



School Improvement Plan

Halecreek Elementary School

Romulus Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Halecreek Elementary has an enrollment of approximately 356 students and is located in Romulus, Michigan. Halecreek Elementary is comprised of 68% African American, 18% Caucasian and 13% other. 100% of Halecreek Elementary students receive free and reduced lunch, as well as, Universal Breakfast/free breakfast. Due to financial issue of Inkster Public Schools, they were forced to close and redistribute the Inkster students to the surrounding districts, Romulus being one of those districts. Halecreek Elementary ended up receiving approximately 60 Inkster students. We have experienced an increase of Title 1 funding due to the additional Inkster students as well as the number of low income families in our community, possibly due to the number of vacant homes and HUD housing after the downsizing of the auto industry. Romulus Community Schools, specifically Halecreek Elementary, are surrounded by several Charter Schools that have opened within the last 8 years. Romulus Community Schools has also had severe funding cuts due to declining student enrollment, non-renewal of millages and cuts in spending of education.

School's Purpose

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

Mission Statement: We are committed to building a respectful, responsible and safe environment. In cooperation with parents and the community, the staff establishes high expectations for all students and provides the learning opportunities each student needs to become a lifelong learner and productive citizen.

Vision: Our vision is to create a culture of high achievement, in which all learners take responsibility for maintaining an environment where everyone is able to reach their full potential.

Beliefs: We believe that...all students can learn; every child learns best in a safe and respectful environment where high academic expectations, a sense of pride, and problem solving strategies are promoted; a variety of teaching strategies, meaningful materials, and technology should be used to maximize student potential and individual learning styles and a quality education, continuous improvements, and positive communications are the shared responsibility of the school, home and community.

We embody these belief many different ways, For example, we believe in high achievement for all students with varying learning styles. Therefore, we offer after school programs that enrich several academic areas. We also use flexible groupings and Response to Intervention strategies that are catered to individual students.

To make suer our students feel they are in a safe environment, we have participated in the Positive Behavior Support system which focuses on positive consequences for positive behaviors.

Notable Achievements and Areas of Improvement

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

Some notable achievements Halecreek has experienced over the last three years consist of a tremendous increase of our parent involvement with the hiring of a new parent coordinator during the 2012-2013 school year. The number of parents taking part in school activities and Caring Parents Count (CPC) meetings has gone from approximately 5 parents to well over 20 at a given time. Through the leadership of the CPC, we have increased school/business relationships and fundraising opportunities. We are also proud of the after school programs that are offered to students throughout the year, such as: Lego Robotics, Economics, Chess Club, walking and movement, and mad scientist. Due to a grant, our students had the opportunity to join the healthy kids club that met for the entire school year every Monday and Friday.

Areas of improvement would consist of student achievement scores on the Michigan Educational Assessment Program (MEAP) and Measure of Academic Progress (MAP) tests. Specifically in the math and science portions of the test. For the 2015/16 school year the district has adopted the EngageNY curriculum for ELA and Math. This rigorous curriculum will challenge student in order for teachers to focus on teaching Common Core aligned lessons. As a district, we are in the process of developing a new science curriculum and making sure teachers are aware and proficient with the Common Core Standards. Teachers will also participate in professional development and embedded math training for the 2015/16 school year.

Additional Information

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

We are very proud of our Community Counts monthly meetings which connect parent relationships, community partnerships and positive student incentives. During our monthly meetings, parents are encouraged to attend and are recognized at each meeting. Students earn rewards/incentives for academic achievements such as: Math Stars (basic math computation test), reading raffle (home/school reading program), and Study Island basketball shoot out (Study Island learning system incentive). We are also excited about a district wide spelling bee that will take place for the third time during the spring of 2014-2015. Students in grades third through fifth will all have an opportunity to participate in a school spelling bee. The winner at each grade level will take part in a district spelling bee in May.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

To engage a variety of stakeholders, we worked with our parent coordinator to identify parents that would be able to help with the development of the plan. After parents were designated, School Improvement Team meeting dates were chosen to accommodate the needs to the parent(s) and an initial meeting was set up to introduce our stakeholder(s). With the help of our parent coordinator, we were also able to get information to parents during monthly Caring Parents Count (CPC) meetings. Two meetings are held each monthly (one day and one evening) to accommodate the needs of families. We also engage stakeholders by inviting them to the annual Title 1 Meeting held in the fall of each school year, and through end of the year surveys.

