



School Improvement Plan

Howard Community School

Niles Community Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

All school personnel work in data teams to review the data on student achievement. Data teams review the needs of the learners and professional development is based on the goals set by the district, the school, and individual teams.

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?

Need to increase achievement in math, literacy, social studies and science according to state assessment and according to NWEA.

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.

These areas become school wide student achievement goals.

- NWEA
- MSTEP
- Pre/post data team assessments
- DIBELS
- F&P benchmark assessments

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?

Goals are based on the needs of the whole school. Staff members will continue to develop their skills in meeting the needs of our most at-risk learners.

Component 2: Schoolwide Reform Strategies

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

- Data Teams
- MAISA Reading/Writing Units
- Book Rooms -non-fiction
- Fountas & Pinnell Benchmark Assessment and Continuum
- Leveled Literacy Intervention
- 31A /Title 1 interventions
- Math work on goals/scales and common assessments
- Mastering Math Facts
- Timely Taters
- NLC/PLC
- professional development on Marzano's Instructional Framework
- Behavior IA
- KWOT/HWOT
- Unpacking Science standards
- Identifying power standards in ELA

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).

All our strategies are based in strong research from noted individuals such as Doug Reeves, Richard DuFour, Fountas and Pinnell, and Robert Marzano.

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

All our strategies are based in strong research from noted individuals such as Doug Reeves, Richard DuFour, Fountas and Pinnell, and Robert Marzano.

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.

- Data Teams
- Leveled Literacy Instruction
- Mastering Math Facts

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-31A/T1 Interventions

-Goal setting for attendance

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

Need of learners are assessed through the Data Team Process, F&P and DIBELS benchmarking assessments NWEA assessments and attendance data points.

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	Statement of Assurance can be obtained through the Personnel Office.	

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	Assurance statement can be obtained through the Personnel Office.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

32 total staff members:

2 resignations and 1 transfer = 9% turnover rate

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

Experience levels vary among our most effective teachers.

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

Niles Community Schools has a rigorous interview process. Culture in the Howard building is one of collaboration.

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

Niles Community Schools has a rigorous interview process. NCS has a strong New Teacher Initiation Program.

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?

n/a

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.

- MAISA Reading/Writing Units
- LLI
- KWOT/HWOT
- Math common assessments on essential standards
- Unpacking MI science standards
- Identifying ELA essential standards
- TCI
- Marzano's Instructional Framework

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

Professional development at both the building and district level throughout the school year and over the summer continue to align to our building and district goals.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	This will be included in the District Improvement Plan. http://nileschools.schoolwires.net/Domain/19	

Component 6: Strategies to Increase Parental Involvement

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

Parent organizations at the school are included in the planning, feedback, and idea generation during meeting times when there is important school business to review.

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

Parent organizations at the school are included in the planning, feedback, and idea generation during meeting times when there is important school business to review.

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

Parent organizations at the school are included in the planning, feedback, and idea generation during meeting times when there is important school business to review.

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	The school provides: -provides assistance to parent to understand the state's academic standards through our curriculum maps, assessments and NWEA -progress monitoring through PowerSchool -education to all the school employees on the value and contributions of parents -parental involvement opportunities -opportunities for parents with limited English and parents of students with disabilities http://nilesschools.schoolwires.net/Domain/19	

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

The school provides:

- provides assistance to parent to understand the state's academic standards through our curriculum maps, assessments and NWEA
- progress monitoring through PowerSchool
- education to all the school employees on the value and contributions of parents
- parental involvement opportunities
- opportunities for parents with limited English and parents of students with disabilities

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

Parent survey in spring 2017.

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

Survey data will be used to identify strengths and weaknesses of the plan.

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

The school-parent compact is developed with a small group of parents, teachers, and administrators and then taken to a larger group of parents in a Title 1 meeting for changes, updates, and improvements. This is done on a yearly basis.

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

It is a document that is signed by the parents and then reviewed with parents at the parent/teacher conferences both in the fall and spring.

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		School Compact

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

- monthly parental involvement activities
- assessment information is written in parent friendly language
- we have access to a translator
- our website translates documents

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?

Our preschool program is at only one of our elementary schools. That school, Northside Child Development Center, has the preschool and also has Kindergarten. Preschool parents are invited to attend open houses at the other elementary buildings and our preschool students spend time in K classrooms to acclimate each spring. HeadStart students also visit K classrooms each year.

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?

All training is provided through Northside Child Development Center.

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?

Input from all stakeholders is used in decision making.

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

All teachers are involved in the Data Team/NLC process.

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 identified through the Data Team/NLC process, NWEA, MSTEP and DIBELS.

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?

The Data Team process has trained teachers to identify students who need additional assistance. The Data Team process also provides a framework for identifying the standards each student should achieve in the classroom and a means for evaluating that achievement.

