



Single Building District Improvement Plan

North Huron School
North Huron School District

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Introduction

The SBDIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SBDIP 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"	

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.

Building meetings were held throughout the year for the elementary and secondary levels. At these meetings discussion was held on program evaluation of existing programs. Priority for our goals for next 3 years were established. The staff looked at data throughout the year, identified academic gaps and how to address them through instructional strategies and programs to enhance mastery.

Teachers, administrators and the curriculum director developed common exit or essential skills assessments. These tests were designed to gain data on the basic skills needed by all children to be successful at the next learning level. This process started with analyzing the common core standards and pulling out the essential or common sense standards and common assessments around these skills. Grades 3, 4 and 5 administered ELA and Math exit tests 3 times in 2015-16. Grades 6,7, 8 were able to administer this test at the end of the school year in the areas of ELA, Math, Science, Social Studies. Art and PE were given to all grade levels.

Common Assessments will be given at all grade levels and content areas in 2017-18 aligning with the district marking periods.

Although growth was demonstrated the results were discouraging providing evidence that we need to revisit skills throughout the elementary and secondary grades since some students lacked basic skills upon arrival and departure of their educational experiences at North Huron Schools These district assessments along with formative and summative state testing will monitor the growth and achievement gaps of our students. Staff members met after school hours within grade and content clusters to build and review assessments.

The prioritizing of the common core standards was reviewed to establish essential skills and a standard based report card for grades K-5 was developed. The standard based report cards will be implemented during the 2017-18 school year.

The concept of "platooning" will continue for all first and second grade students along with implementing 4-5 departmentalization occurring the 2017-18 school year. Staff and teachers will collaboratively work together with all students. Each teacher will teach one or more content areas to all 4 and 5th grade students. Literacy will be the foundation of this concept with everything centered around literacy and developing a love for reading, Reading skills and concepts will be cross walked into all content areas. Acceleration and remediation blocks of times will be built in for all students 1-5. These additional instructional time will offer extra help for students at their own level in addition to receiving grade level core instruction,

Parent education on standards based report cards, platooning, departmentalizing, Title I, Skyward training, organizations offered at the secondary level, drug awareness, 6th grade orientation and Kindergarten Orientation will be held at the school wide Open House in August 2016. An academic night for parents and community members will offered at a later date. EBLI strategies, platooning, standard based report cards, departmentalizing, Step Up to Writing Strategies, and surveys for parent and community member input will be discussed in depth.

A lower elementary, upper elementary, and a secondary teacher have been trained as Step Up to Writing Coaches. They will be coaching/training K-12 teachers about the importance of implementing writing into all content areas.

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data, finding trends, gaps, strengths, establishing goals, objectives, strategies and activities. The curriculum director and administration directed and attended these school improvement committee meetings.

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

Each teacher has developed year at a glance pacing guide as part of the district teacher evaluation tool. These pacing guides were divided into marking periods and indicated the essential common core standards needed to be covered through the school year. These guides will be evaluated and updated for the 2017-18 school year.

All teachers, administrators and the curriculum director met throughout the school year to develop common assessments per content and grade level. The teachers met to establish the essential common core standards to be covered in their specific content area at each grade level.

Common assessments were created by teachers to be given to students 3 times a year to monitor growth and mastery of skills. These assessments will drive instruction throughout the school year.

Improving writing across the curriculum was addressed for each content area as stated in the Common Core State Standards. Three teachers have been trained as Step Up To Writing facilitators and will coach and mentor other staff members at the lower elementary level, upper elementary and secondary level.

Data dialogue was centered around the district common assessments, PSAT, SAT tests and state M-Step testing. Members were able to identify the achievement gaps, trends and strengths of our students. Current academic programs were evaluated and goals, objectives, strategies and activities were planned for implementation.

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

All stakeholders will review the plan in the fall during school wide in service. Discussion and work time will be provided according to content area. School improvement meetings along with data reviews will be held after each common assessment test (3 times a year) and state testing dates. During these meetings we will monitor and evaluate programs and instructional strategies. This data will guide necessary changes needed to improve student performance. The SIP team is required to evaluate a strategy found in the SIP plan using the Michigan Department of Education evaluation tool. The Science curriculum was the content used to evaluate for the 2017-18 school year. Mrs. Polega and Mrs. Phillips completed the evaluation tool provided by the Michigan department of Education,

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?

School improvement meetings were held with all staff K-12 to develop, implement and evaluate data and programs in place. These committees consisted of building principals, staff members, the curriculum director and community members.

Each content area was analyzed using assessments based on the M-STEP 2015/16 and 2016-17 in grades 3-8 and 11.

The PSAT for grades 8,9 and 10 were looked at along with the MME, Work keys and SAT for 11th graders.

Eligibility lists, exit tests, final grades, exit test and common assessments were also analyzed.

In addition North Huron administered the Early Literacy and Mathematics Benchmark Assessments to all K-2 students.

Easy CBM's were given to all K-3 graders three times throughout the year to monitor progress.

Universal screening as part of the state initiative MTSS process was administered to all K-2 students. From this screening, diagnostic testing was done by the literacy coach to comply with the state of Michigan third grade reading law. IRIP's and intervention strategies and schedules have been established for K-3 students as needed.

Beginning in 2015-16 common assessments were built by teacher school improvement teams in grades K-5 for reading, writing and math and in grades 6,7 and 8 for English Math, Science and Social Studies. These assessments were designed to have students demonstrate the essential skills needed to be successful at the next level of learning. It was meant to be an exit test to help the next teacher see that students were ready for the next level of skills. They were given 3 times a year to monitor progress and used as a tool to drive instructional.

In 2016-17 and 2017-18 additional common assessments tests were designed for high school courses and K-5 science and social studies

.
At these professional learning meetings, gaps in academic achievement, causes of these gaps, evaluation of existing programs and ways to improve achievement were discussed. A sub-committee worked on pulling all data and developed the School Improvement plan for next year.

Grades 1 and 2 implemented the Platoon concept for all students beginning in 2015-16 and has continued for the 2016-17 and 2017-18 school year. Three teachers instruct all first and second students in their area of expertise, math, reading and science, writing and social studies. A reading intervention block has been built into for all students to excel or be remediated based on skills from Easy CBM's testing. Each of the 3 teachers teaches reading to all students in the platoon at their level. Standard based report cards were used with this group.

In 2015-16 grades K-2 implemented the Standards Based Marking Report Card. It continued during 2016-17 and 2017-18.. This measures if a student has mastered the basic standards based on a 1,2, 3 system. The assessments consisted of Michigan content standards in Reading, Writing and Math.

3 indicates performing at standard,

2 approaching standard

1 needs support

Grades 4 and 5 also used a standards based report card based on these levels of proficiency:

4=Advanced

SY 2017-2018

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3=Proficient

2=Progressing

1=Needs improvement

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?

Common Assessment End of the Year Assessment Results for 2015-16 and 2016-17

3 =80% and above; 2 = 60-79%; 1 = 59% and below.

