



School Improvement Plan

Halecreek Elementary School

Romulus Community Schools

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TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	9
Component 3: Instruction by Highly Qualified Staff.....	11
Component 4: Strategies to Attract Highly Qualified Teachers.....	12
Component 5: High Quality and Ongoing Professional Development.....	13
Component 6: Strategies to Increase Parental Involvement.....	14
Component 7: Preschool Transition Strategies.....	17
Component 8: Teacher Participation in Making Assessment Decisions.....	18
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	19
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 20	
Evaluation:.....	21

SIT Plan- 2019-2020-Final

Overview.....	23
Goals Summary.....	24
Goal 1: All students will become proficient readers.....	25
Goal 2: All students will improve their math computation and problem solving skills.....	27
Goal 3: All students will be proficient in science.....	29
Goal 4: All students will be proficient in social studies.....	30
Goal 5: All students will improve their writing skills.....	31
Goal 6: All students will help maintain a safe and positive climate that supports and enhances their learning.....	32
Goal 7: Halecreeks' parental and community engagement will be maximized for effective parent/community involvement.....	32
Activity Summary by Funding Source.....	34

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Staff members, parents and students all collaborated and analyzed the data. The stakeholders were first broken up into groups then each group had discussions about the data. The next step was to report all findings to the members. Once the findings were reported, all stakeholders were able to ask questions and give input in reference to all parts of Comprehensive Needs Assessment.

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?

Our school is comprised of approximately 300 total students in grades kindergarten through fifth grade. 100% of the students qualify for free lunch. 43% of the students are female and 57% are male. 63% of the students are African American, 25% Caucasian, and 9% two or more races. Special Education students make up 20% of our student population.

We have a high rate of truancy at our school as well as district wide. 33% of students had less than 5 absences, 24% had between 5 and 8, and 43% had 9 or more. This is a constant concern and something that needs to be addressed district wide.

The content area(s) that show the highest level of student achievement according to the M-Step results for 2017-2018 school year was the 3rd grade reading and the 3rd grade math. They scored the highest overall with 24% of all students being proficient or advanced in reading and 29% of all students being proficient or advanced in math.

Longitudinally, we scored below the state average on the M-Step in all content areas.

Another source of data that reflected an increase in student achievement in math was the Measure of Academic Progress or MAP test for 1st and 5th grade students. Overall, 68% of our total students met or exceeded their growth target in math according to the NWEA assessment. NWEA grade level averages in math were: K- 74%, 1st-73%, 2nd-69%, 3rd-68%, 4th-53%, and 5th-75%.

According to the NWEA reading data, 66% of our total students met or exceeded their growth target in reading according to the NWEA assessment. NWEA grade level averages in reading were: K- 66%, 1st-74%, 2nd-57%, 3rd-60%, 4th- 67%, and 5th- 82%.

According to our parent survey, 87.5% felt quite confident or extremely confident that our school was meeting their child's needs. In addition, 85% of parents felt the teachers match their child's learning style, whereas 14% only felt mildly well that their child's learning style was matched. 29% of parents indicated that they felt the teachers had "some" respect for their children. 63% of parents indicated that they have never helped out at their child's school.

We have concluded that there needs to be continued focused instruction in the area of math with a strong focus on professional learning for our newly hired teachers. Additionally, there needs to be a more concentrated effort to incorporate science and social studies into daily instruction. After analyzing several pieces of data, we concluded that while we still have a long way to go, Halecreek is headed in the right direction to make sure all of our students receive the instruction needed to become successful. Parent and student perception data was incredibly positive about programs Halecreek offers as well as opinions on teacher relationships. Many consistent programs (thinking maps, online services, LLI, etc.) have become an important part of the Halecreek culture while continuing to raise expectations. All teachers in grades K-5 will be trained in Literacy Footprints by September 2019 which we anticipate will help impact our reading scores.

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.

School Improvement Plan

Halecreek Elementary School

Students are assessed in the fall and data is analyzed immediately to identify the areas of strength and weakness for our students. Students identified as in need receive daily targeted instruction from the classroom teacher, the reading interventionist or the learning specialist.

