges with reading, many of our children come from challenging backgrounds. Many of these skills seem irrelevant to them because they have nothing to relate it to.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Huron Park is adding a social studies goal to the 2016/2017 plan. Now that we have had a year to familiarize ourselves with the social studies curriculum, it is our hope that the consistency will help our students to improve.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students believe that their teachers and principal care about them, want them to do well, and have high expectations for learning.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Although improving, lack of respect towards teachers and peers is still a concern.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We have made changes to the Positive Behavioral Support (PBIS) program. Staff will be retrained in PBIS during the 2016/2017 school year. We hope that the new system will encourage an increase in positive behavior.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents/guardians feel that the goals for student learning are communicated effectively. They feel their children are prepared for the next grade level.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

All questions on the survey showed a majority of strongly agree or agree. Areas that could use extra attention are providing a variety activities for students that interest them as well as providing excellent supports services.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Continue encouraging the use of Class Dojo. This program not only tracks behavior, but parents can get a login for their computer, tablet, or smart phone to check-in on their child's behavior, communicate with teachers on progress, and teachers can also share pictures and information almost immediately with the parents. Conferences, newsletters, emails, and phone calls will all still be used for communicating with the parents. This year, Huron Park has started a Facebook page celebrating student success and achievement.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Although all results are primarily positive, the highest level of satisfaction that the school provides protected instructional time.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Although all results are primarily positive, teachers feel that respect could be greater for ALL staff and that teachers should be more involved in making decisions in teaching and learning process.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Meetings will continued to be held over the summer to make changes in the school plan.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

We currently do not have data from the community. We were unable to administer the survey this school year.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

We currently do not have data from the community. We were unable to administer the survey this school year.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

This school year we were unable to administer the survey for the community. We plan to reinstate this survey in the 2015/2016 school year.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Because of the majority of our families being below poverty level, many of our families work so parent involvement and sometimes parent support is limited. We do have a caring staff, despite not being diverse in gender or race, that create a safe caring environment for learning. Having a strong male principal helps to create a positive male role model for those children who do not have one in their lives. We continue to work hard to ensure that the academic needs of all students are met through our direct instruction programs as well as our extended learning programs. We are working on creating an environment that promotes respect and positive behavior. We are also working on programs to promote quicker feedback to parents. New staff members will be properly informed of practices and policies so that there is consistency in carrying them out.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Most of our challenges require parental support. Children do not view education as a priority if their parents do not. By our staff being better informed on policies and practices, there will be more consistency within as well as across the grade levels.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

For the first time in over four years, we have officers for our Parent Teacher Organization (PTO). These are passionate parents with young children. Steps have already been taken to request their involvement in the school improvement process. It is our hope that their passion will set an example for other parents to be involved.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Math and literacy is tested 3 times a year, Septemeber, January, and May through NWEA MAP testing The 2015-16 school year was the first year using this assessment. Previously, Huron Park used the AIMSweb assessment. We also assess every five to ten lessons (varies with grade level) in our reading Direct Instruction program (Reading Mastery) and in our math Direct Instruction Program (Correcting Math Concepts) throughout the year. Writing Samples are collected monthly by the writing committee to monitor monthly skills. In the Spring, the children take the M-STEP test for the State.	Assessment Samples

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	We have attached the 2014-15 annual report. The 2015/2016 annual report will come out in the fall of the 2016/2017 school year.	Huron Park Annual Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A: The highest grade we have at our school is fifth grade. In the fall of 2014, all sixth grade classrooms in our district were moved to the middle school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A: The highest grade we have at our school is fifth grade. In the fall of 2014, all sixth grade classrooms in our district were moved to the middle schools.	

School Improvement Plan

Huron Park Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The above policies are found in the employee contract. They can also be found on any and all job postings made available. The following is an example of a district job posting.	Job Posting Example

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	A the district level, Ms. Rebecca Vasil, our Deputy Superintendent, is the coordinator that carries out the non-discrimination responsibilities. There is no specific person for each individual school, but our union representatives are available if we have any concerns. Rebecca Vasil Deputy Superintendent 18975 Church St. Roseville, MI 48066 586.445.5513	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Our school Parent-Involvement is built on the foundation of the district Parent Involvement Plan with added activities unique to our school.	Parent Involvement

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The school Improvement team revised the district version of the school compact in 2008. The stakeholders involved include; parents, principal, and teachers.	Parent Compact

School Improvement Plan

Huron Park Elementary School

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	This year, Huron Park used the perception surveys from eprove. In the past, percentage of perception surveys turned in by parents has been low. It was the hope of Huron Park, that the survey links being sent to the parents through email and behavior/communication application on cell phones, that more parents would take the time to fill out the surveys. Notes with links were also sent home. This year this was not the case. Many of the links for the surveys would not open. Hopefully in the 2016-2017 year, these bugs will be fixed and the percentage of participants will raise.	

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. 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?

Because the M-STEP test was given in the spring, we do not yet have the results for the current year. We have looked at the data from the completed MAP Testing and Direct Instruction assessments. Overall, the students have shown an improvement in both reading and math. When we broke the results into sub groups, looking at Grades K-5, we have noticed that fifth grade has improved the most in math and reading with 70.3% meeting or exceeding their projected RIT goal for math and 65.6% meeting or exceeding their projected RIT goal for reading. The following show the highest achieving subgroups:

**Males showed more growth in Math with 52.7% meeting or exceeding their projected RIT goal for Math

**Females showed more growth in Reading with 45.9% meeting or exceeding their projected RIT goal for Reading

**Overall multiethnic students showed the most growth with 59.4% meeting or exceeding their projected RIT goal for reading and a 56.3% meeting or exceeding their projected RIT goal for Math.

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 to develop the strategies and activities to achieve our goals. Because the first M-STEP was given in the Spring, the 2015/2016 School Improvement Plan was based on AIMSweb (NWEA MAP testing will be used starting 2015/16 school year for the 2016/17 school improvement plan) as well as district and local assessments. Adjustments were made as needed once the results have arrived.

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 two pull-out intervention programs for reading. The upper elementary pull-out program was started in the 2014/2015 school year. The children chosen for this program are two grade levels behind in reading. Huron Park recognized a need for a lower elementary intervention, and in the 2015/2016 school year, a pull-out program for grades k-2 was started. For the first time this year we have had a language pull-out program. These students came as non English speaking students. They meet with the Literacy coaches

School Improvement Plan

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who work with them on basic language skills using the Kindergarten Direct Instruction Language Program. This year we did not have a need for this program. It will be reinstated if the need arises.

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 math programs. These programs allow children to work at their own individual ability level. All grade levels participate in 4-square writing, a method which focuses on writing on topic and using details and examples as support. 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.