KINDERGARTEN- 2015-2016 and 2016-17 END OF YEAR RESULTS:

	Math	Reading	Writing
2016 - Students who scored 3	21/25 or 84%	21/25 or 84%	17/25 or 68%
2017 - Students who scored 3	16/27 or 59% (-25)	23/26 or 88% (+4)	
2016 - Students who scored 2	3/25 or 12%	3/25 or 12%	7/25 or 28%
2017 - Students who scored 2	9/27 or 34% (+22)	3/26 or 12% (-)	
2016 - Students who scored 1	1/25 or 4%	1/25 or 4%	1/25 or 4%
2017 - Students who scored 1	2/27 or 7%(+3)	0/26 (-4)	

FIRST GRADE - 2015-2016 and END OF YEAR RESULTS:

	Math	Reading	Writing
2016- Students who scored 3	19/34 or 56%	13/35 or 37%	14/35 or 40%
2017 - Students who scored 3	17/27 or 63% (+7)	13/30 or 43% (+6)	22/30 or 73 (+33)
2016 - Students who scored 2	12/34 or 35%	16/35 or 46%	17/35 or 49%
2017 - Students who scored 2	6/27 or 22% (-13)	10/30 or 33% (-13)	3/30 or 10% (-39)
2016 - Students who scored 1	3/34 or 9%	6/35 or 17%	4/35 or 11%
2017 - Students who scored 1	4/27 or 15% (+6)	7/30 or 24% (+7)	5/30 or 17%(+6)

SECOND GRADE - 2015-2016 and END OF YEAR RESULTS:

	Math	Reading	Writing
2016 - Students who scored 3	19/31 or 61%	10/30 or 33%	20/30 or 67%
2017 - Students who scored 3	21/29 or 72% (+11)	15/31 or 48% (+15)	28/31 or 90% +23)
2016 - Students who scored 2	9/31 or 29%	12/30 or 40%	8/30 or 26%
2017 - Students who scored 2	8/29 or 28% (-1)	10/31 or 32%(-8)	3/31 or 10% (-16)
2016 - Students who scored 1	3/31 or 10%	8/30 or 27%	2/30 or 7%
2016 - Students who scored 1	0/29 or 0% (-10)	6/31 or 20% (-7)	0/31 or 0%(-7)

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FIRST GRADE READING FLUENCY 2015- 16

	% of Students who scored 3	% of Students who scored 2	% of Students who scored 1
October - 1st test	81%	0%	19%
November - 2nd test	86%	0%	14%
May - 3rd test	79%	13%	13%
June- 4th test	80%	10%	10%

SECOND GRADE READING FLUENCY- 2015-16

	% of Students who scored 3	% of Students who scored 2	% of Students who scored 1
October - 1st test	69%	4%	27%
November - 2nd test	68%	8%	24%
May - 3rd test	59%	16%	25%
June - 4th test	52%	22%	26%

In the Fall of 2016 and the Spring of 2017 North Huron administered the Early Literacy and Mathematics Benchmark Assessments (K-2). These assessments are aligned to the Michigan's academic standards, and are used as one measure of growth. Kindergarten is only given in the Spring and is used as a benchmark for the following year.

Kindergarten Spring Results:

Domain Analysis:

Grade K ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	63	8	17

Domain Analysis:

Grade K ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	4	13	11

Domain Analysis:

Grade K ELA- Reading - Foundational Skills:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	3	24

Domain Analysis:

Grade K ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	7	13	8

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Domain Analysis:

Grade K ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	9	18

Domain Analysis:

Grade I ELA- Content Area Totals :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	2	9	17

Domain Analysis:

Grade K Math- Counting and Cardinality:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	4	23

Domain Analysis:

Grade K Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	5	7	16

Domain Analysis:

Grade K Math- Number and Operations in Base 10:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	4	13	13

Domain Analysis:

Grade K Math- Measurement and Data:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	2	1	25

Domain Analysis:

Grade K Math - Geometry:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	3	6	19

Domain Analysis:

Grade K Math - Content area Totals:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	0	8	20

Domain Analysis:

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Grade I Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	14	4
Spring	5(-6)	11 (-3)	14 (+10)

Domain Analysis:

Grade I Math- Number and Operations in Base 10:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	18	10	1
Spring	2 (-16)	8 (-2)	20 (+19)

Domain Analysis:

Grade I Math- Measurement and Data:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	13	8	8
Spring	3 (-10)	18 +10	9 (+1)

Domain Analysis:

Grade I Math - Geometry:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	5	22	2
Spring	3 (-2)	13 (-9)	14 (+12)

Domain Analysis:

Grade I Math- Content Area Totals:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	16	2
Spring	3 (-8)	13 (-3)	14 (+12)

Domain Analysis:

Grade I ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	13	6
Spring	6	13	11

Domain Analysis:

Grade I ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	16	3
Spring	4 (-6)	8 (-8)	18 (+15)

Domain Analysis:

Grade I ELA- Reading - Foundational Skills:

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Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	5	18	6
Spring	1 (-4)	7 (-11)	22 (+16)

Domain Analysis:

Grade I ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	14	10	5
Spring	5 (-9)	7 (-3)	18 9+13

Domain Analysis:

Grade I ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	7
Spring	4 (+7)	9 (-2)	17 (+10)

Domain Analysis:

Grade I ELA- Content Area Totals :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	8	14	7
Spring	1 (+7)	8 (-6)	11 (+4)

Domain Analysis:

Grade 2 Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	3	14	13
Spring	0 (-3)	2 (+12)	29 (+16)

Domain Analysis:

Grade 2 Math- Number and Operations in base 10:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	9	15	6
Spring	1 (+8)	6 (-9)	24 (+18)

Domain Analysis:

Grade 2 Math- Measurement and Data:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	18	19	3
Spring	2 (-16)	17 (-2)	12 (+9)

Domain Analysis:

Grade 2 Math-Geometry:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	6	20	4

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Spring	0 (-6)	9 (-11)	22 (+18)
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Domain Analysis:

Grade 2 Math- Content Area Totals:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	17	3
Spring	1 (-9)	8 (-9)	22 (+19)

Domain Analysis:

Grade 2- ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	16	7	7
Spring	2 (-14)	10 (+3)	19 (+8)

Domain Analysis:

Grade 2 ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	8
Spring	3 (-8)	10 (-1)	18 (+10)

Domain Analysis:

Grade 2 ELA- Reading - Foundational Skills:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	14	6	10
Spring	1 (-13)	10 (+4)	20 (+10)

Domain Analysis:

Grade-2 ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	9	16	5
Spring	4 (-5)	11 (-5)	16 (+9)

Domain Analysis:

Grade 2 ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	8	8	14
Spring	0(-8)	10 (+2)	20 (+6)

Domain Analysis:

Grade 2 ELA- Content Area Totals :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	8
Spring	1 (-10)	14 (+3)	16 (+8)

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EASY CBM'S WERE GIVEN TO ALL K-3 STUDENTS THREE TIMES A YEAR TO MONITOR PROGRESS THROUGHOUT THE YEAR OF 2017-17. THESE ARE THE RESULTS:

Kindergarten:	Letter Names			Letter Sounds			Phoneme Segmentation			Word Reading Fluency		
	Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring	
90th percentile	2	4	+2	4	5	+1	6	7	+1	0	4	+4
50th percentile	9	12	+3	11	10	-1	13	15	+2	11	6	+5
25th percentile	3	1	-1	6	4	-2	5	1	+4	7	9	-2
10th percentile	14	11	-3	7	8	-1	4	5	+1	10	5	-5

GRADES 3-5 DATA

The staff has created an exit test for 3-5 students in math and ELA which covered mastery of the essential skills to be successful in the next grade. These assessments were given 3 times a year with progress monitoring being done throughout the year to analyze gaps and develop appropriate instructional strategies to revisit skills not mastered.