Teachers track student progress through the use of assessment tools such as Development Reading Assessment and MLPP. After review of teacher data as well as dis-aggregating M-Step and Measure of Academic Progress (MAP) data, staff and stakeholders created goals to ensure all students are receiving the instruction needed to make them feel successful.

The goals chosen were dictated after analyzing data from both state (M-Step) and local (Measure of Academic Progress) tests. After reviewing our data, we set out to create a plan that focused on higher level thinking skills and intervention programs for struggling learners. According to our multiple sets of data, we were able to see that critical thinking/problem solving was an area of concern. We also found that a focus was needed to ensure all students were receiving ability level instruction at some level.

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?

The goals of our plan are written so all students are receiving instruction at their ability level some time throughout each day. Student academic needs are identified in the fall according to the results of the Measure of Academic Progress assessment, as well as, MLPP/DRA data. Using the results, students receive leveled instruction through the use of online differentiated support, small group classroom instruction, and small group work with a reading interventionist or learning specialist.

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 of the strategies in our School Improvement Plan were written to ensure we are helping all students reach the state's standards. Areas that we are focusing on include non-fiction writing pieces, reading of informational text, inquiry skills, differentiated instruction, computation skills, and effective reading skills.

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).

Throughout the plan we are using researched-based strategies such as differentiated instruction, Response to Intervention, Ehrenworth, Lehman - Pathways to the Common Core Accelerating Achievement, Thinking Maps, Literacy Footprints, and computer programs such as Study Island and Accelerated Reader.

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

As stated in our School Improvement Plan, we have a large focus on higher level thinking skills as well as intervention programs through targeted instruction. Higher level thinking skills are taught through the use of thinking maps and science inquiry. Targeted instruction is handled through online differentiated support, Response to Intervention groups, and extended day opportunities/summer opportunities. By focusing on these two areas, we hope to reach our lowest 30% with intervention programs, while serving all students with our higher level thinking strategies/instruction.

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.

Staff are able to offer interventions for students in need through the use of online differentiated instruction as well as our Response to Intervention program. Students are identified for additional academic support according to our fall Measure of Academic Progress (MAP). Identified students use online support to work on academically appropriate content which is monitored by the classroom teacher on a daily basis. Students in need also receive response to Intervention services, focusing on their specific area of need. Students work with the classroom teacher in small differentiated groups as well as working with a reading interventionist. Research based programs are utilized by both the classroom teacher and the reading interventionist to ensure best practices are in place. Her focus is working with struggling readers using the Leveled Literacy Intervention Program.

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

Student progress is closely monitored by the classroom teacher. Students who are identified for additional academic support begin

School Improvement Plan

Halecreek Elementary School

interventions and are monitored through a Response to Intervention tracking sheet. These students are progress monitored weekly. At the end of four weeks of instruction the classroom teachers meets with the building administrator to review the data. At that point, a decision is made to continue the intervention, change the intervention, or refer the student to a Child Study Team meeting.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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.	Yes	All paraprofessionals meet the NCLB requirements for highly qualified. This is checked during the hiring process through district HR.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	All teachers meet the NCLB requirements for highly qualified. This is done during the hiring process through the district human resource department.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

At the end of the 2017-2018, one teacher resigned from our school/district. That teacher was replaced by a first year teacher to our school/district for the 2018-2019 school year.

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

Halecreek Principal = 22 years with Romulus Community Schools

Title 1 Learning Specialist = 18 years with Romulus Community Schools

Halecreek Teaching staff have an average of 17 years teaching experience

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

The school offers quality professional development that teachers are able to attend during the school year and over the summer. Workshops and conferences are paid for by the district and conferences are paid for by the district and teachers are compensated for mileage and food.

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

The district offered a signing bonus to attract highly qualified teachers. In addition, the district is able to offer up to step 3 for any new hires beginning the 2019-2020 school year.

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?

Yes, there is a high turnover rate. This year, the district offered a signing bonus to attract highly qualified teachers. In addition, the district is able to offer up to step 3 for any new hires beginning the 2019-2020 school year.

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.

Teachers have been involved in professional development for math, small group reading instruction K-2, technology, PLC's, science inquiry, MTSS, and DELT.