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 and walk-to-math programs (direct instruction) have a specific schedule that allows for the same amount of time each day that a student receives reading and math. They are working on their ability level, which ensures that basic skills are mastered before moving forward in higher level skills. Additional computer lab time 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.

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, we are still below the state standards. Our direct instruction walk-to-read and walk-to-math programs, Corrective Reading program, Early Intervention Program, and SuccessMAker 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. Using the strategies in Classroom Instruction That Works (CITW): setting objectives, providing feedback, reinforcing effort, and providing recognition, teachers, as well as students, can set clear expectations 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.

Corrective Reading is an intervention that levels students who need additional assistance. This is done in grades 3-5 as a pull-out program. Early Interventions in Reading is the program for grades k-2. Students are chosen if they are 2 grade levels behind in reading.

SuccessMaker and Waterford computer programs are used in the computer lab for additional assistance. This allows for children to work at their individual level in math and reading.

For the first time last year we have had a language pull-out program. 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 year, 2015/2016, there was not a need for this program. The program will be reinstated as needed.

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

The school improvement team looks at M-STEP scores as well as NWEA MAP assessments and district assessments from year to year to determine whether or not these students are meeting the goals. Classroom observations and assessments 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?

From the end of 2014/2015 to the beginning of the 2015/2016, we have had one teacher transfer. A third grade teacher was hired. Although, she is a first year teacher, she has been in the building several times as a long term substitute and as a math aide.

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

Out of 47 staff members, 53% of our staff has a master's degree or higher, 89% of teachers have 5 or more years in the district, and 30% of the staff has been in our building 5 years or more. This data includes our district preschool staff (teachers and aides) which are housed in our building.

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

In the last year, the majority of turnover has been due to retirement and the addition of two classrooms. Open positions are posted, but Central Administration makes the final decision. If a teacher wants to transfer out of their school, they submit a request with 3 choices of grade levels and administration presents them with options from which to choose.

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

Over the last few years, the only positions that have had new hires were special education positions. Only in the past two years have new teachers have been hired for general education positions.

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 retirement and the addition of new classrooms. 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 fall of 2014, all staff (school and district) was trained in Classroom Instruction That Works (CITW). A Direct Instruction Coach comes once a month to observe and give feedback/support for our Reading Mastery, Corrective Reading, and Connecting Math Concepts. We are looking into additional time with the Direct Instruction Coach for reading due to being a focus school. In the fall of 2015, Staff (principals and teachers) was trained in the Marzano Evaluation system. Training for our new technology (Apple TV) will take place in the fall of 2016. Currently, a professional plan is being developed using suggestions from the committees on what is needed to implement our plan.

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

A Direct Instruction Coach for our reading and math programs visits several once a month to provide support and feedback to help teach the programs to the best of our potential. Late start 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.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Huron Park PD 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.

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 this year (after approx. 5 years) do we have a full executive board for the Parent Teacher Organization (PTO), . Only about 4 additional parents attend the monthly meetings.	Parent Involvement Plan

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. Last year we implemented the Successmaker at Home program which allows parents to be involved and informed in the content the children are required to master. 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. This year many teachers have adopted the use of Class Dojo. This program tracks behavior. Parents can set up an account on the computer, tablet, or smart phone to check their child's progress at their convenience. Communication is possible and pictures may be sent right through this application.

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 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 parent 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. 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 reports, parent teacher conferences and the annual report.

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 preschool programs housed in our building. They are invited to assemblies and activities sponsored by the rest of the school.

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.

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.

Three times a year the NWEA MAP testing is administered and monthly writing assessments are collected.. 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. M-STEP results 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.

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?

Our corrective reading program services our upper elementary students who need reading intervention. Early Intervention in Reading is the reading program services our lower elementary students who need reading intervention. We now qualify for 100% free breakfast and lunch. 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.

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

We now have direct instruction walk to math and 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

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 literacy coach, the instructional aide's 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, Literacy Coaches, Math 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.

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 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 the M-STEP, NWEA MAP 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 to compare M-STEP 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 2016/2017

Overview

Plan Name

Huron Park School Improvement Plan 2016/2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Huron Park Elementary School will become proficient readers.	Objectives: 4 Strategies: 6 Activities: 29	Academic	\$17959
2	All students at Huron Park Elementary School will become proficient writers.	Objectives: 3 Strategies: 4 Activities: 13	Academic	\$7050
3	All students at Huron Park Elementary School will become proficient in math.	Objectives: 3 Strategies: 5 Activities: 23	Academic	\$54783
4	All students at Huron Park Elementary School will become proficient in science.	Objectives: 3 Strategies: 4 Activities: 15	Academic	\$1955
5	All students at Huron Park Elementary School will become proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$1755
6	All Students at Huron Park Elementary will exhibit behavior that is respectful and conducive to learning	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: All students at Huron Park Elementary School will become proficient readers.

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in word study in Reading by 06/15/2016 as measured by The M-Step and NWEA MAP assessment, as well as district and local assessments.

(shared) Strategy 1:

Children will use Direct Instruction to improve overall reading skills - Our Direct Instruction Program is run as a Walk-to-Read program, allowing children to work at their own individual level. It uses the Reading Mastery and Corrective Reading Curriculums. Both Reading Mastery and Corrective Reading Programs consist of daily lessons teaching a spectrum of reading skills: decoding, comprehension, vocabulary, and more. The Reading Mastery Program also contains spelling, writing, language concepts, and Michigan Common Core Connections Components. These programs allow children to work at their individual learning level.

Category:

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

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
Core connections has activities that focus on vocabulary in reading to enhance comprehension. It covers the genres both narrative and informational text.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach

Activity - Read Aloud Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Direct Instruction	Tier 1	Implement	09/19/2016	06/19/2017	\$0	General Fund	Principal, teachers, support staff, and literacy coach

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Activity - Reading Mastery Phonemic Awareness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children will receive direct instruction in phonics skills as the primary part of reading instruction. Students are involved in an oral lesson, as well as, guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$2000	General Fund	Principal, teachers, support staff, and literacy coach
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 - Reading Mastery spelling program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery spelling program is directly correlated with the Reading Mastery phonemic awareness activities for the appropriate learning level. Start date varies by level of ability.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides teach 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. (funding amount is located in the Math goal section)	Class Size Reduction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides
Activity - Direct Instruction Coach (Title I designated funds for PD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Instruction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/08/2017	\$5316	Title I Schoolwide	Principal, Classroom Teachers, Literacy Coach

School Improvement Plan

Huron Park Elementary School

(shared) 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 2

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
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	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
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School Improvement Plan

Huron Park Elementary School

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	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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Activity - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