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

Student progress is reviewed in Data Teams done at the building level in an ongoing, professional development supported, focused process that looks at every individual student to assure student growth.

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

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

-Title 1

-31 A

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.

The school and district plans work hand-in-hand with relationship to Data Teams and Culture improvements. This is built into the fiber of the regular education classroom, the special education classroom, and the support from Title 1 Instructional assistants work closely with the teacher and all students. The NLC process of collegial discussion that occurs at a minimum monthly, ensures that the conversations based on the use of protocols is effective toward meeting the needs of all students through the shared ideas and collaboration of teachers. 31A will be used to fund our Extended Learning Opportunities.

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.

The district provides a focused approach to continuing student achievement and individual student growth through smart goals, assessment review, interventions, and program coordination. All programs are designed with a view toward providing students a clear path for success.

Evaluation:

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. Data Team representation is used to frame a School Data Team that evaluates the implementation of the Title 1 program.

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

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. Data Teams review the data from the State's annual assessment and other indicators of academic achievement.

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.

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. The Data Team process identifies students who are furthest from achieving the standards and adjusts time and instruction to meet the needs of those students.

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?

Teacher Data Teams meet regularly to review the achievement, growth, and implementation of the standards for the students. The Data Team process uses both formative and summative assessments along with smart goals and clarified strategies to ensure continuous improvement of eligible students.

Goals 17.18

Overview

Plan Name

Goals 17.18

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	We will increase reading achievement for all students.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$121000
2	We will increase math achievement for all students.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$54100
3	We will increase science achievement for all students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$8000
4	We will increase social studies achievement for all students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
5	We will increase regular attendance for all students.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$58100
6	All teachers and administrators will create a culture of continued learning.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$13600

Goal 1: We will increase reading achievement for all students.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading NWEA and M-STEP in Reading by 06/12/2018 as measured by NWEA and M-STEP .

Strategy 1:

Improve literacy instruction - Teachers will create a workshop learning environment, implement literacy practices, use benchmark assessments and implement interventions as appropriate. The ELA Curriculum team will begin to power standards.

Category: English/Language Arts

Research Cited: <https://www.gse.upenn.edu/pln/about/research>

Tier: Tier 1

Activity - Fountas & Pinnell Benchmark Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will administer F & P Benchmark Assessments to all learners three times a year. This information will be used to individualize instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Title II Part A	Curriculum Director, Principals and Teachers
Activity - LLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training and implementation in classrooms. In addition, LLI Interventionist will service K-2 students. Training for the LLI Interventionist will be provided.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$17000	Title II Part A, Title I Part A, Title I Part A	Curriculum Director, principals, teacher, LLI Interventionist
Activity - Title 1 Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 IAs support Tier 2 and Tier 3 activities under teacher direction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$75000	Title I Schoolwide	Curriculum Director, principals, teachers

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Activity - MAISA Reading and Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use MAISA reading and writing units for literacy instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Title II Part A	Curriculum Director, principals, teachers
Activity - DIBELS Benchmark Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be benchmarked in DIBELS three times a year. This information will be used to provide extension and remediation to individual students.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/12/2018	\$1000	General Fund	Curriculum Director, M. Asmus, teachers, SWARM team
Activity - ELA Curriculum Team Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Curriculum Team will power standards, study and implement literacy practices and begin curriculum adoption.	Curriculum Development	Tier 1	Getting Ready	08/17/2017	06/12/2018	\$5000	Title II Part A	Curriculum Director, principals and teachers
Activity - HWOT/KWOT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade teachers will be trained on Handwriting Without Tears. KWOT will be implemented in the Tech Lab to 1st graders. HWOT and KWOT will continue in Kindergarten.	Academic Support Program, Technology	Tier 1	Implement	09/05/2017	06/12/2018	\$17000	Title I Part A, Title II Part A	Curriculum Director, principals, teachers and Tech Lab IA

Goal 2: We will increase math achievement for all students.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on NWEA and MSTEP in Mathematics by 06/12/2018 as measured by NWEA and MSTEP.

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Strategy 1:

Improving Math Instruction - Teachers will continue to instruct using Everyday Math, implement math practices, develop goals and scales aligned with essential standards, create common assessments and collaborate in Data Teams and intervene appropriately.

Category: Mathematics

Research Cited: <https://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>

Tier: Tier 1

Activity - Mastering Math Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue implementing and monitoring Mastering Math Facts program to all learners.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/12/2018	\$1000	General Fund	Curriculum Director, Building Principals, Teachers
Activity - Math Curriculum Team Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been trained in EDM. This year, teachers will work in collaborative groups to create common assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Title II Part A	Curriculum Director, principals and teachers
Activity - Data Teams (PLCs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively in the Data Team process to discuss teaching strategies and use common assessments to increase student achievement.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2018	\$100	General Fund	Curriculum Director, principals, teachers
Activity - Title 1 Instructional Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
T1 Instructional Assistants support T2 and T3 learners with direction from teacher.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/12/2018	\$50000	Title I Schoolwide	Curriculum Director, principals, teachers

Goal 3: We will increase science achievement for all students.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency MSTEP in Science by 06/12/2018 as measured by MSTEP.