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

The district provides 1/2 days throughout the school year for professional development. The district also has days selected throughout the year to provide teachers with researched based professional development. These dates are selected and put on the district calendar handed out the fall of each school year. Teachers are also given a chance each fall to request professional development in core content areas. Title 1 and Title IIa funds are set aside to accommodate the needs of teachers.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Please see attached Professional Learning Plan.	PD Plan

Component 6: Strategies to Increase Parental Involvement

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

A parent representative was invited to join the School Improvement Team during our monthly meetings. At these meetings, we regularly review the schoolwide plan and discuss any changes that need to be made to accommodate the changing needs of the students in our school. At the monthly Caring Parents Count (CPC) meeting, our parent representative takes information back to the parent group concerning our schoolwide plan. Parents are invited to share concerns, ideas, etc. about the plan. We also have parents take part in an annual survey. The results are disaggregated and used to help us in our decision making process.

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

Parents were needed to help implement several key areas of our schoolwide plan. Parents were asked to help their child complete daily homework, classroom projects, etc.

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

Parents took part in an annual survey. The results were disaggregated and used to aid us in the development/revamp of the schoolwide plan. The annual program evaluation was also shared at the School Improvement Team meeting which had a parent representative in attendance. The parent representative then relayed the program evaluation results to the Caring Parents Committee at the next meeting.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes. The Halecreek Parent Involvement policy was developed during the 2011-2012 school year. We evaluate the plan and have made appropriate changes for the 2018-2019 school year. Our plan is attached to the School Additional Requirements Diagnostic portion of the required diagnostics.	Parent Involvement

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

Standardized testing and local testing results are communicated to parents during parent teacher conferences as well as results being sent home with a letter explaining what the scores mean. Parent involvement activities are scheduled many times throughout the year and often linked to a content area. For example: Pastries for Parents (Linked to Reading), Relay for Life, and Bingo for Books. Parents are invited to attend Open House, Parent Teacher Conferences, Kindergarten Orientation, Preschool Visitation and monthly Community Counts meetings.

School Improvement Plan

Halecreek Elementary School

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

Staff will review survey data to see what areas of improvement are needed in our parent component. We also discussed parental involvement at the last Caring Parents Count meeting. Parents set dates for 2018-2019 school year events and changes were made to activities depending on parent feedback at the meeting.

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

We will continue working closely with parents to make sure our school wide program is aimed at hitting all students in need. Parental input will be used to help us develop programs for after school that will be interesting to our students and we plan to link core academic areas to parent activities such as Pastries for Parents, Fall Parade, Open House, Parents Teacher conferences, CPC Meetings, 2nd Grade Special Person Event, Monthly Community Counts assemblies, and Bingo for Books.

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

The school-parent compact was developed over a period of one year. A group of Romulus staff and Romulus community members met monthly to review a prior compact and create a new one that would fit the needs of our changing community.

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

During parent teacher conferences, teachers spend time reading through the compact with each parent/student. Teachers take the parent/student through all of the responsibilities stated for all three parties (school, parent, student). Compacts are signed by teacher, parent and student at this time and collected by the Title 1 Learning Specialist.

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		Parent Compact

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

Parents receive a printout of student results and are given an explanation of the results during parent teacher conferences. Teachers go through both M-Step and MAP (Measure of Academic Progress) during conferences. Scores for tests such as MLPP and DRA2 are also discussed at conferences and Child Study Team meetings. For lower elementary students that scored below the 49th%ile on NWEA reading SY 2019-2020

School Improvement Plan

Halecreek Elementary School

and fall in the "at risk" range on MLPP will be placed on an Individualized Reading Intervention Plan (iRip). Parents will be required to attend a meeting in the fall. To meet the needs of the Michigan 3rd grade reading law a Summary of Assessment was created and will be placed in student CA60's, given to the next year teachers and communicated to parents at Parent Teacher Conferences.

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?

Beginning in February, enrollment packets were sent to local preschools and home with Halecreek students to attract and notify parents of school age children. Families toured Halecreek Elementary in early spring of 2019. In addition, we held Kindergarten orientation to sign up their child for the fall of 2019. The school that houses the pre-school program held an open house in June inviting all fall 2019 kindergarten families as well as their corresponding future elementary building representatives. This information was also shared on our district website and Facebook page.

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?