Activity - Waterford Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/05/2017	\$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	\$3005	Title I Schoolwide	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

School Improvement Plan

Huron Park Elementary School

iPad minis and cases were purchased to enhance technology in the classroom, allowing students to have their own individual iPad. This will be a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$638	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessional
Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$350	Title II Part A	Principal, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/10/2016	06/09/2017	\$1900	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

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:

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 - Corrective Reading Pull-out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades three through five, who are two grades behind in reading. meet with the Literacy coach for additional reading instruction five days per week.	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach

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Activity - Early Intervention In Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children, grades K-2, who are significantly below reading level will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Implement	09/26/2016	06/02/2017	\$2500	Title I Schoolwide	Principal, Staff, Early Intervention Literacy Coach
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 Monday 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 and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	03/30/2017	\$0	No Funding Required	Principal, Volunteer Teaching Staff

(shared) 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

Activity - English Language Learners (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 Literacy Coach. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach, 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	11/01/2016	06/02/2017	\$0	No Funding Required	Principal, Secretary, Classroom Teachers

School Improvement Plan

Huron Park Elementary School

Measurable Objective 2:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in reading and comprehending narrative texts in Reading by 06/15/2016 as measured by the M-Step and NWEA MAP assessments as well as other schoolwide local assessments.

(shared) Strategy 1:

Children will use Direct Instruction to improve overall reading skills - Our Direct Instruction Program is run as a Walk-to-Read program, allowing children to work at their own individual level. It uses the Reading Mastery and Corrective Reading Curriculums. Both Reading Mastery and Corrective Reading Programs consist of daily lessons teaching a spectrum of reading skills: decoding, comprehension, vocabulary, and more. The Reading Mastery Program also contains spelling, writing, language concepts, and Michigan Common Core Connections Components. These programs allow children to work at their individual learning level.

Category:

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

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
Core connections has activities that focus on vocabulary in reading to enhance comprehension. It covers the genres both narrative and informational text.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach
Activity - Read Aloud Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Direct Instruction	Tier 1	Implement	09/19/2016	06/19/2017	\$0	General Fund	Principal, teachers, support staff, and literacy coach
Activity - Reading Mastery Phonemic Awareness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

Children will receive direct instruction in phonics skills as the primary part of reading instruction. Students are involved in an oral lesson, as well as, guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$2000	General Fund	Principal, teachers, support staff, and literacy coach
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 - Reading Mastery spelling program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery spelling program is directly correlated with the Reading Mastery phonemic awareness activities for the appropriate learning level. Start date varies by level of ability.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides teach 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. (funding amount is located in the Math goal section)	Class Size Reduction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides
Activity - Direct Instruction Coach (Title I designated funds for PD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Construction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/08/2017	\$5316	Title I Schoolwide	Principal, Classroom Teachers, Literacy Coach

(shared) 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

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School Improvement Plan

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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 2

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
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	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

Activity - Waterford Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/05/2017	\$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	\$3005	Title I Schoolwide	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$638	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$350	Title II Part A	Principal, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/10/2016	06/09/2017	\$1900	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

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:

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 - Corrective Reading Pull-out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades three through five, who are two grades behind in reading. meet with the Literacy coach for additional reading instruction five days per week.	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach
Activity - Early Intervention In Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

Children, grades K-2, who are significantly below reading level will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Implement	09/26/2016	06/02/2017	\$2500	Title I Schoolwide	Principal, Staff, Early Intervention Literacy Coach
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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 Monday 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 and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	03/30/2017	\$0	No Funding Required	Principal, Volunteer Teaching Staff

(shared) 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

Activity - English Language Learners (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 Literacy Coach. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach, 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	11/01/2016	06/02/2017	\$0	No Funding Required	Principal, Secretary, Classroom Teachers

School Improvement Plan

Huron Park Elementary School

Measurable Objective 3:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency reading and comprehending informational text in English Language Arts by 06/10/2015 as measured by The M-Step and NWEA MAP assessments as well as other schoolwide local assessments.

(shared) Strategy 1:

Children will use Direct Instruction to improve overall reading skills - Our Direct Instruction Program is run as a Walk-to-Read program, allowing children to work at their own individual level. It uses the Reading Mastery and Corrective Reading Curriculums. Both Reading Mastery and Corrective Reading Programs consist of daily lessons teaching a spectrum of reading skills: decoding, comprehension, vocabulary, and more. The Reading Mastery Program also contains spelling, writing, language concepts, and Michigan Common Core Connections Components. These programs allow children to work at their individual learning level.

Category:

Research Cited: Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR. Seattle, WA: Educational Achievement Systems.

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
Core connections has activities that focus on vocabulary in reading to enhance comprehension. It covers the genres both narrative and informational text.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach
Activity - Read Aloud Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Direct Instruction	Tier 1	Implement	09/19/2016	06/19/2017	\$0	General Fund	Principal, teachers, support staff, and literacy coach
Activity - Reading Mastery Phonemic Awareness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

Children will receive direct instruction in phonics skills as the primary part of reading instruction. Students are involved in an oral lesson, as well as, guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$2000	General Fund	Principal, teachers, support staff, and literacy coach
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 - Reading Mastery spelling program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Mastery spelling program is directly correlated with the Reading Mastery phonemic awareness activities for the appropriate learning level. Start date varies by level of ability.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, teachers, support staff, and literacy coach
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides teach 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. (funding amount is located in the Math goal section)	Class Size Reduction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides
Activity - Direct Instruction Coach (Title I designated funds for PD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Construction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/08/2017	\$5316	Title I Schoolwide	Principal, Classroom Teachers, Literacy Coach

(shared) 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

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School Improvement Plan

Huron Park Elementary School

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 2

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
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	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Activity - Waterford Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/05/2017	\$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	\$3005	Title I Schoolwide	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$638	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$350	Title II Part A	Principal, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/10/2016	06/09/2017	\$1900	Title I Schoolwide	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

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:

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 - Corrective Reading Pull-out Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades three through five, who are two grades behind in reading. meet with the Literacy coach for additional reading instruction five days per week.	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach
Activity - Early Intervention In Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

Children, grades K-2, who are significantly below reading level will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Implement	09/26/2016	06/02/2017	\$2500	Title I Schoolwide	Principal, Staff, Early Intervention Literacy Coach
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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 Monday 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 and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	03/30/2017	\$0	No Funding Required	Principal, Volunteer Teaching Staff

(shared) 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

Activity - English Language Learners (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 Literacy Coach. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Literacy Coach, 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	11/01/2016	06/02/2017	\$0	No Funding Required	Principal, Secretary, Classroom Teachers

School Improvement Plan

Huron Park Elementary School

Measurable Objective 4:

A 6% 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 of overall skills in Reading by 06/15/2016 as measured by The M-Step and NWEA MAP assessments, as well as district and 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	09/06/2016	06/14/2017	\$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 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

Strategy 2:

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:

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

Tier: Tier 1

School Improvement Plan

Huron Park Elementary School

Activity - Raz-kids, Reading A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Park Elementary Literacy Coaches have purchased Learning A-Z, RAZ-kids, and Reading A-Z Licenses to produce leveled take-home books for their reading intervention pull-out groups. These books are to be taken home and read with their parents.	Supplemental Materials	Tier 2	Implement	10/05/2016	06/02/2017	\$200	Title I Schoolwide	Principal, Literacy Coaches
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	Tier 1	Implement	03/01/2017	03/01/2017	\$0	No Funding Required	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee
Activity - My Mouth is a Volcano	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the award-winning book by Julia Cook, "My Mouth is a Volcano" teaches children the value of respecting others by listening and waiting for their turn to speak. Louis always interrupts! All of his thoughts are very important to him, and when he has something to say he ERUPTS (or interrupts). But when others begin to interrupt Louis, he learns how to respectfully wait for his turn to talk. Materials will be purchased to further educate the children at school, as well as educate parents on how to deal with these issues at home. Funding amount includes program cost as well as materials cost.	Parent Involvement	Tier 1	Implement	10/07/2016	10/07/2016	\$550	Title I Schoolwide	Principal, Literacy Coach, Classroom Teachers
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	Tier 1	Getting Ready	03/02/2017	03/02/2017	\$380	Title I Schoolwide	Principal, Teaching staff, Secretaries
Activity - Parent Liason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

The parent Liaison will be the person with 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.	Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/14/2017	\$1000	Title I Schoolwide	Parent Liaison, Principal, Classroom Teachers, and Support Staff
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Activity - Ronald Dahl Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These books will be used to go with the theme of March is Reading Month. There will be extension activities that will be sent home for families to work together on as well as ways to help their children through reading.	Parent Involvement, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	03/01/2017	03/31/2017	\$120	Title I Schoolwide	Principals, Classroom Teachers, Support Staff, Literacy Coaches

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 and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in basic writing skills and organization that is applicable across grade levels and curriculum areas in Writing by 06/10/2015 as measured by M-Step and school writing samples..

(shared) Strategy 1:

Direct Instruction - Children will receive scripted direct instruction on writing activities from our Reading Mastery program.

Category:

Research Cited: •Gersten, R., Keating, T., & Becker, W. (1988). The Continued Impact of the Direct Instruction Model: Longitudinal Studies of Follow Through Students. Education and Treatment of Children, 11(4), 318-327.

•Gary Adams, Project Follow Through and Beyond, in Effective School Practices, Volume 15, No. 1, Winter, 1995-6 Theme: What Was That Project Follow Through?

Tier: Tier 1

Activity - Core Connections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huron Park Elementary School

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	06/02/2017	\$0	General Fund	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	09/19/2016	06/09/2017	\$0	General Fund	principal, teachers, support staff, and literacy coach

(shared) Strategy 2:

Children will use 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:

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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School Improvement Plan

Huron Park Elementary School

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
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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	Getting Ready	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional

Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1		10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

Students will use Literature Based Writing to improve overall achievement in writing - 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: 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 - Being a Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Being a Writer uses authentic children's literature. Through this literature, the program provides support for creating a Collaborative Classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice.	Academic Support Program	Tier 1	Getting Ready	09/19/2016	06/09/2017	\$7050	Title I Schoolwide	Principle, Literacy Coaches, Classroom Teachers
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.	Academic Support Program	Tier 1	Implement	09/19/2016	09/19/2016	\$0	No Funding Required	Principal, Teaching Staff, Writing Committee

School Improvement Plan

Huron Park Elementary School

Measurable Objective 2:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency adding detail to support a main idea in Writing by 06/15/2016 as measured by the M-Step and school writing samples.

(shared) Strategy 1:

Direct Instruction - Children will receive scripted direct instruction on writing activities from our Reading Mastery program.

Category:

Research Cited: •Gersten, R., Keating, T., & Becker, W. (1988). The Continued Impact of the Direct Instruction Model: Longitudinal Studies of Follow Through Students. Education and Treatment of Children, 11(4), 318-327.

•Gary Adams, Project Follow Through and Beyond, in Effective School Practices, Volume 15, No. 1, Winter, 1995-6 Theme: What Was That Project Follow Through?

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	06/02/2017	\$0	General Fund	Principal, classroom teachers, support staff, and literacy coach

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	09/19/2016	06/09/2017	\$0	General Fund	principal, teachers, support staff, and literacy coach

(shared) Strategy 2:

Children will use 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:

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

School Improvement Plan

Huron Park Elementary School

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
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
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School Improvement Plan

Huron Park Elementary School

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	Getting Ready	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	10/03/2016	06/02/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional
Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1		10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

Students will use Literature Based Writing to improve overall achievement in writing - 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: Motivating Reading and Writing in Diverse Classrooms: Social and Physical Contexts in a Literature-Based Program. NCTE Research Report No. 28.

Morrow, Lesley Mandel

School Improvement Plan

Huron Park Elementary School

Tier: Tier 1

Activity - Being a Writer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Being a Writer uses authentic children's literature. Through this literature, the program provides support for creating a Collaborative Classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice.	Academic Support Program	Tier 1	Getting Ready	09/19/2016	06/09/2017	\$7050	Title I Schoolwide	Principle, Literacy Coaches, Classroom Teachers
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.	Academic Support Program	Tier 1	Implement	09/19/2016	09/19/2016	\$0	No Funding Required	Principal, Teaching Staff, Writing Committee

Measurable Objective 3:

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 of overall skills in Writing by 06/15/2016 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.aspx

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

School Improvement Plan

Huron Park Elementary School

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

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

Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency Problem Solving in Mathematics by 06/15/2016 as measured by M-Step and NWEA MAP assessments as well as other schoolwide local assessments.

Strategy 1:

Children will participate in Direct Instruction to improve problem solving skills - Children are participating in a walk-to-math program which allows them to work on their individual learning level. Huron Park uses the Direct Instruction program, Connecting Math Concepts for our Core Math instruction. This program includes oral participation as well as guided and independent practice. Children are assessed every 10 lessons to track progress.

Category:

Research Cited: Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

"An A-Maze-ing Approach To Math: A Mathematician with a Child Learns Some Politics" in EducationNext, Spring 2005: Barry Garelick, a mathematician, takes on the failure of the NCTM and the complicity of the federal government in supporting failed educational theories that hinder mathematics learning. See also "Discovery learning in math: Exercises versus problems."