The data below indicates level of 80% or higher (3), 60-79% (2) and below 60%(1)

GRADES 3-5 MATH SPRING EXIT SCORES

	% of Students-scored 3	% of Students-scored 2	% of Students-scored 1
2016- 3rd Grade	17/31 or 56%	9/31 or 29%	5/31 or 16%
2017 - 3rd Grade	19/31 or 61% (+5)	9/31 or 29% (-)	3/31 or 10% (-6)
2016 - 4th Grade	29/43 or 67%	6/43 or 14%	8/43 or 19%
2017 -4th Grade	19/36 or 53% (-14)	13/36 or 36% (+22)	4/36 or 11% (-8)
2016 - 5th Grade	7/25 or 28%	5/25 or 20%	13/25 or 52%
2017 - 5th Grade	24/37 or 65% (+37)	7/37 or 19% (-1)	6/37 or 16% (-32)

GRADES 3-5 COMPREHENSIVE SCREENING READING EXIT SCORES

	% -3	% - 2	% - 1
2016 - 3rd Grade	3/32 or 10%	11/32 or 34%	18/32 or 56%
2017 - 3rd Grade	22/31 or 71% (+61)	6/31 or 19% (-15)	3/31 or 10% (-46)
2016 - 4th Grade	20/39 or 51%	8/39 or 21%	11/39 or 28%
2017 - 4th Grade	23/33 or 70% (+19)	7/33 or 21% (-)	3/33 or 9% (-19)
2016 - 5th Grade	10/25 or 40%	10/25 or 40%	5/25 or 20%
2017 - 5th Grade	28/36 or 78% (+38)	5/36 or 14% (-26)	3/36 or 8% (-12)

GRADES 3-5 WRITING EXIT SCORES

3	2	1
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2016 3rd Grade

2017 3rd Grade 27/30 or 90% 3/30 or 10% 0/30 or 0% SUTW

2016 4th Grade 29/39 or 74% 9/39 or 23% 1/39 or 3%

2017 4th Grade 12/38 or 32% (-42) 16/38 or 42% (+19) 0/38 or 26% SUTW (+23)

2016 5th Grade

2017 5th Grade 18/37 or 39% 11/37 or 30% 8/37 or 21% SUTW

Grades 6-8 created a common assessment exit test for Math, ELA, Science and Social Studies that was given 3 times a year in 2016.

End of the Year Exit Tests Grades 6-8 (Key--Green=80% and up; Yellow=60-79%; Red=below 60%)

GRADES 6-8 ENGLISH EXIT TEST SCORES

Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
--------------------------	--------------------	--------------------

2016 6th grade 19/33 or 58% 11/33 or 33% 3/33 or 9%

2017 6th grade 21/28 or 75% (+17)
(6 SE below)

2016 7th grade 8/33 or 4% 19/33 or 58% 6/33 or 18%

2017 7th grade 10/28 or 36% (+32)
(4 SE below)

2016 8th grade 19/35 or 54% 10/35 or 29% 6/35 or 17%

2017 8th grade 20/28 or 71% (+17)
(5 SE/4 below)

GRADES 6-8 SCIENCE EXIT TEST SCORES

Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
--------------------------	--------------------	--------------------

2016 6th grade 18/33 or 55% 12/33 or 36% 3/33 or 9%

2017 6th grade 16/29 or 55% (-)

2016 7th grade 4/33 or 12% 10/33 or 30% 19/33 or 58%

2017 7th grade 4/32 or 13% (+1)

2016 8th grade 9/35 or 26% 19/35 or 54% 7/35 or 20%

2017 8th grade 10/31 or 32% (+6)

GRADES 6-8 SOCIAL STUDIES EXIT TEST SCORES

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	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	21/33 or 64%	9/33 or 27%	3/33 or 9%
2017 6th grade	9/31 or 29%		
2016 7th grade	7/33 or 21%	11/33 or 33%	15/33 or 46%
2917 7th grade	12/30 or 40% (+19)		
2016 8th Grade	9/35 or 26%	16/35 or 46%	10/35 or 28%
2017 8th grade	5/31 or 16% (-19)		

GRADES 6-8 MATH EXIT TEST SCORES

	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	7/33 or 21%	16/33 or 49%	10/33 or 30%
2017 6th grade	15/29 or 52% (+31) (6 SE below)		
2016 7th grade	12/33 or 36%	15/33 or 46%	6/33 or 18%
2017 7th grade	22/30 or 73% (+37) (3 SE below)		
2016 8th grade	7/35 or 20%	12/35 or 34%	16/35 or 46%
2017 8th grade	14/27 or 52%(+32) (5 SE below)		

M-Step 2016

Mathematics overall:

Not proficient:

45% of 5th grade 13/29
 39% of 6th grade 13/33
 34% of 3rd grade 11/32
 30% of 7th grade 10/33
 28% of 4th grade 12/43
 20% of 8th grade 7/35

Proficient

54% of 8th grade 19/35
 45% of 7th grade 15/33
 33% of 4th grade 14/43

M-Step 2017

Mathematics overall:

Not proficient:

52% of 7th grade 16/31
 39% of 5th grade 16/41
 30% of 6th grade 10/33
 30% of 4th grade 11/37
 29% of 8th grade 10/34
 27% of 3rd grade 8/30

Proficient:

43% of 3rd grade 13/30
 38% of 8th grade 13/34
 30% of 6th grade 10/33

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19% of 3rd grade 6/32
18% of 6th grade 6/33
17% of 5th grade 5/29

23% of 7th grade 7/31
22% of 5th grade 9/41
22% of 4th grade 8/37

Math Concepts and Procedures

At Risk for Falling Behind

62% of 5th grade 18/29
58% of 6th grade 19/33
53% of 3rd grade 17/32
49% of 4th grade 21/43
39% of 7th grade 13/33
6% of 8th grade 9/35

Math Concepts and Procedures

At Risk for Falling Behind

65% of 7th grade 20/31
61% of 5th grade 25/41
60% of 4th grade 22/37
50% of 8th grade 17/34
36% of 6th grade 12/33
33% of 3rd grade 10/30

Adequate Progress

46% of 8th grade 16/35
36% of 7th grade 12/33
12% of 6th grade 4/33
10% of 3rd grade 3/32
10% of 5th grade 3/29
7% of 4th grade 3/43

Adequate Progress

27% of 8th grade 9/34
23% of 3rd grade 7/30
21% of 6th grade 7/33
15% of 5th grade 6/41
11% of 4th grade 4/37
10% of 7th grade 3/31

Math Problem Solving/Modeling and Data Analysis

Most at Risk for Falling Behind

28% of 5th grade 8/29
26% of 4th grade 11/43
24% of 7th grade 8/33
19% of 3rd grade 6/32
9% of 8th grade 3/35
6% of 6th grade 2/33

Math Problem Solving/Modeling/Data

Most at Risk for Falling Behind

35% of 4th grade 13/37
29% of 5th grade 12/41
24% of 8th grade 8/34
21% of 6th grade 7/33
19% of 7th grade 6/31
13% of 3rd grade 4/30

Adequate Progress

30% of 7th grade 10/33
21% of 4th grade 9/43
20% of 8th grade 7/35
9% of 3rd grade 3/32
9% of 6th grade 3/33
7% of 5th grade 2/29

Adequate Progress

23% of 3rd grade 7/30
13% of 7th grade 4/31
12% of 6th grade 4/33
12% of 8th grade 4/34
10% of 5th grade 4/41
8% of 4th grade 3/37

Math Communicating and Reasoning

Most At Risk for Falling Behind

28% of 5th grade 8/29
21% of 6th grade 7/33

Math Communicating/Reasoning

Most At Risk for Falling Behind

33% of 6th grade 11/33
23% of 3rd grade 7/30

Single Building District Improvement Plan

North Huron School

19% of 3rd grade 6/32
14% of 4th grade 6/43
6% of 7th grade 2/33
6% of 8th grade 2/35

14% of 4th grade 5/37
13% of 7th grade 4/31
12% of 8th grade 4/34
12% of 5th grade 5/41

Adequate Progress

23% of 8th grade 5/33
15% of 7th grade 3/43
7% of 4th grade 2/29
7% of 5th grade 2/33
6% of 6th grade 2/33
0% of 3rd grade 0/32