Strategy 1:

Improve Science Instruction - Teachers will utilize ECA kits, book rooms and unwrap MI science standards to increase student achievement in Science.

Category: Science

Research Cited: <http://www.readingrockets.org/article/what-research-says-about-literature-based-teaching-and-science>

Tier: Tier 1

Activity - Book Rooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science curriculum will be supplemented with leveled reading materials focusing on non-fiction/informational science content area text sets.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	General Fund	Director of Curriculum, Principals, Teachers

Activity - Science Curriculum Team Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science Curriculum Team will unwrap the new MI science standards and begin to adopt new science curriculum.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/12/2018	\$5000	Title II Part A	Curriculum Director, principals and teachers

Goal 4: We will increase social studies achievement for all students.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency MSTEP in Social Studies by 06/12/2018 as measured by MSTEP.

Strategy 1:

Improve social studies instruction - Teachers will utilize book materials to supplement social studies curriculum.

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Category: Social Studies

Research Cited: <http://commons.emich.edu/cgi/viewcontent.cgi?article=1151&context=honors>

Tier: Tier 1

Activity - Book Rooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies curriculum will be supplemented with leveled reading materials focusing on non-fiction/informational social studies content area text sets.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/12/2018	\$1000	General Fund	Curriculum Director, Principals and Teachers

Goal 5: We will increase regular attendance for all students.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior of regular attendance in Practical Living by 06/12/2018 as measured by attendance rates.

Strategy 1:

Monitoring and promoting regular attendance - School will be in regular communication with chronically absent families, set and goals and problem solve with students and parents, utilize district DHS support and celebrate success. A Behavior IA will work closely with our Behavior Specialist to work on positive behavior strategies that will keep children in school.

Category: School Culture

Research Cited: www.maranausd.org/DocumentView.aspx

Tier: Tier 1

Activity - Goal setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will set goals with students who were chronically absent the prior year. Principal will monitor and celebrate with students four times and year - both formally and informally.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	09/05/2017	06/12/2018	\$1000	Title II Part A	Principals and teachers

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Activity - Timely Taters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms earn Potato Head body parts when all students are on time and present. Fully dressed Potato Heads are celebrated.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$100	General Fund	Principals and teachers
Activity - Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavior Specialist and Behavior IA will work with students on positive behavior strategies that will keep students in the classroom and in school.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$57000	Section 31a, Section 31a	Principals, M. Rough, W. Kugle

Goal 6: All teachers and administrators will create a culture of continued learning.

Measurable Objective 1:

A 100% increase of All Students will increase student growth as a result of teachers participating in learning and leading opportunities. in English Language Arts by 06/12/2018 as measured by the percentage of teachers participating in NLC, NIC and NMC work, district professional development and data team leaders..

Strategy 1:

Improve instructional capacity - Teachers will participate in Niles Learning Communities and professional development on Marzano's Instructional Framework.

Category: Learning Support Systems

Research Cited: <https://blogcea.org/2011/09/30/collaboration-raises-achievement/>

<https://www.cloud.edu/Assets/PDFs/assessment/marzanos%209%20strategies.pdf>

Tier: Tier 1

Activity - Niles Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Niles Learning Communities support individual learning interests, new teachers and mentors.	Professional Learning	Tier 2	Monitor	09/05/2017	06/12/2018	\$100	General Fund	Curriculum Director, Coaches, M. Asmus and T. Goins,
Activity - Marzano Instructional Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and administration will participate in professional development on Marzano's Instructional Framework.	Professional Learning	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Title II Part A	D. Roark, A. Bingham and M. Asmus
Activity - Data Teams (PLC) Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders meet monthly with principals to review the Data Team (PLC) process. These leaders run Data Teams (PLCs) within their grade level.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/12/2018	\$10500	General Fund	Principals and DT Leaders