Parents were provided with many materials that covered academic areas such as basic number sense and letter recognition. During Kindergarten Orientation, parents learned about kindergarten expectations and how to use the provided materials to help prepare their child for school.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers are given an annual survey to find out about any concerns that they may have about academic assessments. Teachers are also invited to the monthly School Improvement Team meeting where these issues are discussed. Furthermore, teachers meet in monthly grade level Professional Learning Communities where issues can be discussed and documented. A district Curriculum Council was established in the 2016-2017 school year. Elementary Grade Level leaders have been established for the district.

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

Bi-weekly, teachers are given time to analyze data from both local, state, and national assessments. Staff also have opportunities to analyze data during School Improvement Team meetings. During the 2018-2019 school year teachers met by grade level district wide to discuss and analyze common assessment data.

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.

Students are given the Measure of Academic Progress three times each year. After the September assessment, teachers, the Reading Interventionist and the Title 1 Learning Specialist identify students that are falling into the lowest 49th percentile in reading. Those students are identified as students' in need and placed into our Response to Intervention program. Students that are significantly below grade level receive Tier 3 intense instructions. If improvements are not made then there is a process for a Child Study Team meeting.

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?

Students scoring in the lowest 49th percentile on the Measure of Academic Progress (MAP) test are identified and receive targeted instruction in their identified area of weakness. Research based programs are used as an intervention and student progress is monitored by the teacher. Student data is collected on the Response to Intervention Student Log and reviewed after 4 weeks of teacher intervention. Student data is reviewed by both teacher and the building administrator to decide the next course of action for the student.

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

Students are grouped according to their area of need as diagnosed by the Measure of Academic Progress (MAP). Response to Intervention Student Logs are kept on students receiving extra assistance which monitors the amount of time the students are seen. Lessons and interventions are designed to help students in their area of weakness and monitoring is specific to the area of focus. Students in grades K-3 who need additional support in reading work with the building Reading Interventionist daily to increase reading proficiency.

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.

Halecreek accesses all available funding through the district to support our school wide programs. Title IIA funds were maximized to provide targeted professional development for staff that is related to the School Improvement Plan. Training may be done for the whole staff or selected few that then become the teacher of teachers. The following are the State, local, and Federal programs that are used to support our schoolwide program:

Wayne County RESA

Michigan Department of Education

Title 1

Title IIA

Section 31a

Special Education

Universal Breakfast

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.

Halecreek offers a Response to Intervention (RtI) program which is implemented using the Title 1 Learning Specialist and Reading Interventionist. The RtI program focuses on reading for students in grades K-3. The interventions offered are research based and are used to target a specific skill set/area of weakness as prescribed by the Measure of Academic Progress (MAP) test and digging deeper tools administered by the classroom teacher. Students are offered after school tutoring for 10 -1 hours sessions. Students were also given the opportunity to take part in an extended year program, Camp-Learn-A-Lot. Resources are used to implement parent involvement piece by offering monthly parent meetings that are coordinated by our Parent Coordinator. Halecreek also offers many parent/student activities during the day, and evening to involve families in our school such as Bingo for Books, Fall Parade, 5th grade Moving Up, 5th Grade picnic, kindergarten picnic, etc.

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.

Our school, being K-5, does not utilize funding for head start, adult or vocational education funds within the building. Violence prevention and nutrition programs are important pieces of our school. Halecreek received funds to support Universal Breakfast/Lunch and nutrition lessons were taught during physical education and within the regular classroom. The PE teacher also taught lessons from Michigan Model Health Curriculum which includes lessons on violence prevention, nutrition, fitness, and drugs.

Evaluation:

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

Title 1 Program Evaluation takes place each spring with individual schools presenting results of program implementation in each content area. Schools create a power point highlighting each content area with data points used to explain success or failure of program. Schools also present evidence of parent involvement opportunities, technology integration and student intervention programs. After each presentation, schools were given feedback from peers and a chance to reflect on changes in future programs.

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.

During monthly Professional Learning team meetings, staff are able to disaggregate state and local data at all grade levels. Data is also evaluated during monthly Caring Parents Count meetings which are attended by parents and Romulus community members. In addition, Halecreek shows transparency by posting state and local assessment results throughout the school for stakeholders to evaluate. Lastly, all schools in Romulus take part in an annual program evaluation during the month of May. This annual evaluation is presented to colleagues who in turn evaluate and offer feedback.