Adequate Progress

23% of 3rd grade 7/30
12% of 8th grade 4/34
10% of 7th grade 3/31
9% of 6th grade 3/33
7% of 5th grade 3/41
5% of 4th grade 2/37

ELA Overall

Not proficient

58% of 4th grade 25/43
48% of 6th grade 16/33
41% of 5th grade 12/29
39% of 3rd grade 12/31
29% of 8th grade 10/35
24% of 7th grade 8/33

ELA Overall

Not Proficient

47% of 3rd grade 14/30
46% of 4th grade 17/37
46% of 6th grade 15/33
42% of 7th grade 13/31
29% of 5th grade 12/41
27% of 8th grade 9/34

Proficient

45% of 7th grade 15/33
35% of 3rd grade 11/31
34% of 5th grade 10/29
31% of 8th grade 11/35
30% of 4th grade 13/43
12% of 6th grade 4/33

Proficient

42% of 5th grade 17/41
41% of 8th grade 14/34
36% of 6th grade 12/33
33% of 3rd grade 10/30
30% of 4th grade 11/37
23% of 7th grade 7/31

Research/Inquiry

At Risk for Falling Behind

56% of 4th grade 24/43
39% of 6th grade 13/33
39% of 3rd grade 12/31
28% of 5th grade 8/29
15% of 7th grade 5/33
14% of 8th grade 5/35

Research/Inquiry

At Risk for Falling Behind

46% of 4th grade 17/37
43% of 3rd grade 13/30
42% of 6th grade 14/33
29% of 7th grade 9/31
10% of 5th grade 4/41
9% of 8th grade 3/34

Adequate Progress

24% of 7th grade 8/33
13% of 3rd grade 4/31

Adequate Progress

23% of 3rd grade 7/30
18% of 8th grade 6/34

Single Building District Improvement Plan

North Huron School

12% of 4th grade 5/43
10% of 5th grade 3/29
9% of 6th grade 3/33
6% of 8th grade 2/35

15% of 6th grade 5/33
15% of 5th grade 6/41
14% of 4th grade 5/37
0% of 7th grade 0/31

Listening

At Risk for Falling Behind

48% of 6th grade 16/33
26% of 4th grade 11/43
26% of 8th grade 9/35
14% of 5th grade 4/29
12% of 7th grade 4/33
0% of 3rd grade 0/31

Listening

At Risk for Falling Behind

23% of 7th grade 7/31
16% of 4th grade 6/37
15% of 6th grade 5/33
15% of 8th grade 5/34
12% of 5th grade 5/41
10% of 3rd grade 3/30

Adequate Progress

18% of 7th grade 6/33
14% of 5th grade 4/29
10% of 3rd grade 3/31
9% of 4th grade 4/43
9% of 8th grade 3/35
6% of 6th grade 2/33

Adequate Progress

22% of 5th grade 9/41
17% of 3rd grade 5/30
15% of 6th grade 5/33
15% of 8th grade 5/34
14% of 4th grade 5/37
10% of 7th grade 3/31

Reading

Most At Risk for Falling Behind

49% of 4th grade 21/43
48% of 3rd grade 15/31
45% of 6th grade 15/33
38% of 5th grade 11/29
34% of 8th grade 12/35
30% of 7th grade 10/33

Reading

Most At Risk for Falling Behind

53% of 3rd grade 16/30
49% of 6th grade 16/33
46% of 4th grade 17/37
39% of 5th grade 16/41
39% of 7th grade 12/31
24% of 8th grade 8/34

Adequate Progress

17% of 8th grade 6/35
16% of 3rd grade 5/31
15% of 7th grade 5/33
14% of 5th grade 4/29
12% of 4th grade 5/43
3% of 6th grade 1/33

Adequate Progress

21% of 8th grade 7/34
20% of 3rd grade 6/30
17% of 5th grade 7/41
14% of 4th grade 5/37
10% of 7th grade 3/31
6% of 6th grade 2/33

Writing

Most at Risk for Falling Behind

Writing

Most At Risk for Falling Behind

Single Building District Improvement Plan

North Huron School

79% of 6th grade 26/33
60% of 4th grade 26/43
52% of 5th grade 15/29
51% of 8th grade 18/35
48% of 3rd grade 15/31
45% of 7th grade 15/33

58% of 7th grade 18/31
55% of 6th grade 18/33
50% of 3rd grade 15/30
46% of 4th grade 17/37
37% of 5th grade 15/41
30% of 8th grade 10/34

Adequate Progress

9% of 4th grade 4/43
9% of 7th grade 3/33
9% of 8th grade 3/35
7% of 5th grade 2/29
6% of 3rd grade 2/31
0% of 6th grade 0/33

Adequate Progress

24% of 5th grade 10/41
19% of 4th grade 7/37
17% of 3rd grade 5/30
12% of 6th grade 4/33
12% of 8th grade 4/34
7% of 7th grade 2/31

Science

Not Proficient

65% of 4th grade 28/43
58% of 7th grade 19/33
47% of 11th grade 16/34

Science

Not Proficient

84% of 4th grade 31/37
68% of 7th grade 21/31
34% of 11th grade 13/38

Proficient

27% of 7th grade 9/33
15% of 11th grade 5/34
9% of 4th grade 4/43

Proficient

21% of 11th grade 8/38
13% of 7th grade 4/31
5% of 4th grade 2/37

Social Studies

Not Proficient

38% of 5th grade 11/29
29% of 8th grade 10/35
15% of 11th grade 5/34

Social Studies

Not Proficient

44% of 8th grade 15/34
29% of 5th grade 12/41
0% of 11th grade 0/38

Proficient

18% of 11th grade 6/34
14% of 8th grade 5/35
7% of 5th grade 2/29

Proficient

27% of 8th grade 9/34
24% of 11th grade 9/38
12% of 5th grade 5/41

Grade 8 - PSAT 8/9 (Fall 2015)

District	State	Nation
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Single Building District Improvement Plan

North Huron School

Mean Score	791	831	802
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Males - Score 768 - 45% of test takers

Females - Score 809 - 55% of test takers

District	State	Nation
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MET both

BENCHMARKS	33%	37%	31%
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District Data

DISTRICT GRADE LEVEL BREAKDOWN

Male	Female
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MET BOTH - 33%	27%	39%
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MET ERW - 55%	40%	67%
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MET MATH - 39%	33%	44%
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MET NONE - 39%	53%	28%
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Grade 9 - PSAT 8/9 (Fall 2015)

District	State	Nation
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Mean Score	874	838	865
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Males - Score 824 - 54% of test takers

Females - Score 932 - 46% of test takers

District	State	Nation
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MET both

BENCHMARKS	36%	29%	37%
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District Data

DISTRICT GRADE LEVEL BREAKDOWN

Male	Female
------	--------

MET BOTH - 36%	29%	44%
----------------	-----	-----

MET ERW - 62%	43%	83%
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MET MATH - 38%	33%	44%
----------------	-----	-----

MET NONE - 36%	52%	17%
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Grade 9 - PSAT 8/9 (Spring 2017)

District	State	Nation
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Mean Score	876	872	879
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Males - Score 828 - 43% of test takers

Females - Score 912 - 57% of test takers

District	State	Nation
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MET both

BENCHMARKS	49%	38%	41%
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District Data

DISTRICT GRADE LEVEL BREAKDOWN

Male	Female
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Single Building District Improvement Plan

North Huron School

MET BOTH 49%	27%	65%
MET ERW 63%	47%	75%
MET MATH 54%	40%	65%
MET NONE 31%	40%	25%

Grade 10 - PSAT/NMSQT (2016)