Killian, Shaun. The Myths & Facts About Direct Instruction. July 7, 2014.

Tier: Tier 1

Activity - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huron Park Elementary School

Students participate in daily lessons according to academic ability. Lessons consist of scripted oral lessons as well as guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	principal, teachers, support staff, and instructional aides.
Activity - Kids Teaching Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students taking the Vocational Child Care classes come weekly to work with the elementary students who are require additional assistance.	Community Engagement	Tier 2	Implement	10/04/2016	05/26/2017	\$0	No Funding Required	Principal, Teachers, Student Volunteer Coordinator
Activity - Common Core Grade Level Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This binder consists of a variety activities and lessons. This 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 which also support the common core state standards. Students will utilize a mathematician's notebook that will include information on: problem solving strategies (definitions, procedure, practice and use) constructed responses	Supplemental Materials	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Instructional Aides
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides will also teach sections of our Direct Instruction math 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.	Class Size Reduction	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Instructional Aides
Activity - Direct Instruction Coach (Title I designated funds for PD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Instruction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/06/2017	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides

School Improvement Plan

Huron Park Elementary School

(shared) Strategy 2:

Children will use technology to improve overall achievement - 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:

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 - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Activity - Waterford	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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

School Improvement Plan

Huron Park Elementary School

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/12/2016	06/09/2017	\$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	Getting Ready	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

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: Mathematics

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 - Early Interventions in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children, grades K-2, who are significantly below grade level math will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$2000	Title I Schoolwide	Principal, Classroom Teachers, Instructional Aides
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

The instructional aides will be used to implement the pull-out program Early interventions in reading.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$31000	Title I Schoolwide	Instructional Aides, Principal, Classroom Teachers, Support Staff
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Measurable Objective 2:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency number and operation concepts in Mathematics by 06/15/2016 as measured by M-Step and NWEA MAP assessments as well as other schoolwide local assessments.

Strategy 1:

Children will participate in Direct Instruction to improve number sense and number operations - Children are participating in a walk-to-math program which allows them to work on their individual learning level. Huron Park uses the Direct Instruction program, Connecting Math Concepts for our Core Math instruction. This program includes oral participation as well as guided and independent practice. Children are assessed every 10 lessons to track progress.

Category:

Research Cited: "An A-Maze-ing Approach To Math: A Mathematician with a Child Learns Some Politics" in EducationNext, Spring 2005: Barry Garelick, a mathematician, takes on the failure of the NCTM and the complicity of the federal government in supporting failed educational theories that hinder mathematics learning. See also "Discovery learning in math: Exercises versus problems."

Learning the Drill: Siefert Elementary Studies Success with Structured Lessons - a success story about Direct Instruction from the Milwaukee Journal Sentinel, March 1, 2001.

"An A-Maze-ing Approach To Math: A Mathematician with a Child Learns Some Politics" in EducationNext, Spring 2005: Barry Garelick, a mathematician, takes on the failure of the NCTM and the complicity of the federal government in supporting failed educational theories that hinder mathematics learning. See also "Discovery learning in math: Exercises versus problems."

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 2

Activity - Connecting Math Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huron Park Elementary School

Students will write and solve equations during daily CMC lessons. Students will utilize a mathematician's notebook that will include information on: problem solving strategies (definitions, procedure, practice and use) constructed responses	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	No Funding Required	Teachers, Support staff, Instructional aides, principal
Activity - Kids Teaching Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school students taking the Vocational Child Care classes come weekly to work with the elementary students who are require additional assistance	Community Engagement	Tier 2	Implement	10/04/2016	05/26/2017	\$0	No Funding Required	Principal, teachers, Student Volunteer Coordinator
Activity - Common Core Grade Level Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Instructional Aides
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Aides teach sections of our Direct Instruction math 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.	Other	Tier 1	Implement	09/12/2016	06/02/2017	\$21783	Title I School Improvement (ISI)	Principal, Instructional Aides
Activity - Direct Instruction Coach (Title I designated funds for PD)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to being a Focus School, Huron Park must designated 10% of the Title I funds for Professional Development. This money will be used to add the Direct Construction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	10/04/2016	05/30/2017	\$0	No Funding Required	Principal, Classroom Teachers, Instructional Aides

School Improvement Plan

Huron Park Elementary School

(shared) Strategy 2:

Children will use technology to improve overall achievement - 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:

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 - Successmaker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Activity - Waterford	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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

School Improvement Plan

Huron Park Elementary School

Activity - iPads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/12/2016	06/09/2017	\$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	Getting Ready	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional

School Improvement Plan

Huron Park Elementary School

Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

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: Mathematics

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 - Early Interventions in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children, grades K-2, who are significantly below grade level math will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$2000	Title I Schoolwide	Principal, Classroom Teachers, Instructional Aides
Activity - Instructional Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

The instructional aides will be used to implement the pull-out program Early interventions in reading.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$31000	Title I Schoolwide	Instructional Aides, Principal, Classroom Teachers, Support Staff
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Measurable Objective 3:

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 of overall skills in Mathematics by 06/15/2016 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	09/06/2016	06/14/2017	\$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 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

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

School Improvement Plan

Huron Park Elementary School

Measurable Objective 1:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency understanding the science process in Science by 06/15/2016 as measured by M-Step and schoolwide local assessments.

(shared) Strategy 1:

Organizing Knowledge Around Core Concepts And Engaging Preconceptions - This strategy provides a foundation of factual knowledge and conceptual understanding from experimental learning. It addresses student's initial understandings and correcting misconceptions about topics. It establishes and maintains a classroom environment that is learner centered. Identifying, confronting, and resolving misconceptions and beginning instruction with what students know (accessing prior knowledge).

Category:

Research Cited: How Students learn: History, Mathematics and Science in the Classroom by Suzanne Donovan and John D. Bransford, National Research Council (2005), and in Classroom Instruction that Works, by Robert Marzano (2001)

How Students learn: History, Mathematics and Science in the Classroom by Suzanne Donovan and John D. Bransford, National Research Council (2005), and in Classroom Instruction that Works, by Robert Marzano (2001)

Tier: Tier 1

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	09/14/2015	06/10/2016	\$0	No Funding Required	Principal, Classroom Teachers
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	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$1755	Title I Schoolwide	Principal, Classroom Teachers

School Improvement Plan

Huron Park Elementary School

Activity - NGSX – Exploring the New Michigan Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Team of two teachers (SI Science Chairs) will be sent to this program. They will then train the staff at one of the allotted school PD days. This program, which focuses on the practices of developing and using models, engaging in argumentation, and constructing explanations, will allow you to engage as adult learners with science content and classroom cases as well as reflect on your own classroom. Teachers will learn and practice the pedagogy shifts in the NGSS. At the same time, teachers will see classroom examples of modeling, argumentation and constructing explanations in practice.	Professional Learning	Tier 1	Getting Ready	10/04/2016	10/04/2016	\$200	Title II Part A	Science Committee Chairs, Principal, Classroom Teachers