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

Our stakeholder groups consist of a parent representative that attends our monthly School Improvement Team (SIT) meetings and shares information to our parent group at monthly meetings. After our parent representative reports information to the parent group, they are able to give feedback, opinions, and ideas that will be communicated at the next School Improvement Team meeting. We also have a physical education teacher, four regular education teachers, a building principal, speech and language teacher, and Title 1 Learning Specialist as part of the development group for our plan. The development group is in charge of reporting to all staff the information from monthly School Improvement Team meetings. Staff members are able to give suggestions, feedback and opinions about our plan. After receiving information from both groups (parents & staff), the School Improvement Team develops the improvement plan.

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

The improvement plan is communicated to all stakeholders in a variety of ways. Parents are introduced to the plan at the monthly Caring Parents Count (CPC) meetings. The parent coordinator discusses the plan and all data that is pertinent to the plan. Staff review the final improvement plan at monthly mandated meetings. The plan is reviewed and discussed to make all staff aware of their responsibilities to their class/school. The plan is reviewed and discussed several times during the year at various meetings in various settings, such as: parent teacher conferences, newsletters, grade level meetings, professional development days.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Our enrollment has continued to stay about the same over the past 3 years. However, our school population tends to be very transient. Students are constantly moving in and moving out.

Student Demographic Data

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

In looking at the three year trend in student attendance data, truancy is becoming a major issue. Many students have well over 15 absences and have been reported to the social worker. After this is done, parent information is submitted to the district truancy officer. As a school, many of our families have indicated that they do not have transportation, so if/when their child misses the bus, they are unable to bring their child to school.

Student Demographic Data

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

In looking at the three year trend in student behavior data, referrals/suspensions continue to be an area of concern. Students are having an increase in referrals for insubordination/defiance and sustained classroom disruption. Our school continues to follow district and school Positive Behavior System Guidelines (PBS) for all students. We also have the support of a PBIS coach for specific/targeted students in grades K-5.

Student Demographic Data

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

One action that has recently been put in place is we now have a social worker dedicated to working only with families that have truancy issues. Some of his duties include, but are not limited to: transporting parents to/from school due to the parent not having transportation. He also sends truancy letters out to families, and if attendance does not improve he notifies the truancy officer. One way that we have addressed student behavior concerns is to implement a full time PBIS coach to work with our most at-risk students. She has a targeted caseload of students based on the previous school years referral data. With school enrollment, the district has hired a PR firm to focus on increasing student enrollment district wide.

Teacher/School Leader(s) Demographic Data

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

The teaching/administrative staff has an average of 15 years teaching experience which has a direct impact on student achievement. Our teachers and principal are dedicated to making continuous improvements to their craft by attending numerous workshops and professional development training's above and beyond their contractual work day.

Teacher/School Leader(s) Demographic Data

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

The teaching staff has an average of 15 years teaching experience which has a direct impact on student achievement. Our teachers are dedicated to making continuous improvements to their craft by attending numerous workshops and professional development training's above and beyond their contractual work day.

Teacher/School Leader(s) Demographic Data

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

After reviewing the school leader attendance, the impact on student achievement is high since the principal is present 98% of the time.

Teacher/School Leader(s) Demographic Data

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

The impact a teacher being out of the classroom might have on student achievement is that their students will not make their typical growth target due to a non-highly qualified teacher subbing in the classroom. A substitute may not be a certified teacher, may lack familiarity with district curriculum and with individual students needing accommodations.

Teacher/School Leader(s) Demographic Data

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

After 11 absences in one school year, the Human Resource Director sends a letter to staff members to make them aware of their attendance. The Human Resource director can review school data to balance demographics in each building.

Process Data

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

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

According to the Interim Self Assessment, Standard 1: Purpose and Direction and Standard 3: Teaching and Assessing for Learning stood as strengths.

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

In reviewing the Interim Self Assessment, the standard that stands out as a challenge is Standard 4: Resources and Support Systems.