	District	State	Nation
Mean Score	897	898	931

Males - Score 903 - 48% of test takers

Females - Score 891 - 52% of test takers

	District	State	Nation
MET both			
BENCHMARKS	52%	38%	47%

District DATA

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH - 52%	50%	53%
MET ERW - 94%	94%	94%
MET MATH - 52%	50%	53%
MET NONE - 6%	6%	6%

Grade 10 - PSAT/NMSQT (Spring 2017)

	District	State	Nation
Mean Score	957	925	934

Males - Score 894 - 55% of test takers

Females - Score 1032 - 45% of test takers

	District	State	Nation
MET both			
BENCHMARKS	52%	36%	38%

District DATA

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 52%	39%	67%
MET ERW 67%	56%	80%
MET MATH 58%	44%	73%
MET NONE 27%	39%	13%

Grade 11 - PSAT/NMSQT (2016)

	District	State	Nation
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Single Building District Improvement Plan

North Huron School

Mean Score 869 968 1008

Males - Score 841 - 54% of test takers

Females - Score 903 - 46% of test takers

District State Nation

MET both

BENCHMARKS 11% 38% 48%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

Male Female

MET BOTH 11% 11% 13%

MET ERW 66% 53% 81%

MET MATH 11% 11% 13%

MET NONE 34% 47% 19%

Grade 11 - PSAT/NMSQT (2017)

District State Nation

Mean Score 961 996 1018

Males - Score 981 - 48% of test takers

Females - Score 944 - 52% of test takers

District State Nation

MET both

BENCHMARKS 24% 41% 45%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

Male Female

MET BOTH 24% 40% 9%

MET ERW 71% 60% 82%

MET MATH 24% 40% 9%

MET NONE 29% 40% 18%

Grade 11 - SAT (April 2016)

District State Nation

Mean Score 929 995 980

Males - Score 905 - 49% of test takers

Females - Score 953 - 51% of test takers

District State Nation

MET both

BENCHMARKS 14% 34% 31%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

Single Building District Improvement Plan

North Huron School

	Male	Female
MET BOTH 14%	6%	21%
MET ERW 43%	22%	63%
MET MATH 22%	22%	21%
MET NONE 49%	61%	37%

Grade 11 - SAT (April 2017)

	District	State	Nation
Mean Score	976	1003	1007
Males - Score 970 - 59% of test takers			
Females - Score 983 - 41% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	20%	34%	35%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 20%	25%	12%
MET ERW 46%	33%	65%
MET MATH 32%	42%	18%
MET NONE 41%	50%	29%

There is a lack of informational text at all grade levels. Cross curricular work with informational text need to be implemented. Joint efforts in all content areas to address writing, history, math, and science should be consistent at all grade levels. Cross curricular work with informational text needs to be implemented.

In writing we had PD to help develop lessons and units in writing throughout all content areas. Both the content teacher and the English teacher worked together to produce projects with writing incorporated. Grammar needs to be part of the curriculum on a regular basis. More informational text needs to be used in all grade levels. Step Up to Writing is being implemented with fidelity in all grade levels. This will generate common vocabulary and structure for our writing program.

Science scores on the state and local assessments are low and need to be a focus.

Single Building District Improvement Plan

North Huron School

General improvements for all content areas are as following:

Students need to own their learning more by being more involved in the instructional process. Giving and using formative assessment (pre/post) for instructional purposes will close academic gaps in all grades and help accelerate those that have mastered the standards.

Lessons plans need to be incorporate state standards and demonstrate a high rate of student engagement. Covering all standards at each level should be a focus.

Due to the passing of the technology bond proposal students and staff will have access to more technology thus allowing more opportunities for flipping the classroom and blended learning.

Parents need to be more involved with the school process. By using Skylert and Remind 101 along with encouraging parents to volunteer in the classroom we should increase the lines of communication between home and school.

We need to give and use more formative assessment, common assessments and exit tests for essential skills for instructional purposes in all content areas. These formative assessments need to be used to increase student achievement with teachers demonstrating strategies and procedures to accomplish this.

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.

The North Huron school goals of having all students become proficient in reading, math, science, and social studies along with incorporating writing were determined by analyzing multiple forms of testing (M-Step, MME, SAT, PSAT for 8,9,10,11 Common Assessments, perception data, and demographic information.

In addition North Huron School administered the Early Literacy and Mathematics Benchmark Assessment in grades k-2 as a universal screening for all students. Additionally, a diagnostic test was given to all students not meeting the benchmarks on the screening. IRIP's and scheduled interventions times are in place with a highly qualified reading literacy coach providing instruction in addition to small group and core instruction from the classroom teacher.. Easy CBM's were administered three times a year to all k-3 students to monitor progress in reading.

Based on this data goals have been aligned and prioritized in the school improvement plan.

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?

Single Building District Improvement Plan

North Huron School

Each goal includes strategies, activities, and objectives for all students and for those that are academically disadvantaged.

Based on the data collected and analyzed strategies were implemented to assist the academically at-risk students, ELL learners and those which need to be accelerated in academic areas.

Component 2: Schoolwide Reform Strategies

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

Differentiated instruction and by implementing common assessments across grade level and in each content area will help to meet the needs of all students. These assessments will be used to guarantee all students, parents and fellow educators that our students are prepared for the next grade or class they enroll in. Using the common core standards will increase rigor for all.

Based on Bill Daggat's work at the International Center in Leadership professional development attended by several teachers and administrators the concept of Rigor, Relevance and Relationships will be emphasized for all students.

Core curriculum books are used in each content area which follows the Michigan standards for K-12 education.

We believe that all students have the right to be connected at their intellectual level.

Aligning our curriculum to the Michigan Department of Education initiative of Top 10 in 10 Years more students will have access to early childhood experience, college enrollment by high school, CTE participation, special education needs, along with English Language learning and student growth through assessments.

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).

*Reflex Math- math fluency

*Brian Pop - ELL Learners

*Mid- Michigan Community College Level Classes for high school students.

* Professional Development held on how to teach students living in poverty

* Professional Development based on Rigor, Relevance and Relationships by Bill Daggat presented at the Model School International Conference in Florida and Nashville

Leadership Conference in Dallas, Texas for one administrator and one classroom teacher based on the Model School Concept will ensure leadership to practice rigor, relevance and build relationships at North Huron Schools.

*Platoon teaching for grades K-2 along with departmentalizing in grades 4 and 5.

*Project-based, hands on methods used in Agriculture, manufacturing and science classes.

*Application of skills taught in the classroom used in real world situations.

*Manufacturing class designing and making projects.

* Implementation of the GELN Essential Practices in Early and Elementary Literacy.

*Project Lead the Way (PLTW) along with CAD lab and multiple sets of VEX robotics kits.

*Dynamics Cart and Track System to a use in science, physics, chemistry and biology.

*Tools of the Mind training for early childhood in PreK and K.

*English 500 - High school sophomores with high PSAT scores were accelerated in a writing class taught by a college professor.

*Direct instruction of Science Dimensions- NGSS Science Curriculum Grades K-8

Science Dimensions is a brand-new science program built specifically to address the Three Dimensions of Science Learning outlined in the Framework for K-12 Science Education and the Performance Expectations of NGSS.

Students are also exposed to student based inquiry labs along with an increase in technology and STEM lessons in the area of science

*Aggressive Behavior Plan - this promotes a positive culture in which all students can accelerate and learn

Single Building District Improvement Plan

North Huron School

*Common Assessments

*Essential Skills mastery tests

*Easy CBM'S K-3

*Early Literacy and Mathematics Benchmark Assessments K-2

Collaborative teaching of grades 1 and 2.

Standard based report cards will assist in monitoring a child's progression of skills.

Stem and PLTW projects and agri science classes will promote science and math.