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.

After review of the previous years School Improvement Plan, staff and stakeholders are charged with the task of disaggregating M-Step and Measure of Academic Progress (MAP) data according to the statements of our plan. Focus is placed on the gap statements in reading to ensure we are providing service to those students in need and reviewing the data to see if appropriate improvements have been made.

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?

The School Improvement Plan is review several times throughout the year at School Improvement Team meetings, staff meetings and Caring Parents Count (CPC) meetings. The plan is reviewed by each group to ensure all stakeholders are involved with updating and improving our plan as we move through the year. Groups are provided state and local assessment data as it becomes available and use the data to lead in any changes made to the School Improvement Plan.

SIT Plan- 2019-2020-Final

Overview

Plan Name

SIT Plan- 2019-2020-Final

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$120000
2	All students will improve their math computation and problem solving skills.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$43500
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$14500
4	All students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$15000
5	All students will improve their writing skills.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	All students will help maintain a safe and positive climate that supports and enhances their learning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Halecreeks' parental and community engagement will be maximized for effective parent/community involvement.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2200

Goal 1: All students will become proficient readers.

Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in oral reading fluency and reading comprehension. in English Language Arts by 06/18/2020 as measured by students meeting or exceeding their typical growth on the Measure of Academic Progress (MAP).

Strategy 1:

Effective Reading - Teachers will use the core instructional program and non-linguistic representation to teach higher order thinking skills in order to increase student capacity for reading comprehension.

Category: English/Language Arts

Research Cited: According to Robert Marzano, "Given the importance of academic background knowledge and the fact that vocabulary is such an essential aspect of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms."

The National Reading Panel states that, " Students who have difficulty with fluency may also have problems comprehending what they read."

Tier: Tier 1

Activity - Extended Day/Year Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to attend an after school/extended year program centered around literacy.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$11000	Title I Part A	Title 1 Learning Specialist, classroom teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology, including but not limited to iPads, Chromebooks, Study Island, IXL, Exact Path, EPIC, Raz Kids, and Accelerated Reader to support comprehension strategies and 21st Century Learning.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$15000	Title I Part A	Classroom Teachers

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize thinking maps during reading instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	K-5 Teachers, Learning Specialist

School Improvement Plan

Halecreek Elementary School

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a data binder, as part of the Leader in Me process, that will track areas including, but not limited to reading tests, number of sight words mastered, etc.	Evaluation	Tier 1	Implement	09/03/2019	06/11/2020	\$10000	Title II Part A	All Staff
Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and First Grade students who are identified as those who need extra reading support shall meet with the reading interventionist 3-5 times per week to work on early literacy skills.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$60000	Title I Part A	Reading Interventionist
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities in the area of reading.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	No Funding Required	All Staff

Strategy 2:

Differentiated Instruction - Teacher will use differentiated instruction within their daily reading lessons.

Category: English/Language Arts

Research Cited: "There is simple evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels, interests and learning profiles." (Tomlinson, Carol Ann, 2000)

Tier: Tier 2

Activity - Family Reading Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, parents, and students will take part in reading centered activities that relate to grade level reading content.	Community Engagement	Tier 1	Implement	09/03/2019	06/11/2020	\$1500	Title I Part A	Parents, stakeholders, Learning Specialist, Staff, Parent Coordinator
Activity - Online Differentiated Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Halecreek Elementary School

Students will engage in daily online programs that support and differentiate reading comprehension strategies.	Technology , Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$15000	Title I Part A	K-5 Teachers, Learning Specialist
Activity - Guided Reading Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in flexible leveled reading groups.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$7500	Title I Part A	K-5 Teachers, Learning Specialist

Goal 2: All students will improve their math computation and problem solving skills.

Measurable Objective 1:

A 20% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of math according to the Spring 2019 Measure of Academic Progress results in Mathematics by 06/11/2020 as measured by NWEA.

Strategy 1:

Computation Skills - All K-5 teachers will teach basic math facts through the use of non-linguistic representation, manipulatives, and daily number sense to increase computation and problem solving skills.