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAISA Reading and Writing Units	Teachers will use MAISA reading and writing units for literacy instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Curriculum Director, principals, teachers
Fountas & Pinnell Benchmark Assessment Training	All teachers will administer F & P Benchmark Assessments to all learners three times a year. This information will be used to individualize instruction.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Curriculum Director, Principals and Teachers
Math Curriculum Team Work	All teachers have been trained in EDM. This year, teachers will work in collaborative groups to create common assessments.	Academic Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Curriculum Director, principals and teachers
LLI	Teacher training and implementation in classrooms. In addition, LLI Interventionist will service K-2 students. Training for the LLI Interventionist will be provided.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$1000	Curriculum Director, principals, teacher, LLI Interventionist
Goal setting	Principal will set goals with students who were chronically absent the prior year. Principal will monitor and celebrate with students four times and year - both formally and informally.	Academic Support Program, Behavioral Support Program	Tier 2	Monitor	09/05/2017	06/12/2018	\$1000	Principals and teachers
Marzano Instructional Framework	Teachers and administration will participate in professional development on Marzano's Instructional Framework.	Professional Learning	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	D. Roark, A. Bingham and M. Asmus
Science Curriculum Team Work	The Science Curriculum Team will unwrap the new MI science standards and begin to adopt new science curriculum.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/12/2018	\$5000	Curriculum Director, principals and teachers

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HWOT/KWOT	First grade teachers will be trained on Handwriting Without Tears. KWOT will be implemented in the Tech Lab to 1st graders. HWOT and KWOT will continue in Kindergarten.	Academic Support Program, Technology	Tier 1	Implement	09/05/2017	06/12/2018	\$2000	Curriculum Director, principals, teachers and Tech Lab IA
ELA Curriculum Team Work	ELA Curriculum Team will power standards, study and implement literacy practices and begin curriculum adoption.	Curriculum Development	Tier 1	Getting Ready	08/17/2017	06/12/2018	\$5000	Curriculum Director, principals and teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Support	The Behavior Specialist and Behavior IA will work with students on positive behavior strategies that will keep students in the classroom and in school.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$42000	Principals, M. Rough, W. Kugle
Behavior Support	The Behavior Specialist and Behavior IA will work with students on positive behavior strategies that will keep students in the classroom and in school.	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$15000	Principals, M. Rough, W. Kugle

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
LLI	Teacher training and implementation in classrooms. In addition, LLI Interventionist will service K-2 students. Training for the LLI Interventionist will be provided.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$1000	Curriculum Director, principals, teacher, LLI Interventionist
LLI	Teacher training and implementation in classrooms. In addition, LLI Interventionist will service K-2 students. Training for the LLI Interventionist will be provided.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$15000	Curriculum Director, principals, teacher, LLI Interventionist
HWOT/KWOT	First grade teachers will be trained on Handwriting Without Tears. KWOT will be implemented in the Tech Lab to 1st graders. HWOT and KWOT will continue in Kindergarten.	Academic Support Program, Technology	Tier 1	Implement	09/05/2017	06/12/2018	\$15000	Curriculum Director, principals, teachers and Tech Lab IA

School Improvement Plan

Howard Community School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Instructional Assistants	T1 Instructional Assistants support T2 and T3 learners with direction from teacher.	Academic Support Program	Tier 2	Monitor	09/05/2017	06/12/2018	\$50000	Curriculum Director, principals, teachers
Title 1 Instructional Assistants	Title 1 IAs support Tier 2 and Tier 3 activities under teacher direction.	Academic Support Program	Tier 2	Implement	09/05/2017	06/12/2018	\$75000	Curriculum Director, principals, teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Rooms	Science curriculum will be supplemented with leveled reading materials focusing on non-fiction/informational science content area text sets.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/12/2018	\$3000	Director of Curriculum, Principals, Teachers
Data Teams (PLC) Leaders	Teacher Leaders meet monthly with principals to review the Data Team (PLC) process. These leaders run Data Teams (PLCs) within their grade level.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/12/2018	\$10500	Principals and DT Leaders
Niles Learning Communities	Niles Learning Communities support individual learning interests, new teachers and mentors.	Professional Learning	Tier 2	Monitor	09/05/2017	06/12/2018	\$100	Curriculum Director, Coaches, M. Asmus and T. Goins,
Mastering Math Facts	All teachers will continue implementing and monitoring Mastering Math Facts program to all learners.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/12/2018	\$1000	Curriculum Director, Building Principals, Teachers

School Improvement Plan

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DIBELS Benchmark Assessment	Students will be benchmarked in DIBELS three times a year. This information will be used to provide extension and remediation to individual students.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/12/2018	\$1000	Curriculum Director, M. Asmus, teachers, SWARM team
Timely Taters	Classrooms earn Potato Head body parts when all students are on time and present. Fully dressed Potato Heads are celebrated.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/05/2017	06/12/2018	\$100	Principals and teachers
Book Rooms	The social studies curriculum will be supplemented with leveled reading materials focusing on non-fiction/informational social studies content area text sets.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/05/2017	06/12/2018	\$1000	Curriculum Director, Principals and Teachers
Data Teams (PLCs)	Teachers will work collaboratively in the Data Team process to discuss teaching strategies and use common assessments to increase student achievement.	Academic Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/12/2018	\$100	Curriculum Director, principals, teachers