Step Up to Writing professional development to ensure it is used with fidelity.

*EBLI -- web based application that students can access at home and at school to promote increased reading

*MC3 -- a three county social studies program with common core writing embedded throughout.

Students using Connect Ed for 2 History classes will increase student engagement by using technology and increase drawing conclusions through inquiry as opposed to memorization.

Ill students in grades K-12 will read read for a specific purpose. Project based, hands on learning will be implemented. Students in woodworking are building a tiny house with thought to plan, design and construct with purpose and function. This mobil house will be a retail shop to move to farmer markets, fairs, with students selling arrangement. They will set the pricing matrix and multipliers and margins for projects made and sold.

A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how the lesson went for them.

Rolling research papers will be introduced. A topic is selected by the student. This is a living action research paper which will be built on a continuum basis for several years. Each year the paper will expand eventually preparing them to produce a senior project.

In 10th grade students will pursue more in depth research and prepare for a senior project. This project is like Star Farmer, where a student picks an area of interest and action to research ie, honey bees, bats, etc.

The early childhood center continues to expand.and grow. Currently we have classrooms for infants 6 weeks through preschool. We are connecting to the pre-school and are now considered a Pre-K through 12 building. Staff meets in PLC's with the early childhood staff and our K-2 teachers to develop a continuum of skills and commitment to the development of the whole child.

Cte classes with Karen Romcek are being pursued. This would be a General Woodworking Program having students be Participants, Concentrators, and Completers of the Program. This would bring Federal Perkins Funding as well as possibly serving as a Senior Math Credit. Articulation with local colleges is a possibility along with on the Job Training/Work-Based Learning.

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

Science scores were low at all levels.

Direct instruction of Science Dimensions- NGSS Science Curriculum Grades K-8

Science Dimensions is a brand-new science program built specifically to address the Three Dimensions of Science Learning outlined in the Framework for K-12 Science Education and the Performance Expectations of NGSS. Students are also exposed to student based inquiry

Single Building District Improvement Plan

North Huron School

labs along with an increase in technology and STEM lessons in the area of science'

Core series used in grades K-12 for all content areas..

Collaborative teaching of grades 1 and 2.

Standard based report cards will assist in monitoring a child's progression of skills.

Stem and PLTW projects and agri science classes will promote science and math.

Step Up to Writing professional development to ensure it is used with fidelity.

Tools of the Mind will be implemented beginning with our early childhood preschool. Professional Development of this program will be offered to teaching staff on this comprehensive innovative curriculum helps young children to develop the cognitive, social-emotional, self-regulatory, and foundation academic skills they need to succeed in school and beyond.

Common assessments and mastery of essential, basic skills will improve student readiness for the next level of learning.

Standard based report cards will assist in monitoring student progress.

*EBLI -- web based application that students can access at home and at school to promote increased reading. Based on the CNA we noted that there is a high number of males in the lower grades are in the bottom 30% for reading.

*MC3 -- a three county social studies program with common core writing embedded throughout. The CNA showed that we low in the area of writing and social studies and MC3 will address this need.

Students using Connect Ed for 2 History classes will increase student engagement by using technology and increase drawing conclusions through inquiry as opposed to memorization.

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.

A highly qualified teacher will work primarily with K-3 students reinforcing and practicing the Essential Instruction Practices in Early Literacy to promote the 3rd grade reading proficiency law.

IRIP's will be developed for students that need academic assistance with this teacher. This parent component is key to engaging our parents with their child's education and involvement in school activities.

An English Language teacher will work with students and families which are ESL. He will develop a relationship with these families along with following the CAN DO Wida descriptors.

Journeys intervention toolbox will be used to help remediate at risk students in the area of English Language Arts.

ELLstudents will work individually and with the teacher on the WIDA descriptors and on BrainPop.

An intervention/acceleration defined period of time will be implemented in all k-5 grades levels for reading and/or math.

Groups will be monitored and tested using a universal tool for all students and then monitoring progress with a diagnostic tool for those at

risk. Along with the grade level standards, all students will receive reading instruction at their own ability level.

Students in grades 6-12 will have access to tutoring from a highly qualified staff member before and/or after school. This tutoring will be offered four days a week for an hour each day.

Students in grades K-5 will have an opportunity to attend extended day for additional academic support by highly qualified para-professionals. Extended day will be five days a week after school. Highly qualified para-professional will target students who need additional academic support.

Reflex math and rocket math were set-up for each student based on their individual learning plan. Mini I-pads will be used to find apps that will address the weak area of the learner.

Basic, essential exit tests along with common assessments will identify students that need differentiated instruction.

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

School Improvement meetings will be held on a regular basis to evaluate the needs of all students. At these meetings current data will be analyzed to evaluate and monitor existing programs and strategies being used

A universal Screening assessment will be given to all K-3 students (DIBELS) or Easy CBM's along with progress monitoring throughout the year. A Diagnostic tool along with interventions and acceleration strategies will be used for those students that are above and below the benchmarks.

Grade level meetings will be held to analyze these fluid groups.

Common assessments given 3 times a year will be used as an instructional tool for teachers to remediate and accelerate skills being taught.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCBL requirement for being highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	all teachers meet the NCLB requirements for highly qualified at North Huron Schools.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2016-17 school year we were able to hire a new art teacher which has allowed us to offer some unique art classes. She replaced a teacher that moved out of district.

We also hired a new Health/PE teacher due to last teacher moving out of the district.

Since we no longer need the academic lab at the six grade level and at the 4th and 5th grade level, that teacher will be helping to offer exploratory courses for junior high students this year.

We then replaced that position with another new 4/5 grade teacher for the 2017-18 school year.

In the Fall of 2017 we had to reduce the number of kindergarten teachers to one.

As the year went on, we have gained students. The other kindergarten teacher now has a group of 10 students she teaches reading to for most of the morning. This will increase the amount of time to spend in small groups and one on one instruction.

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

The new teachers that have been here 0-3 years are passionate about their content area. They bring with them new strategies and some out of state practices such as standard based learning and project based learning along with a vast agriculture background to rebuild FFA. The teachers with 4-8 years of experience offer technology literacy and blended learning ideas. They are striving to differentiate instruction using technology and formative assessments.

The rest of the staff offer a wealth of knowledge and experience which helps mentor the newer staff members. Working together they are building instructional strategies, techniques and technology to build individualized learning paths for our students.

Our Science teachers have immersed themselves in the training and professional development of the new Michigan Next Generation Science Standards.

Our elementary principal and superintendent have helped to implement an early childhood wing to our school.

We are now considered Pre-K -12 grade with the addition of the preschool and day care program for infants 6 weeks on up.

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

Initiatives that North Huron had implemented to attract and retain highly qualified teachers are maintaining low class sizes in grades K-12, promoting the use of technology through iPads, smart-boards, elmos, slates, sound systems, new computers and professional development in the area of technology. Programs such as the agriculture program, band and PLTW/STEM are attractive to neighboring areas. EBLLI training, common core initiatives, new text books, advanced classes at the secondary level, standards based education and on line classes have all been instrumental in retaining our teachers. A positive working, progressive culture attracts and retains highly qualified staff.

Developing Rigor, Relevance and Relationships has helped to build a culture of caring, strong, team building staff members.

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

The specific initiatives that North Huron had implemented to attract and reattain highly qualified teacher are:

MTSS model

low class size

Early Childhood preschool and day care program for our community and neighboring communities.

Increased use of technology -i pads, smart-boards, elmos, slates, sound systems, and new computers and professional development in the area of technology

Functional Independence classroom

Agriculture program

PLTW and STEM

Band program

EBLI training

Common core initiatives and text books

Mid-Michigan Community College

Standards based education

New science text for the Next Generation Science Standards

Implementing Rigor, Relevance and Relationships among staff and students which makes a positive working culture.

progressive thinking and willingness to teach to the whole child

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.