Category: Mathematics

Research Cited: According to Willis, 2007, "Having students set and achieve personal goals, such as learning their multiplication tables, help them build on their successes and savor memories of positive feelings."

Developing students' abilities to solve problems is not only a fundamental part of mathematics learning across content areas but also an integral part of mathematics learning across grade levels. Beginning in preschool or kindergarten, students should be taught mathematics in a way that fosters understanding of mathematics concepts and procedures and solving problems (e.g., Ben-Chaim et al., 1998; Cai, 2000; Carpenter et al., 1998; Maher & Martino, 1996; Resnick, 1998)

Tier: Tier 1

Activity - Extended Day/Year Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to attend an after school/extended year program centered around mathematics.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$11000	Title I Part A	Learning Specialist, Classroom Teachers

School Improvement Plan

Halecreek Elementary School

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Thinking Maps during math instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	All K-5 teachers, Title 1 learning specialist
Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a Data Notebook, as part of the Leader in Me process, that they use to keep & track their math scores, number sprints, module assessments, etc.	Evaluation	Tier 1	Monitor	09/03/2019	06/11/2020	\$10000	Title II Part A	All staff
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career readiness in the area of math.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	No Funding Required	All staff

Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction within their daily math lessons.

Category: Mathematics

Research Cited: "There is ample evidence that students are more successful and find it more satisfying if they are taught in ways that are responsive to their readiness levels, interests and learning profiles." (Tomlinson, Carol Ann, 2000)

Tier: Tier 1

Activity - Online Differentiated Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in daily online programs, including but not limited to Chromebooks, Exact Path, Google Classroom, Zearn, Study Island, iPads and other school purchased software, that support and differentiate math computation and problem solving skills.	Technology , Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$15000	Title I Part A	All K-5 teachers, Title 1 learning specialist
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in flexible leveled math groups.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$7500	Title I Part A	K-5 Staff, Learning Specialist

Goal 3: All students will be proficient in science.

Measurable Objective 1:

50% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on core content in Science by 06/11/2020 as measured by the Spring 2020 Study Island Science Post Test.

Strategy 1:

Inquiry - Teachers will provide science instruction using inquiry based lessons that encourage students to; generate questions, solve problems, reflect on discoveries and analyze data.

Category: Science

Research Cited: Questions can be used to promote and show evidence of student thought and play a crucial role in all of the following five phases on instruction: engage, explore, explain, elaborate, and evaluate. (Hammerman, 2009)

Tier: Tier 1

Activity - Science Technology Engineering and Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in science processes focusing on science, technology, engineering and math using Science Curriculum as a resource.	Technology , Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-5 teachers
Activity - Extended Day/Year Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to attend an after school/extended year program centered around science.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$11000	Title I Part A	Title 1 Learning Specialist, classroom teachers
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide students through the scientific process with a culminating project that will be presented at the science fair.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$1500	Title I Part A	K-5 teachers, stakeholders & Parent Coordinator
Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Halecreek Elementary School

Teachers will connect content area to real-life experiences through field trips.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$2000	Title I Part A	K-5 teachers
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to career opportunities in the area of science.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	No Funding Required	All staff

Goal 4: All students will be proficient in social studies.

Measurable Objective 1:

50% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on core content in Social Studies by 06/11/2020 as measured by Spring 2020 Social Studies Study Island Post Test.

Strategy 1:

Michigan Citizenship Collaborative Curriculum - MC3 - K - 5 teachers will provide Social Studies instruction using the Michigan Citizenship Collaborative Curriculum lessons and assessments.

Category: Social Studies

Research Cited: Teachers are building the problem-solving skills advocated by the national standards for social studies when they are creating opportunities for students to observe, make inferences, and share what they have discovered with classmates (Melber & Hunter, 2010).

Tier: Tier 1

Activity - On-Site Enrichment Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaches and students will take part in on-site enrichment activities (including, but not limited to, Jerry Jacolby, etc).	Academic Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$11000	Title I Part A	Title 1 Learning Specialist
Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect content area to real life experiences through field trips.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$4000	Title I Part A	K-5 teachers
Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Halecreek Elementary School

Students will be exposed to career opportunities in the area of social studies.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	No Funding Required	All staff
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Goal 5: All students will improve their writing skills.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/11/2020 as measured by the ELA grade level curriculum formal and informal assessments throughout the school year..