(shared) Strategy 2:

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:

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

School Improvement Plan

Huron Park Elementary School

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	09/12/2016	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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional
Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huron Park Elementary School

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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
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Activity - Waterford	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them additional curriculum practice in basic science skills.	Technology	Tier 1		09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional

Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

Children will make use of 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:

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
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School Improvement Plan

Huron Park Elementary School

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.	Extra Curricular	Tier 1	Implement	10/07/2015	06/08/2016	\$0	No Funding Required	Principal, Environmental Club Staff Advisors
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Activity - Community Garden	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Community Engagement, Extra Curricular	Tier 1	Implement	09/07/2016	08/31/2017	\$0	No Funding Required	Principal, Voluntary Staff, Environmental Club Staff Facilitators

Measurable Objective 2:

A 9% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in understanding the different genres of science: Physical, Life, and Earth Science in Science by 06/15/2016 as measured by M-Step and schoolwide local assessments.

(shared) Strategy 1:

Organizing Knowledge Around Core Concepts And Engaging Preconceptions - This strategy provides a foundation of factual knowledge and conceptual understanding from experimental learning. It addresses student's initial understandings and correcting misconceptions about topics. It establishes and maintains a classroom environment that is learner centered. Identifying, confronting, and resolving misconceptions and beginning instruction with what students know (accessing prior knowledge).

Category:

Research Cited: How Students learn: History, Mathematics and Science in the Classroom by Suzanne Donovan and John D. Bransford, National Research Council (2005), and in Classroom Instruction that Works, by Robert Marzano (2001)

How Students learn: History, Mathematics and Science in the Classroom by Suzanne Donovan and John D. Bransford, National Research Council (2005), and in Classroom Instruction that Works, by Robert Marzano (2001)

Tier: Tier 1

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

Huron Park Elementary School

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	09/14/2015	06/10/2016	\$0	No Funding Required	Principal, Classroom Teachers
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	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$1755	Title I Schoolwide	Principal, Classroom Teachers
Activity - NGSX – Exploring the New Michigan Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Team of two teachers (SI Science Chairs) will be sent to this program. They will then train the staff at one of the allotted school PD days. This program, which focuses on the practices of developing and using models, engaging in argumentation, and constructing explanations, will allow you to engage as adult learners with science content and classroom cases as well as reflect on your own classroom. Teachers will learn and practice the pedagogy shifts in the NGSS. At the same time, teachers will see classroom examples of modeling, argumentation and constructing explanations in practice.	Professional Learning	Tier 1	Getting Ready	10/04/2016	10/04/2016	\$200	Title II Part A	Science Committee Chairs, Principal, Classroom Teachers

(shared) Strategy 2:

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:

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

School Improvement Plan

Huron Park Elementary School

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
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	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	09/12/2016	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

School Improvement Plan

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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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessional
Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	No Funding Required	Principle, Technology Paraprofessional, All Teaching Staff
Activity - Waterford	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades kindergarten through first participate in the Waterford computer program each day to allow them additional curriculum practice in basic science skills.	Technology	Tier 1		09/12/2016	06/09/2017	\$0	No Funding Required	Principal, Classroom Teachers, Technology Paraprofessional
Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

(shared) Strategy 3:

Children will make use of 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:

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

School Improvement Plan

Huron Park Elementary School

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
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.	Extra Curricular	Tier 1	Implement	10/07/2015	06/08/2016	\$0	No Funding Required	Principal, Environmental Club Staff Advisors
Activity - Community Garden	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Community Engagement, Extra Curricular	Tier 1	Implement	09/07/2016	08/31/2017	\$0	No Funding Required	Principal, Voluntary Staff, Environmental Club Staff Facilitators

Measurable Objective 3:

A 14% 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 of overall skills in Science by 06/10/2015 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	09/06/2016	06/14/2017	\$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 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

Goal 5: All students at Huron Park Elementary School will become proficient in social studies.

Measurable Objective 1:

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in the Michigan State Standards in Social Studies by 06/15/2016 as measured by the M-Step and schoolwide local assessments.

Strategy 1:

Engaging Preconceptions - Addressing student's initial understandings and correcting misconceptions about topics. Establishing and maintaining classroom environment that are learner centered. Identifying, confronting, and resolving misconceptions and beginning instruction with what students know (accessing prior knowledge)

Category:

Research Cited: How Students learn: History, Mathematics and Science in the Classroom by Suzanne Donovan and John D. Bransford, National Research Council (2005), and in Classroom Instruction that Works, by Robert Marzano (2001)

Tier:

Activity - Social Studies Weekly Grades 2-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huron Park Elementary School

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	09/12/2016	06/14/2017	\$1755	Title I Schoolwide	Classroom Teachers, Principal
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Activity - Social Studies District Curriculum Binder	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/12/2016	06/09/2017	\$0	No Funding Required	Central Administration, Principal, Classroom Teachers

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 - 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		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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School Improvement Plan

Huron Park Elementary School

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). 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	No Funding Required	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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Activity - Mimio Software Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff, 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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	No Funding Required	Principal, Teaching Staff, Technology Paraprofessionals

Activity - MacBook Pro with Software and Case	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	No Funding Required	Principal, Teaching Staff, 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

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	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 send pictures or contact them immediately if there is a major compliment or concern for their child.	Parent Involvement, Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

Goal 6: 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 06/14/2017 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:

Reinforcing Positive Behavior - By reinforcing those children exhibiting appropriate positive behavior, the negative behavior should decrease.

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

Tier: Tier 1

Activity - Positive Behavior Interventions & Supports (PBIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program	Tier 1	Getting Ready	10/03/2016	06/14/2017	\$0	No Funding Required	All school staff, PBIS Team

Activity - Foundations of School-Wide PBIS 2-Day Team Implementation Training - 170-3PSY	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of four teachers (PBIS Team) are being sent to to the training. They will then train the rest of the staff members at on of the allotted school professional development days. The Training is about Improving student behavior is about ensuring all students have access to the most effective and accurately implemented behavioral practices and interventions possible. Foundations of School Wide Positive Behavior Interventions & Supports (SW-PBIS) will provide an operational framework for achieving these outcomes. SW-PBIS IS a decision making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important behavior outcomes for all students.	Behavioral Support Program	Tier 1	Getting Ready	09/15/2016	10/20/2016	\$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	09/30/2016	05/26/2017	\$0	No Funding Required	PBIS Team, Classroom Teachers, Support Staff

School Improvement Plan

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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.	Parent Involvement, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/14/2017	\$0	No Funding Required	Principal, Classroom Teachers, Support Staff

Strategy 2:

Providing Appropriate Consequences for Negative Behavior - Students will receive appropriate consequences, not punishments for their behavior in accordance with district and school policies.