12. How might these challenges impact student achievement?

These challenges could impact student achievement because our resources are not up to date and current. We do not have adequate supplies for our students (Ex: crayons, pencils, glue). We also do have updated technology for our students to use. As we move away from hard copy materials (textbooks) to technology based materials (books on iPads), there is a significant lack of resources.

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

One action that could be taken and incorporated into the School Improvement Plan is budgeting money for teacher training for programs that they are using in the classroom. Teachers could also investigate opportunities for classroom grants and community partnerships to enhance student learning.

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

Students with disabilities have access to all intervention programs offered based on standardized test data, local assessments, and PBS data. Teachers and Core Instructional Assistants offer push in and pull out services for at risk students in the areas of reading and math.

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

After School Enrichment is available to students in grades 1-5 for 2 hours a week for 7 weeks. Some of the opportunities were: Economics, Chess Club, Lego Robotics, Walking/Movement Club, and Mad Scientist. Our district also provides a summer enrichment program (Camp SY 2015-2016

Learn A Lot) for students entering 1st through 5th grades.

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

Students who fell below the 25th%ile on the NWEA assessment were invited to participate first. If there were remaining spots open, all remaining students were given an opportunity to sign up.

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

The evidence we have are daily lesson plans, classroom observations, and school wide data collection. Our teachers were trained in using the Rubicon Atlas system which will house our new ELA and Math curriculum for the 2015/2016 school year. The system will feature the Engage New York curriculum which is aligned to common core standards. This new curriculum has a significant amount of informational text embedded into the ELA which will have a strong focus on social studies and science.

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

Not applicable.

Achievement/Outcome Data

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

19a. Reading- Strengths

According to NWEA, students in grades 2-5 had a significant strength in Vocabulary Acquisition and Use. In grades K-1, their strength was in Vocabulary Use and Functions.

19b. Reading- Challenges

According to NWEA, students in grades K-1 had challenges in Foundational Skills. Students in grades 2-5, showed a challenge in Literature.

19c. Reading- Trends

In reviewing the NWEA data, as students progressed from second to fifth grade, the standard deviation decreased in the area of informational text.

19d. Reading- Summary

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

Student scores in the 2013-2014 school year indicated struggles in the areas of reading in all grades K-5. It was then determined that Accelerated Reader would be implemented for the 2014-2015 school year. Based on our Program Evaluation, we purchased Accelerated Reader in grades K-5 as a result of this years NWEA results. There were significant gains seen in the classrooms that fully implemented the AR program. Based on an End of the Year teacher survey and NWEA growth target data, continued use of this program will be implemented for the 2015-2016 school year.

20a. Writing- Strengths

According to the district writing pre/post assessment, 80% of K-5 students increased their writing score from Fall to Spring. All staff members utilize thinking maps across all subjects areas on a consistent basis. Samples of various student made thinking maps were collected each month for all subjects and shared monthly at the District/School Improvement meetings.

20b. Writing- Challenges

Our district does not have a writing curriculum for teachers.

20c. Writing- Trends

Not applicable due to district writing requirements changing annually.

20d. Writing- Summary

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

The district curriculum director has determined that all K-5 teachers will be using the Engage New York Reading Curriculum where writing is embedded in daily instruction.

21a. Math- Strengths

According to NWEA data, Numbers and Operations was a strength in grades K-5. This area indicated the lowest standard deviation.

21b. Math- Challenges

In grades K-1, the challenge was Operations and Algebraic Thinking. In grades 2-5, the challenge was Geometry.

21c. Math- Trends

The general trend is a decrease in standard deviation from Fall to Spring for 70% of the student population.

21d. Math- Summary

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

These challenges will be addressed by adopting the Math Engage New York Curriculum across all grade levels. Also, all K-5 teachers will participate in professional development throughout the 2015-2016 school year in math and math strategies.

22a. Science- Strengths

Not applicable due to lack of data. Strength cannot be identified.

22b. Science- Challenges

No curriculum or common assessments.

22c. Science- Trends

Not applicable due to lack of data.

22d. Science- Summary

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

Not applicable. Will not be addressed until curriculum has been established.

23a. Social Studies- Strengths

Not applicable due to lack of data.

23b. Social Studies- Challenges

Lack of common assessments and teacher resources.

23c. Social Studies- Trends

Not applicable.