Strategy 1:

Writing Process - Teachers will instruct students on the writing process and guide them as they apply this process to complete published writing pieces.

Category: English/Language Arts

Research Cited: According to Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murry, 1982, "Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stage to writing and that these stages are fluid and overlapping."

Tier: Tier 1

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to various types of writing using the Core Instructional Program Curriculum on a monthly basis.	Monitor	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	K-5 classroom teachers

Strategy 2:

Non-Fiction Writing Pieces - Teachers will use the core instructional program and non-linguistic representation to teach non-fiction writing pieces (i.e. reports, cause & effect, compare/contrast).

Category: English/Language Arts

Research Cited: According to Dr. Douglas Reeves in Reason to Write (2002), "Of all the possible reasons for writing, perhaps the most important...is that encouraging our children to write will help them to become better readers and writers." Exploring Writing encourages students to read and write about concepts and ideas that matter, events that occur in the world around them, and things that they see, hear, feel and do."

Tier: Tier 1

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

Halecreek Elementary School

Students will utilize thinking maps while constructing non-fiction writing pieces.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	Classroom Teachers
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Goal 6: All students will help maintain a safe and positive climate that supports and enhances their learning.

Measurable Objective 1:

demonstrate a behavior that supports student learning by 06/11/2020 as measured by a 10% reduction in office referrals and school suspensions..

Strategy 1:

Positive behavior support - Positive Behavior intervention strategies focusing on improved self image, academic engagement, anti-bullying, peer relationships, cooperative learning/working, restorative justice, and personal improvement plans for students. Adult support will include mentors, social workers, student behavior deans, learning specialists, along with teachers, and administrators. Support will include full class, small group and individualized student support.

Category: School Culture

Research Cited: PBIS and Resiliency INC frames will provide specific steps and strategies needed to attain the goal.

Research Cited:

Battistich, V, Solomon, D, and Kim, D. 1995. Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performances impact brain function and student behavior and academic performance

Tier: Tier 1

Activity - Field Trip/Community Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various field trip that support emphasis on positive behavior i.e. Youth Court Participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Title I Part A	Teacher, Administrator

Goal 7: Halecreeks' parental and community engagement will be maximized for effective parent/community involvement.

Measurable Objective 1:

School Improvement Plan

Halecreek Elementary School

collaborate to enrich and improve parent and community engagement by 06/11/2020 as measured by participation in school/district sponsored events and positive survey results.

Strategy 1:

Partnership Schools-Parent and Community Engagement- - The district and buildings will provide opportunities for parents/community to implement (School, Family and Community Partnerships principles--Joyce Epstein's 6 Types of Involvement-- Type 1-Parenting, Type 2-Communicating, Type 3-Volunteering, Type 4-Learning at Home, Type 5-Decision Making, and Type 6- Collaborating with the Community. Schools will follow network guidelines and plan activities supported in the 6 identified involvement types. The district will focus on involvement types 5 and 6.

Category: School Culture

Research Cited: Research Cited: DEVELOPING AND SUSTAINING RESEARCH-BASED PROGRAMS OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS: Summary of Five Years of NNPS Research (September 2005) The Partnership Schools model is one of the few research-based approaches designed to help schools, districts, and state departments of education organize, implement, and sustain goal-linked programs of family and community involvement. The NNPS studies document the importance of understanding new ways to think about school, family, and community partnerships (Epstein & Sheldon, in press). The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