Category: Other - Behavioral Support

Research Cited: Information Library: Punishment vs. Logical Consequences

September 02, 2011

Tier: Tier 1

Activity - Huron Park Discipline Plan	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	09/06/2016	06/14/2017	\$0	No Funding Required	All School 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	09/06/2016	06/14/2017	\$0	No Funding Required	Classroom Teachers, Support Staff, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/02/2017	\$0	Principal, classroom teachers, support staff, and literacy coach
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	09/19/2016	06/09/2017	\$0	principal, teachers, support staff, and literacy coach
Reading Mastery Phonemic Awareness Activities	Children will receive direct instruction in phonics skills as the primary part of reading instruction. Students are involved in an oral lesson, as well as, guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$2000	Principal, teachers, support staff, and literacy coach
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.	Direct Instruction	Tier 1	Implement	09/19/2016	06/19/2017	\$0	Principal, teachers, support staff, and literacy coach

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Aides	Instructional Aides teach sections of our Direct Instruction math 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.	Other	Tier 1	Implement	09/12/2016	06/02/2017	\$21783	Principal, Instructional Aides

School Improvement Plan

Huron Park Elementary School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 1	Getting Ready	09/19/2016	06/02/2017	\$1755	Principal, Classroom Teachers
Ronald Dahl Books	These books will be used to go with the theme of March is Reading Month. There will be extension activities that will be sent home for families to work together on as well as ways to help their children through reading.	Parent Involvement, Supplemental Materials, Academic Support Program	Tier 1	Getting Ready	03/01/2017	03/31/2017	\$120	Principals, Classroom Teachers, Support Staff, Literacy Coaches
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	09/12/2016	06/14/2017	\$1755	Classroom Teachers, Principal
Early Interventions in Math	Children, grades K-2, who are significantly below grade level math will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$2000	Principal, Classroom Teachers, Instructional Aides
Parent Liason	The parent Liaison will be the person with 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.	Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	09/06/2016	06/14/2017	\$1000	Parent Liaison, Principal, Classroom Teachers, and Support Staff

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My Mouth is a Volcano	Based on the award-winning book by Julia Cook, "My Mouth is a Volcano" teaches children the value of respecting others by listening and waiting for their turn to speak. Louis always interrupts! All of his thoughts are very important to him, and when he has something to say he ERUPTS (or interrupts). But when others begin to interrupt Louis, he learns how to respectfully wait for his turn to talk. Materials will be purchased to further educate the children at school, as well as educate parents on how to deal with these issues at home. Funding amount includes program cost as well as materials cost.	Parent Involvement	Tier 1	Implement	10/07/2016	10/07/2016	\$550	Principal, Literacy Coach, Classroom Teachers
Direct Instruction Coach (Title I designated funds for PD)	Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Construction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/08/2017	\$5316	Principal, Classroom Teachers, Literacy Coach
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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$638	Principal, Teaching Staff, Technology Paraprofessional
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	\$3005	Principal, Classroom Teachers, Technology Paraprofessional
Being a Writer	Being a Writer uses authentic children's literature. Through this literature, the program provides support for creating a Collaborative Classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice.	Academic Support Program	Tier 1	Getting Ready	09/19/2016	06/09/2017	\$7050	Principle, Literacy Coaches, Classroom Teachers

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MacBook Pro with Software and Case	The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/10/2016	06/09/2017	\$1900	Principal, Teaching Staff, Technology Paraprofessionals
Early Intervention In Reading	Children, grades K-2, who are significantly below reading level will be targeted to participate in an early intervention program. Data from the NWEA MAP Testing as well as the placement test included in the early intervention program will be used to determine those in most need.	Academic Support Program	Tier 2	Implement	09/26/2016	06/02/2017	\$2500	Principal, Staff, Early Intervention Literacy Coach
Raz-kids, Reading A-Z	Huron Park Elementary Literacy Coaches have purchased Learning A-Z, RAZ-kids, and Reading A-Z Licenses to produce leveled take-home books for their reading intervention pull-out groups. These books are to be taken home and read with their parents.	Supplemental Materials	Tier 2	Implement	10/05/2016	06/02/2017	\$200	Principal, Literacy Coaches
Instructional Aides	The instructional aides will be used to implement the pull-out program Early interventions in reading.	Academic Support Program	Tier 2	Getting Ready	09/26/2016	06/02/2017	\$31000	Instructional Aides, Principal, Classroom Teachers, 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	Tier 1	Getting Ready	03/02/2017	03/02/2017	\$380	Principal, Teaching staff, Secretaries

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Successmaker	Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional

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Waterford	Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level.	Technology	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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.	Academic Support Program	Tier 1	Implement	09/19/2016	09/19/2016	\$0	Principal, Teaching Staff, Writing Committee
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	09/12/2016	06/02/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Reading Mastery 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 level of ability.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Principal, teachers, support staff, and literacy coach
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	09/06/2016	06/14/2017	\$0	Classroom Teachers, Support Staff, Principal
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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	Principle, Technology Paraprofessional, All Teaching Staff

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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	Tier 1	Implement	03/01/2017	03/01/2017	\$0	Principal, Kindergarten Teacher, Preschool Staff, Kindergarten/Preschool Articulation Committee
Successmaker	Students in grades two through five participate in the Successmaker computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
MacBook Pro with Software and Case	The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
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

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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	09/14/2015	06/10/2016	\$0	Principal, Classroom Teachers
MacBook Pro with Software and Case	The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
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
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	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff
Connecting Math Concepts	Students participate in daily lessons according to academic ability. Lessons consist of scripted oral lessons as well as guided and independent written practice.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	principal, teachers, support staff, and instructional aides.