23d. Social Studies- Summary

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

Challenges will not be addressed until common assessments are designed.

Perception Data

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

24a. Student Perception Data

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

97% of students responded to the End of the Year Student Survey indicating that they thought learning new things will help them in the future.

24b. Student Perception Data

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

Based on the student perception End of the Year Student Survey, 57% of students indicated that they think students treat adults with respect.

24c. Student Perception Data

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

The action that will be taken to improve this area is the continued implementation of the Leader in Me program.

25a. Parent/Guardian Perception Data

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

The following areas indicated the highest level of satisfaction among parents and guardians...95% of parents feel welcome at Halecreek. 89% of parents are happy with the after school activities offered and 91% of parents feel comfortable asking their child's teacher about his/her progress.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction among stakeholders is in the area of class size. Only 84% of parents are happy with class size.

25c. Parent/Guardian Perception Data

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

Parents will be made aware of all the extra support their child is offered/receiving to counteract their child being in a large class size.

26a. Teacher/Staff Perception Data

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

Based on the End of the Year Staff Survey, 99% of staff indicated that the school's purpose statement is clearly focused on student success and that school leaders expect staff members to hold all students to high academic standards.

26b. Teacher/Staff Perception Data

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

Based on the End of the Year Staff Survey, 62% of staff feel that the schools provide high quality student support services.

26c. Teacher/Staff Perception Data

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

Teachers will be held accountable for delivering the necessary services and provide documentation of said services. Due to district finances, much of the lack of services are out of the individual buildings control.

27a. Stakeholder/Community Perception Data

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

Based on Parent Perception Data from the End of the Year Survey, 98% of stakeholders indicated that teachers at Halecreek work as a team to help their child learn and that teachers report on their child's progress in an easy to understand language.

27b. Stakeholder/Community Perception Data

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

Based on the End of the Year Survey, stakeholders indicated a need for improvement in that their child has at least one advocate in the

building.

27c. Stakeholder/Community Perception Data

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

To improve in the lowest area, continued data meetings and CIA involvement will assist in increasing personal relationships with individual students. As well as, teachers continuing to send home newsletters, afterschool activities, and the increase in learning specialist driven school wide activities.

Summary

28a. Summary

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

In the areas of Demographics are strengths were, the average years of teaching experience are 15 and the presence of the principal visible in the building on a consistent basis. Weaknesses were truancy, student behavior and transiency. In the area of process the strengths were purpose and direction and teaching and learning. The weaknesses were resources and support, classroom supplies, and updated technology. In the area of achievement/outcomes the strength was vocabulary use and function. The weaknesses were literature and foundational skills, as well as, lack of science, social studies and writing common assessments. In the area of perception the strengths were students enjoyed learning new things and the implementation of the Leader in Me program. The weaknesses were lack of respect for teachers and class size.

28b. Summary

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

The biggest impact is students who are truant and the amount of classroom instruction they are missing. These students are more apt to not meet their adequate yearly growth target. If teachers don't have the adequate resources and support needed to reach all learners progress is impeded. The lack of respect impacts student achievement because teachers are spending so much time dealing with behavior that instruction time is being lost. Large class sizes do not allow teachers to give the students the appropriate amount of one on one instruction.

28c. Summary

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

Continued implementation of the Leader in Me program will address lack of respect toward teachers and discourage truancy to improve the climate of the building. The updated curriculum for math, language arts and writing will have a positive impact on meeting deficits in literature and foundational skills and provide resources and support for all teachers.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students in grades K-5 are assessed in several ways each school year. All students at Halecreek are given the Measure of Academic Progress (MAP) three times throughout the year in math, reading and language usage. Students in grades 3-5 are administered the M-Step assessment in the spring. All students are also assessed during the year using online benchmark tests in reading and math. The online tests are linked to our math and reading series and are given on a weekly basis.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.romulus.net/schools/halecreek/Pages/home.aspx	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is kindergarten-fifth grade.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

School Improvement Plan

Halecreek Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Gary Banas, Director of Human Resources 36540 Grant Road, Romulus, MI 48174 734-532-1663	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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?

The content area(s) that show the highest level of student achievement according to the Measure of Academic Progress (MAP and Michigan Educational Assessment Program (MEAP) is 3rd & 5th grade reading.