Tier: Tier 1

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will take part in events to assist in the transition to kindergarten and between elementary and middle school.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	Title I Part A	All staff
Activity - Parent Home Visit Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will visit Halecreek parents and students at their homes, with permission, to support families with academic success.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1200	Title I Part A	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Home Visit Project	Staff will visit Halecreek parents and students at their homes, with permission, to support families with academic success.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1200	All staff
Extended Day/Year Program	Students will be given the opportunity to attend an after school/extended year program centered around literacy.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$11000	Title 1 Learning Specialist, classroom teachers
Response to Intervention	Students will engage in flexible leveled math groups.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$7500	K-5 Staff, Learning Specialist
On-Site Enrichment Activities	Teaches and students will take part in on-site enrichment activities (including, but not limited to, Jerry Jacolby, etc).	Academic Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$11000	Title 1 Learning Specialist
Field Trip	Teachers will connect content area to real-life experiences through field trips.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$2000	K-5 teachers
Field Trip/Community Participation	Students will participate in various field trip that support emphasis on positive behavior i.e. Youth Court Participation, Leadership Teams, Volunteer teams, college tours emphasizing need to have positive behavior and learning practices that help with college entrances, etc.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Teacher, Administrator
Online Differentiated Support	Students will engage in daily online programs, including but not limited to Chromebooks, Exact Path, Google Classroom, Zearn, Study Island, iPads and other school purchased software, that support and differentiate math computation and problem solving skills.	Technology , Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$15000	All K-5 teachers, Title 1 learning specialist
Family Reading Night	Staff, parents, and students will take part in reading centered activities that relate to grade level reading content.	Community Engagement	Tier 1	Implement	09/03/2019	06/11/2020	\$1500	Parents, stakeholders, Learning Specialist, Staff, Parent Coordinator

School Improvement Plan

Halecreek Elementary School

Guided Reading Small Groups	Students will participate in flexible leveled reading groups.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$7500	K-5 Teachers, Learning Specialist
Extended Day/Year Opportunities	Students have the opportunity to attend an after school/extended year program centered around mathematics.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$11000	Learning Specialist, Classroom Teachers
Transitions	Students and parents will take part in events to assist in the transition to kindergarten and between elementary and middle school.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$1000	All staff
Online Differentiated Support	Students will engage in daily online programs that support and differentiate reading comprehension strategies.	Technology, Academic Support Program	Tier 2	Monitor	09/03/2019	06/11/2020	\$15000	K-5 Teachers, Learning Specialist
Technology	Students will use technology, including but not limited to iPads, Chromebooks, Study Island, IXL, Exact Path, EPIC, Raz Kids, and Accelerated Reader to support comprehension strategies and 21st Century Learning.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$15000	Classroom Teachers
Extended Day/Year Opportunities	Students will be given the opportunity to attend an after school/extended year program centered around science.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$11000	Title 1 Learning Specialist, classroom teachers
Field Trip	Teachers will connect content area to real life experiences through field trips.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$4000	K-5 teachers
Reading Interventionist	Kindergarten and First Grade students who are identified as those who need extra reading support shall meet with the reading interventionist 3-5 times per week to work on early literacy skills.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$60000	Reading Interventionist
Science Fair	Teachers will guide students through the scientific process with a culminating project that will be presented at the science fair.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$1500	K-5 teachers, stakeholders & Parent Coordinator

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Data Notebooks	Students will keep a Data Notebook, as part of the Leader in Me process, that they use to keep & track their math scores, number sprints, module assessments, etc.	Evaluation	Tier 1	Monitor	09/03/2019	06/11/2020	\$10000	All staff

School Improvement Plan

Halecreek Elementary School

Student Data Notebooks	Students will keep a data binder, as part of the Leader in Me process, that will track areas including, but not limited to reading tests, number of sight words mastered, etc.	Evaluation	Tier 1	Implement	09/03/2019	06/11/2020	\$10000	All Staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Readiness	Students will be exposed to career readiness in the area of math.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	All staff
Career Readiness	Students will be exposed to career opportunities in the area of social studies.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	All staff
Student Portfolio	Students will be exposed to various types of writing using the Core Instructional Program Curriculum on a monthly basis.	Monitor	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-5 classroom teachers
Thinking Maps	Students will utilize thinking maps while constructing non-fiction writing pieces.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	Classroom Teachers
Career Readiness	Students will be exposed to career opportunities in the area of science.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	All staff
Science Technology Engineering and Math	Students will engage in science processes focusing on science, technology, engineering and math using Science Curriculum as a resource.	Technology , Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	K-5 teachers
Thinking Maps	Students will utilize thinking maps during reading instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	K-5 Teachers, Learning Specialist
Career Readiness	Students will be exposed to career opportunities in the area of reading.	Career Preparation /Orientation	Tier 1	Getting Ready	09/03/2019	06/10/2021	\$0	All Staff
Thinking Maps	Students will utilize Thinking Maps during math instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All K-5 teachers, Title 1 learning specialist