Professional development will be aligned to the common core standards and benchmarks not only at grade level but across grade levels. Professional development in the area of technology will ongoing throughout for Smart boards, etc.

Four staff members attended the International Center Leadership in Education conference in Orlando, Florida during the summer of 2017. Two staff members will attend the Model Schools leadership conference in Dallas, Texas in the Fall of 2017.

We have continued to send teachers and principals to the Model School Conference in Nashville. We are building a community of Rigor , Relevance and Relationships with our staff and students in order to teach the whole child.

We will be using the Bill Daggat Using Rigor and Relevance to Create Effective Instruction will all teachers. Members from the Model School training will lead this book study.

In addition we will be using the Angela Watson Unshakable book as a book study. The leadership team and one staff member will lead this study throughout the year. This is a book on 20 was to enjoy teaching everyday.....no matter what.

Instructions strategies and techniques with children of poverty will be provide to the teachers at our school provided professional development .

We continue to follow the state profieency third grade reading law and have had professional development on this topic.

Also, we continue to follow the new ESSA regulations and the Top 10 in 10 Years inittive.

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

Throughout the school year staff will receive professional development in the area of technology provided by our technology director and the HISD technology instructor.

We have continued to send teachers and principals to the Model School Conference in Nashville. We are building a community of Rigor , Relevance and Relationships with our staff and students in order to teach the whole child. Staff meeting and activities throughout the year are scheduled to develop this culture.

We will be using the Bill Daggat Using Rigor and Relevance to Create Effective Instruction will all teachers. Members from the Model School training will lead this book study. Building cross content will develop relationships with staff and students. On going staff meetings will be held to reinforce these skills.

In addition we will be using the Angela Watson Unshakable book as a book study. The leadership team and one staff member will lead this study throughout the year. This is a book on 20 was to enjoy teaching everyday.....no matter what. During scheduled staff meetings

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discussion will be held on areas of concern or need based on this book

Instructions strategies and techniques with children of poverty will be provide to the teachers at our school provided professional development. Kay Balcer will also be doing 2 two hour sessions throughout the year to develop this.

On going school improvement professional learning will continue to assess and evaluate common assessments, standard based report cards and basic skills exit tests.

Continued training in the Model School Conferences will increase the number of staff members involved in the Rigor, Relavence and Relationship concept. When they return, they provide extensive training on Bill Daggat's strategies and quadarant D higher level thinking skills.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	<p>We have used the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies, and School-wide Reform Model.</p> <p>In addition to the information included in the attachments, North Huron will be attending a county wide Professsional Development day on August 29, 2017. The presenter will be Jim Mahoney speaking on Effective Change.</p>	

Component 6: Strategies to Increase Parental Involvement

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

Parents are given the opportunity to share concerns and challenges at parent teacher conferences held twice a year.

The elementary principal hold coffee hour on the third Thursday of each month. Parents are encouraged to stop in and chat or discuss any topics they choose.

North Huron now has a Trusted Advisor working at our school through a grant received by the local ISD. The purpose of this position is to design and implement outreach and support activities for families and their at-risk children birth to age 5. It also improves linkage to families with children birth to 5 that may be difficult to engage in early learning and development programs and related community supports.

Skylert, Remind 101, text messages and phone messages are used to continually communicate with staff and parents.

The annual Title I meeting offer parents the opportunity to have input to develop the school-parent compact. These meetings also hold discussions on the program implementation, monitoring and evaluation of programs that are used with the children that are academically disadvantaged.

Parent surveys will provide input on the educational and culture of the district.

A Community Outreach Liaison will assist in involving parents in the school climate.

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

Copies of the school improvement plan are available for parents to access both on line and in hard copy. They are notified of any changes in curriculum and state requirements on a continuous basis via mail, Skylert or phone.

Parents are given the opportunity to share concerns and challenges at parent teacher conferences held twice a year. Skylert, Remind 101, newsletters, daily bulletins, text messages and phone messages are used to continually communicate with staff and parents. The annual Title I meeting offer parents the opportunity to have input to develop the school-parent compact. These meetings also hold discussions on the program implementation, monitoring and evaluation of programs that are used with the children that are academically disadvantaged. Parents surveys throughout the year provide information which is discussed at school improvement committee meetings.

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

Surveys are given to all parents via on line and hard copies if needs. A parents sits on the school improvement committees and helps to evaluate program strategies using the MDE evaluation tool. School Board meetings have open discussion about concerns parents may have on programs being offered.

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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		

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

To accomplish this we have adapted Joyce L. Epstein's, Family, and Community Partnership One Year Action Plan. This is updated yearly as new subcommittees and parent volunteers are recruited. All 6 components of this plan include activities that support the ESEA/Section 1118. Meetings are held throughout the year for each of the components of this plan. Updates are incorporated into each area as the year goes on. Input from parents, volunteers, staff and community members are discussed and evaluated for implementation.

The North Huron School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1118 of the ESEA:

1. Parents are assisted in understanding the State and Common Core content standards, assessments and how to monitor their child's progress at Parent Teacher Conferences, via Skyward, Remind 101, newsletters, syllabubs, web pages, and meetings on interpreting assessments such as Common Assessments, Exit tests, Mi-Access, M-Step, SAT, PSAT and MME. Also, our school web page has a parent information site which addresses these needs with sites for parents to learn about state requirements.

2. A Fall district wide open house will be held at North Huron District. This event will showcase academic and behavioral programs that will be implemented. Breakout sessions may include standard based report card information, Be Nice program, 6th grade orientation, EBLLI training, Platoon and Departmentalizing concepts, drug awareness, day care and pre-school options, program tours including FFA, band, STEM and art. TAT question and answer time, Title I meeting, Parent Compacts and an explanation of attendance policies.

The STEM night is held and provide opportunities for parents to learn more about STEM and other science and math benchmarks. Weekly newsletters and teacher web pages offer training to help parents work with their children. A school/ parent connection newsletter offers tips and ideas for parents to work with their child. TIPS is used for the purpose of having teachers involve parents in schoolwork.

3. Teachers have had PD on TIPS, technology reminders such as remind 101, Skyward parent access, encouraged to use parent contact logs, and involving parents in understanding technology.

4. Through our Athletic Boosters, Band Boosters, Agriculture events and School Improvement Committees we are able to coordinate parent involvement. Parents are encouraged to attend classroom field trips, assemblies, open house and special events along with sporting activities.

5. During our informational nights and at parent-teacher conferences staff members explain test results, state expectations and college ready standards in parent friendly terms, allowing for question and answer time.

14. North Huron Schools provides reasonable support for parental involvement by allowing parents to volunteer in the building and classrooms. Parents are encouraged to attend field trips, assemblies, open houses and special events. Parents are encouraged to participate in a variety of ways, which allows for a rich partnership with parents and benefits the students and staff.

North Huron School accommodates any parents with disabilities as needed including ESL students with interpreters.

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

Parents, community members and staff members will evaluate the effectiveness of each of the 6 components which are included in the

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Epstein model. This will be done at the parent involvement meetings as an ongoing assessment throughout the year. Parents are invited to the annual Title I meeting which informs parent of their rights as Title I parents. The Title I director will explain the purpose of the Title I program along with descriptions of the programs. These parents will help develop, implement and evaluate programs for the academically disadvantaged.

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

The school improvement committee will involve parents and communities members and provide the opportunity for the evaluation to be addressed. These evaluations will be considered when a new school improvement plan is being developed.