According to Fall 2013 MEAP data, 61% of 5th grade students were proficient, specifically our Caucasian students, showing 73% proficiency compared to 58% of African American students, which is higher than both the district and the state.

According to longitudinal data from Fall 2011 until Fall 2013, comparing 3rd grade students in 2011 to those same students Fall of 2013 we saw a 13% increase in proficiency when taking the MEAP in fifth grade.

Another source of data that reflected an increase in student achievement in reading was the Measure of Academic Progress or MAP test. In the spring of 2014, 66% of students in the 3rd & 5th grade achieved their projected growth goal and 68% of students in 2nd grade achieved their projected growth goal.

We have concluded that there needs to be continued focused instruction in the areas of math and science. 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 (math stars, reading raffle, academic notebooks, thinking maps, online services, etc.) have become an important part of the Halecreek culture while continuing to raise expectations.

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

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 as well as Core Instructional Assistant. 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 disaggregating Michigan Educational Assessment Program (MEAP) 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 (Michigan Educational Assessment Program) 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. Using the results, students receive leveled instruction through the use of online differentiated support, small group classroom instruction, and small group work with a Core Instructional Assistant.

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 were are focusing on include non-fiction writing pieces, instruction of the writing process, 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, Marzano's 6 Step Process for Building Academic Vocabulary, Calkins, Ehrenworth, Lehman - Pathways to the Common Core Accelerating Achievement, Thinking Maps, Visual Motor Integration Lab and computer programs such as Study Island and Flocabulary.

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, science inquiry, and service learning projects among others. Targeted instruction is handled through online differentiated support, Response to Intervention groups, and extended day 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 core Instruction Assistants (CIA). Research based programs are utilized by both the classroom teacher and the CIA to ensure best practices are in place.

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 interventions and are monitored through a Response to Intervention tracking sheet. These students are progress monitored weekly. At the
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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		

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		

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 2012-2013 school year we had two teachers transferred to a neighboring school due to building needs. For the 2013-2014 school year we were able to hire a 31a class size reduction teacher in February. One teacher resigned due to illness which allowed the hiring of a new 2nd grade teacher in February. At the end of the 2013-2014 school year there were 2 retirements on of which was the building principal.

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

Halecreek Principal = 44 years with Romulus Community Schools
Title 1 Learning Specialist = 18 years with Romulus Community Schools
Halecreek Teaching staff have an average of 15 year 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. Romulus also offers a competitive salary and benefit package.

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

In the past, Romulus Community School administrators have attended job fairs throughout the year to attract highly qualified teachers to our district. Teachers were offered competitive salaries along with many opportunities for quality professional development. Due to financial issues and lower pupil enrollment, Romulus basically has a hiring freeze. Currently, recruitment has stopped and many teachers will be laid off at the end of the 2013-2014 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?

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.

Teachers have been involved in professional development for Writers Workshop, Thinking Maps, Professional Growth Plan, International Reading Association Conference, National Science Technology Engineering and Math Conference, Engineering is Elementary Workshop, and H. Sanchez- Brain Based Learning workshop.

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

The district has provided early release for students twice a month to allow for teachers to meet with grade level partners and provide 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		

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 home reading logs that are monitored/tracked, students set a goal target for the Measure of Academic Progress (MAP) and this information was relayed to parents in which they would sign saying they were in agreement, students were required to take part in an annual science exhibition that was completed at home, poetry was sent home weekly and parents were asked to review this poetry and complete a provided lesson with their child, weekly vocabulary words were sent home, students were asked (with parental help) to complete a sentence using that word.

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 2013-2014 school year. Our plan is attached to the School Additional Requirements Diagnostic portion of the required diagnostics.	

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 an 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: Dessert for Dads (linked to reading), Marshmallows for Moms (linked to math), Goddies for

School Improvement Plan

Halecreek Elementary School

Grandparents (linked to science), Science Night, Math Night and Bingo for Books. Parents are invited to attend Open House, Parent Teacher Conferences, Kindergarten Orientation and Preschool Visitation.

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 2014-2015 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 Marshmallows for Moms and Desserts for Dads.

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		

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

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through both MEAP 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.