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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	09/06/2016	06/14/2017	\$0	Principals, Classroom 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, Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff
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.	Behavioral Support Program	Tier 1	Getting Ready	10/03/2016	06/14/2017	\$0	All school staff, PBIS Team
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	10/03/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Kids Teaching Kids	High school students taking the Vocational Child Care classes come weekly to work with the elementary students who are require additional assistance.	Community Engagement	Tier 2	Implement	10/04/2016	05/26/2017	\$0	Principal, Teachers, Student Volunteer Coordinator
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	09/12/2016	06/09/2017	\$0	Central Administration, Principal, Classroom Teachers
Instructional Aides	Instructional Aides will also teach sections of our Direct Instruction math 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.	Class Size Reduction	Tier 1	Implement	09/12/2016	06/02/2017	\$0	Principal, Instructional Aides

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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	09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Corrective Reading Pull-out Program	Students in grades three through five, who are two grades behind in reading. meet with the Literacy coach for additional reading instruction five days per week.	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	Principal, Literacy Coach
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
Community Garden	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.	Community Engagement, Extra Curricular	Tier 1	Implement	09/07/2016	08/31/2017	\$0	Principal, Voluntary Staff, Environmental Club Staff Facilitators
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
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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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 Monday 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 and M-Step scores. Transportation and Snack will be provided.	Academic Support Program	Tier 2	Getting Ready	10/03/2016	03/30/2017	\$0	Principal, Volunteer 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	09/06/2016	06/14/2017	\$0	Central Administration, Principals, Classroom Teachers
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	Getting Ready	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional
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

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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
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	Principal, Classroom Teachers
Environmental Club	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.	Extra Curricular	Tier 1	Implement	10/07/2015	06/08/2016	\$0	Principal, Environmental Club Staff Advisors
Direct Instruction Coach (Title I designated funds for PD)	Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Instruction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	10/04/2016	05/30/2017	\$0	Principal, Classroom Teachers, Instructional Aides

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Foundations of School-Wide PBIS 2-Day Team Implementation Training - 170-3PSY	A team of four teachers (PBIS Team) are being sent to to the training. They will then train the rest of the staff members at on of the allotted school professional development days. The Training is about Improving student behavior is about ensuring all students have access to the most effective and accurately implemented behavioral practices and interventions possible. Foundations of School Wide Positive Behavior Interventions & Supports (SW-PBIS) will provide an operational framework for achieving these outcomes. SW-PBIS IS a decision making framework that guides selection, integration, and implementation of the best evidence-based behavioral practices for improving important behavior outcomes for all students.	Behavioral Support Program	Tier 1	Getting Ready	09/15/2016	10/20/2016	\$0	PBIS Team, Principal
English Language Learners (ELL) Pull-out Program	If the need persists, children who are English Language Learners (ELL) are pulled out by the Literacy Coach. These children receive additional language instruction using our Reading Mastery Language Program	Academic Support Program	Tier 2	Implement	10/03/2016	06/02/2017	\$0	Principal, Literacy Coach, Classroom teachers
Kids Teaching Kids	High school students taking the Vocational Child Care classes come weekly to work with the elementary students who are require additional assistance	Community Engagement	Tier 2	Implement	10/04/2016	05/26/2017	\$0	Principal, teachers, Student Volunteer Coordinator
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	Getting Ready	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional
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

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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: 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	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	10/03/2016	06/02/2017	\$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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$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	09/06/2016	06/14/2017	\$0	Principals, Classroom Teachers
Direct Instruction Coach (Title I designated funds for PD)	Due to being a Focus School, Huron Park must designate 10% of the Title I funds for Professional Development. This money will be used to add the Direct Construction Coach from the Reading Mastery Program. She observes lessons, models lessons (if needed), conferences with teachers, and helps with scheduling and lesson timelines.	Professional Learning	Tier 1	Implement	09/13/2016	06/06/2017	\$0	Principal, Classroom Teachers, Instructional Aides
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.	Professional Learning	Tier 1		08/29/2016	08/29/2016	\$0	Principle, Technology Paraprofessional, All Teaching Staff
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 Paraprofessional

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MacBook Pro with Software and Case	The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1		10/03/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
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
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	09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Instructional Aides
Core Connections	Core connections has activities that focus on vocabulary in reading to enhance comprehension. It covers the genres both narrative and informational text.	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Principal, teachers, support staff, and literacy coach
Instructional Aides	Instructional Aides teach 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. (funding amount is located in the Math goal section)	Class Size Reduction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Principal, Classroom Teachers, Instructional Aides
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	11/01/2016	06/02/2017	\$0	Principal, Secretary, Classroom 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.	Technology	Tier 1	Implement	09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional

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Waterford Program	Students in grades kindergarten through first participate in the Waterford computer program each day to allow them addition curriculum practice on their own academic level	Technology	Tier 1	Implement	09/12/2016	06/05/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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
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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/02/2017	\$0	Principal, Teaching Staff, Technology Paraprofessional
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	09/30/2016	05/26/2017	\$0	PBIS Team, Classroom Teachers, Support Staff
Common Core Grade Level Binders	This binder consists of a variety activities and lessons. This 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 which also support the common core state standards. Students will utilize a mathematician's notebook that will include information on: problem solving strategies (definitions, procedure, practice and use) constructed responses	Supplemental Materials	Tier 1	Implement	09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Support Staff, Instructional Aides

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Huron Park Discipline Plan	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	09/06/2016	06/14/2017	\$0	All School Staff
Connecting Math Concepts	Students will write and solve equations during daily CMC lessons. Students will utilize a mathematician's notebook that will include information on: problem solving strategies (definitions, procedure, practice and use) constructed responses	Direct Instruction	Tier 1	Implement	09/19/2016	06/09/2017	\$0	Teachers, Support staff, Instructional aides, principal
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 a mobile cart 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. Two additional sets will be purchased to add to the supply.	Technology	Tier 1	Getting Ready	09/12/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessional
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
Waterford	Students in grades kindergarten through first participate in the Waterford computer program each day to allow them additional curriculum practice in basic science skills.	Technology	Tier 1		09/12/2016	06/09/2017	\$0	Principal, Classroom Teachers, Technology Paraprofessional

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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). 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, Support Staff, Technology Paraprofessional
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
MacBook Pro with Software and Case	The MacBook is being purchased because it is needed to run and load software and apps to the iPad minis.	Technology	Tier 1	Getting Ready	10/03/2016	06/09/2017	\$0	Principal, Teaching Staff, Technology Paraprofessionals
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
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

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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		09/06/2016	06/14/2017	\$0	Principal, Classroom Teachers, Support Staff, Technology Paraprofessional
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Professional Learning	Tier 1	Getting Ready	08/29/2016	08/29/2016	\$350	Principal, Technology Paraprofessional, All Teaching Staff
NGSX – Exploring the New Michigan Standards	A Team of two teachers (SI Science Chairs) will be sent to this program. They will then train the staff at one of the allotted school PD days. This program, which focuses on the practices of developing and using models, engaging in argumentation, and constructing explanations, will allow you to engage as adult learners with science content and classroom cases as well as reflect on your own classroom. Teachers will learn and practice the pedagogy shifts in the NGSS. At the same time, teachers will see classroom examples of modeling, argumentation and constructing explanations in practice.	Professional Learning	Tier 1	Getting Ready	10/04/2016	10/04/2016	\$200	Science Committee Chairs, Principal, Classroom Teachers