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 local preschools and home with Halecreek students to attract and notify parents of school age children. Kindergarten Round-Up was held at Cory Elementary School which served as a central location for the district. Children in surrounding preschool programs were also notified about our preschool day. During our preschool day, students and parents were able to participate in a read aloud, do a variety of age appropriate crafts, and receive a tour of the school.

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

Parents were provided with many materials that covered academic areas such as basic number sense and letter recognition. During both the preschool visit and 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.

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

During our twice monthly early release Professional Learning Communities, 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 and Data meetings that are held weekly with grade level partners.

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, Core Instructional Assistants, and the Title 1 Learning Specialist identify students that are falling into the lowest 25th percentile. Those students are identified as students in need and placed into our Response to Intervention program.

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 25th 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 and Core Instructional Assistant. 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?

Classroom teachers meet with students in small groups on a daily basis. 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.

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 Core Instructional Assistants (CIA). The RtI program focuses on reading and math intervention for all students in need grades K-5. 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 further opportunities through the after school program which focused this year on Robotics, Chess Club, Drama, Economics and Basketball & Literacy. Students were also given the opportunity to take part in an extended year program, Camp-Learn-A-Lot. Recourses 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 Math Day, Science Night, Bingo for Books, Fall Parade, 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 an important pieces of our school. Halecreek received funds to support Universal Breakfast and nutrition lessons were taught during physical education and within the regular classroom. Teachers were also charged to teach lessons from Michigan Model Health Curriculum which includes lessons on violence prevention, nutrition, fitness, and drugs. Halecreek was fortunate to participate in the No Place for Hate initiative, which brings a focus to anti-bullying and equality.

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 meeting, 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 April. This annual evaluation is presented to colleague 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 Michigan Educational Assessment Program (MEAP) and Measure of Academic Progress (MAP) data according to the statements of our plan. Focus is placed on the gap statements 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 reviewed 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.

School Improvement Plan 2015-2016

Overview

Plan Name

School Improvement Plan 2015-2016

Plan Description

School Improvement Plan

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: 7	Academic	\$60000
2	All students will improve their math computation and problem solving skills.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$45000
3	All students will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 4	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: 2	Organizational	\$60000
7	Halecreeks' parental and community engagement will be maximizes for effective parent/community involvement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$22200

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 06/18/2015 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:

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:

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			09/08/2015	06/16/2016	\$11000	Title I Part A	Title 1 Learning Specialist, classroom teachers, Core Instructional Assistants.

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 Study Island, Smarty Ants, Compass Odyssey and Accelerated Reader to support comprehension strategies.	Technology			09/08/2015	06/16/2016	\$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

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Students will utilize thinking maps during reading instruction.	Direct Instruction			09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teachers, Learning Specialist
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Activity - Leadership 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		09/08/2015	06/16/2016	\$10000	Title II Part A	All Staff

Strategy 2:

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

Category:

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:

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			09/08/2015	06/16/2016	\$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
Students will engage in daily online programs that support and differentiate reading comprehension strategies.	Technology			09/08/2015	06/16/2016	\$15000	Title I Part A	K-5 Teachers, Learning Specialist, Core Instructional Assistants.

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in flexible leveled reading groups a minimum of 3 times a week.	Academic Support Program			09/08/2015	06/16/2016	\$7500	Title I Part A	Core Instructional Assistants, K-5 Teachers, Learning Specialist
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Goal 2: All students will improve their math computation and problem solving skills.

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in the area of math according to the Spring 2016 Measure of Academic Progress results in Mathematics by 06/16/2016 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:

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:

Activity - Number Sprints	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will display mastery of basic math facts based EngageNY Number Sprints.	Academic Support Program			09/08/2015	06/16/2016	\$0	No Funding Required	K-5 Teachers, Learning Specialist

Activity - Extended Day/Year Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students have the opportunity to attend an after school/extended year program centered around mathematics.	Extra Curricular			09/08/2015	06/16/2016	\$11000	Title I Part A	Core Instructional Assistants, Learning Specialist, Classroom Teachers
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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			09/08/2015	06/16/2016	\$0	No Funding Required	All K-5 teachers, Title 1 learning specialist

Activity - Leadership Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will keep a Leadership 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		09/08/2015	06/16/2016	\$10000	Title II Part A	All staff

Strategy 2:

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

Category:

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:

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff, parents and students will take part in math centered activities that relate to grade level math content.	Community Engagement			09/08/2015	06/16/2016	\$1500	Title I Part A	Parents, stakeholders, Title 1 learning specialist, Parent Coordinator, and building staff

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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 that support and differentiate math computation and problem solving skills.	Technology			09/08/2015	06/16/2016	\$15000	Title I Part A	All K-5 teachers, Title 1 learning specialist, and CIA's
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 a minimum of 3 times a week.	Academic Support Program			09/08/2015	06/16/2016	\$7500	Title I Part A	Core Instructional Assistants, 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 06/16/2016 as measured by the Spring 2016 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:

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:

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.	Direct Instruction			09/08/2015	06/08/2016	\$0	No Funding Required	K-5 teachers

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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			09/08/2015	06/16/2016	\$11000	Title I Part A	Title 1 Learning Specialist, classroom teachers, Core Instructional Assistants
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			09/08/2015	06/16/2016	\$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
Teachers will connect content area to real-life experiences through field trips.	Field Trip			09/08/2015	06/16/2016	\$2000	Title I Part A	K-5 teachers

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 06/16/2016 as measured by Spring 2016 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:

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:

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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, and Niner Puppeteers - Character and Integrity).	Academic Support Program			09/08/2015	06/16/2016	\$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			09/08/2015	06/16/2016	\$4000	Title I Part A	K-5 teachers
Activity - Academic Service Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in conjunction with all stakeholders will provide support to surrounding communities through various philanthropic projects.	Community Engagement			09/03/2013	06/16/2015	\$0	No Funding Required	Title 1 Learning Specialist, K-5 teachers

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 06/16/2016 as measured by the Spring 2016 Building Level Writing Post Test.

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:

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:

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will keep all completed writing pieces in writing portfolio.	Monitor			09/08/2015	06/16/2016	\$0	No Funding Required	K-5 classroom teachers
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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:

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:

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize thinking maps while constructing non-fiction writing pieces.	Academic Support Program			09/08/2015	06/16/2016	\$0	No Funding Required	Classroom Teachers

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 06/23/2015 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:

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:

SY 2015-2016

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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			09/09/2014	06/23/2015	\$0	Title I Part A	Teacher, Administrator
Activity - Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will take part in the Leader in Me positive school climate initiative.	Academic Support Program			09/09/2014	06/23/2015	\$60000	Title II Part A	All staff

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

Measurable Objective 1:

collaborate to enrich and improve parent and community engagement by 06/12/2015 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:

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:

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Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take part in Halecreek Curriculum Nights designed to give parents/families an opportunity to learn ways to help reinforce reading, writing, math, science or social studies concepts at home.	Parent Involvement			09/09/2014	06/16/2015	\$20000	Title I Part A	All staff
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			09/09/2014	06/16/2015	\$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			09/09/2014	06/16/2015	\$1200	Title I Part A	All staff

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
Leader in Me	Teachers and students will take part in the Leader in Me positive school climate initiative.	Academic Support Program			09/09/2014	06/23/2015	\$60000	All staff
Leadership 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		09/08/2015	06/16/2016	\$10000	All Staff
Leadership Notebooks	Students will keep a Leadership 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		09/08/2015	06/16/2016	\$10000	All staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Maps	Students will utilize thinking maps during reading instruction.	Direct Instruction			09/08/2015	06/16/2016	\$0	K-5 Teachers, Learning Specialist
Science Technology Engineering and Math	Students will engage in science processes focusing on science, technology, engineering and math using Science Curriculum as a resource.	Direct Instruction			09/08/2015	06/08/2016	\$0	K-5 teachers
Student Portfolio	Students will keep all completed writing pieces in writing portfolio.	Monitor			09/08/2015	06/16/2016	\$0	K-5 classroom teachers
Thinking Maps	Students will utilize thinking maps while constructing non-fiction writing pieces.	Academic Support Program			09/08/2015	06/16/2016	\$0	Classroom Teachers
Number Sprints	Students in grades K-5 will display mastery of basic math facts based EngageNY Number Sprints.	Academic Support Program			09/08/2015	06/16/2016	\$0	K-5 Teachers, Learning Specialist

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Academic Service Learning	Teachers in conjunction with all stakeholders will provide support to surrounding communities through various philanthropic projects.	Community Engagement			09/03/2013	06/16/2015	\$0	Title 1 Learning Specialist, K-5 teachers
Thinking Maps	Students will utilize Thinking Maps during math instruction.	Direct Instruction			09/08/2015	06/16/2016	\$0	All K-5 teachers, Title 1 learning specialist

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	Staff, parents, and students will take part in reading centered activities that relate to grade level reading content.	Community Engagement			09/08/2015	06/16/2016	\$1500	Parents, stakeholders, Learning Specialist, Staff, Parent Coordinator
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			09/09/2014	06/23/2015	\$0	Teacher, Administrator
Technology	Students will use technology, including but not limited to Study Island, Smarty Ants, Compass Odyssey and Accelerated Reader to support comprehension strategies.	Technology			09/08/2015	06/16/2016	\$15000	Classroom Teachers
Online Differentiated Support	Students will engage in daily online programs that support and differentiate reading comprehension strategies.	Technology			09/08/2015	06/16/2016	\$15000	K-5 Teachers, Learning Specialist, Core Instructional Assistants.

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Extended Day/Year Program	Students will be given the opportunity to attend an after school/extended year program centered around literacy.	Academic Support Program			09/08/2015	06/16/2016	\$11000	Title 1 Learning Specialist, classroom teachers, Core Instructional Assistants.
Online Differentiated Support	Students will engage in daily online programs that support and differentiate math computation and problem solving skills.	Technology			09/08/2015	06/16/2016	\$15000	All K-5 teachers, Title 1 learning specialist, and CIA's
Family Math Night	Staff, parents and students will take part in math centered activities that relate to grade level math content.	Community Engagement			09/08/2015	06/16/2016	\$1500	Parents, stakeholders, Title 1 learning specialist, Parent Coordinator, and building staff
Transitions	Students and parents will take part in events to assist in the transition to kindergarten and between elementary and middle school.	Parent Involvement			09/09/2014	06/16/2015	\$1000	All staff
Parent Home Visit Project	Staff will visit Halecreek parents and students at their homes, with permission, to support families with academic success.	Parent Involvement			09/09/2014	06/16/2015	\$1200	All staff
Extended Day/Year Opportunities	Students have the opportunity to attend an after school/extended year program centered around mathematics.	Extra Curricular			09/08/2015	06/16/2016	\$11000	Core Instructional Assistants, Learning Specialist, Classroom Teachers
Field Trip	Teachers will connect content area to real life experiences through field trips.	Field Trip			09/08/2015	06/16/2016	\$4000	K-5 teachers
Field Trip	Teachers will connect content area to real-life experiences through field trips.	Field Trip			09/08/2015	06/16/2016	\$2000	K-5 teachers

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Response to Intervention	Students will participate in flexible leveled reading groups a minimum of 3 times a week.	Academic Support Program			09/08/2015	06/16/2016	\$7500	Core Instructional Assistants, K-5 Teachers, Learning Specialist
On-Site Enrichment Activities	Teaches and students will take part in on-site enrichment activities (including, but not limited to, Jerry Jacolby, and Niner Puppeteers - Character and Integrity).	Academic Support Program			09/08/2015	06/16/2016	\$11000	Title 1 Learning Specialist
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			09/08/2015	06/16/2016	\$1500	K-5 teachers, stakeholders & Parent Coordinator
Extended Day/Year Opportunities	Students will be given the opportunity to attend an after school/extended year program centered around science..	Academic Support Program			09/08/2015	06/16/2016	\$11000	Title 1 Learning Specialist, classroom teachers, Core Instructional Assistants
Response to Intervention	Students will engage in flexible leveled math groups a minimum of 3 times a week.	Academic Support Program			09/08/2015	06/16/2016	\$7500	Core Instructional Assistants, K-5 Staff, Learning Specialist
Curriculum Nights	Students will take part in Halecreek Curriculum Nights designed to give parents/families an opportunity to learn ways to help reinforce reading, writing, math, science or social studies concepts at home.	Parent Involvement			09/09/2014	06/16/2015	\$20000	All staff