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

At the annual Title I parent meeting the compact is discussed and suggestions are made for any changes. We have looked at many compacts and study them to see what we would want to include in ours. The decision is made with the parents, staff and administration.

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

Parents and teachers review the compact and answer any questions parents may have at parent-teacher conferences. The importance of the compact is discussed and suggestions for improvements are taken by the teacher. Parents take the compact home to go over with their child and return it to school where it is kept on file.

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

Compacts are passed out with schedules at the beginning of the year. Teachers discuss these at parent-teacher conferences. They are encouraged to return them to the office to be put on file.

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.

The alternative language policy is implemented as needed. We have an ESL interpreter for our Spanish speaking students and their families.

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?

Early childhood education is a target area for North Huron Schools. This fall North Huron will have its own GSRP program taught by a highly quality early education endorsed teacher. That teacher along with a highly qualified early education paraprofessional will be able to teach 18 students. By having our own preschool, it will allow for collaboration between the kindergarten teaching staff and the preschool staff. Also, opening in the late summer is a daycare. North Huron School is providing quality daycare to North Huron families and the surrounding area families. The daycare will be able to service children from 6 weeks up to pre-school age.

Tools of the Mind, a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skill they need to succeed in school and beyond is being implemented at North Huron Schools

This program gives the teachers the tools to ensure every child becomes a successful learner. Tools instructional interactions are designed to help teachers be more effective in identifying teachable moments.

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?

The preschool teachers will continue to be trained in the reading program and EBLI. Parents will receive train on this reading program and the expectations of it. Parents will then have a foundation to build and continue when these children enter North Huron's kindergarten program.

Pre-K and Kindergarten staff will be trained "Tools of the Mind" a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational academic skills they need to succeed in school and beyond.

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?

Through the school improvement plan a process has been put into place to review data and have dialogue with teachers at grade level and in content areas. Three times a year staff and administrators will meet to review and have input concerning the results of common assessments and exit tests. Instructional strategies and data driven instruction will be developed to meet the individual needs of our children. We will use the three tier intervention platform to differentiate instruction and monitor progress of each child. These meetings will also analyze state summative assessments such as M-Step, MME, SAT, PSAT and district developed common assessments for all grade levels and content areas.

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

Differentiated instruction will be based on the three tier MTSS model. This will meet the needs of those students that are ready to accelerate and those that will need additional practice to meet state standards. Interventions will be implemented in order to meet the academic needs of all students. The response to intervention team will discuss, monitor, and evaluate the progress of those students that need additional help from classroom teachers and highly qualified paraprofessionals. The school improvement team and response to intervention team will consist of administrators, paraprofessionals and teaching staff.

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.

The response to intervention teams (MTSS) will monitor eligibility reports, grades, classroom assessments which will include formative and summative assessments. This team will identify and implement strategies, programs and additional help will be provided by teachers and highly qualified paraprofessionals. The data will include multiple measures of assessments and will be monitored on a regular basis. EBLI reading interventions will be provided by paraprofessionals.

Eligibility lists and common assessments given throughout the year will flag students in danger of not achieving the state standards. Universal and progress monitoring will be done with all K-3 students to monitor academic achievement.

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 MTSS will monitor eligibility reports, grades, classroom assessments which will include formative and summative assessments. This team will identify and implement strategies, programs and additional help will be provided by teachers and highly qualified paraprofessionals. The data will include multiple measures of assessments and will be monitored on a regular basis. EBLI reading interventions will be provided by paraprofessionals.

Common assessments and exit tests will be analyzed to have immediate intervention take place.

The MTSS system 6-12 will be getting a new look. There will be monthly staff meetings. Each staff member will be assigned to a grade level team. The team will look at academic, behavior and attendance data for students. The team will identify those in need of intervention. A staff member, from the grade team, will make a connection with the student and parent. Increased intervention options consist of: positive mentor (adult or peer), intervention class one hour a day, taking a class twice.

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

Individual needs will be met in the classroom by using blended learning, teacher led instruction, technology with I-pads, computers, and interactive learning. Implementing the common core state standards and developing instruction around the Smarter Balanced Assessment test will increase project based learning and develop higher levels of thinking that matches the rigor of these state standards. Differentiated instruction will be based on formative assessments that will lead to data driven instruction that is aligned to the needs of each student. Leveled readers at the elementary will address individual reading levels.

A remediation block built in the first through fifth grade grouping will allow for students to receive additional assistance or acceleration in reading and math.

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.

The highly qualified paraprofessional integrates all core content areas to help academically at risk students in grades K-3.

Science Dimensions science series which integrates the Next Generation Science Standards.

Journeys Reading Series

Go Math

World history books

Agri-science classes- paraprofessional in the classroom to assist with academic needs

PLTW courses and 3D printers

Band

FFA

Rocket Math

Reflex Math

Brain Pop for our ELL learners

After school tutoring and extended day help in all content areas.

Common assessment and exit tests will allow us to monitor student progress and differentiate instruction.

Summer school intensive care for reading students will help at risk learners.

Highly qualified paraprofessionals will assist the economically disadvantaged male target population that are not meeting state benchmarks in core content areas.

Rigor, Relevance and Relationships concept will be a focus of North Huron School.

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Highly qualified paraprofessionals- work with at risk students in all content areas

EBL training will advance and remediate reading and writing skills

After school tutoring and extended day offer the opportunity for additional academic support

Summer School - advance students in reading and writing through project based science for grades 1-3

Credit Recovery for grades 9-12 grades with grades 6-8 having summer school remediation

Khan Academy

Professional Development provides staff with opportunities to learn new instructional practices and standards

Technology - allows for differentiated instruction by having blended classrooms

Aggressive Behavior - rubric-based consequence plan for district

Understanding Poverty in the rural classroom - strategies for differentiated instruction

Book studies on 20 ways to enjoy teaching every day.....no matter what and Using Rigor and Relevance to Create Effective Instruction.

Community Outreach liaison

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.

Title I resources will be used to purchase supplemental leveled reading books to differentiate instruction.

Before and after school tutoring will assist students with academic needs

Summer Camp will be provided for at-risk students.

Professional Development in the areas of the Rigor, Relevance and Relationships along with Poverty instructional techniques will be provided.

District developed common assessments will help update data on a continued basis throughout the year and will offer the chance for timely and additional assistance to students having difficulty mastering the standard.

Teachers being part of the school improvement CNA will aid in teachers participating in making assessment decisions.

Reflex math along with Rocket math will increase math fluency and parent involvement.

Using the Michigan Evaluation Tool allows for evaluation of both existing and future programs being used.

Our low class sizes in K-5 attract highly qualified teachers.

Professional Development in the area of technology will increase staff knowledge in the areas of smartboards, flipping the classroom and blending learning.

Materials for STEM, PLTW and agri-science learning projects that will supplement classroom instruction.

Highly qualified paraprofessionals to assist students who are not meeting the state standards.

Parent Liaison fro ESL learners to assist between school and home

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.

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An aggressive school-wide behavior plan will continue to be implemented for violence prevention.

Health and healthy eating habits are integrated into the classrooms using the Michigan Health Model.

Head Start, Great Start, Preschool and Daycare programs are housed in our elementary building with coordinating curriculum in school readiness.

Huron Area Technical Center offers vocational and technical programs.

Career Cruising and educational development plans are developed in 7th grade and updated throughout high school.

Evaluation:

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

North Huron School will be evaluating a strategy from the science goal using the MDE program evaluation tool. School improvement meetings will be held with teachers to analyze data from local, state and national tests. This disaggregation of data will be evaluated by the SIP team to determine the effectiveness of strategies and activities.

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.

Data reviews meetings are held with staff members at least three times a year. This will be done after the common assessment testing which is done three times a year. This formative assessment will help drive instruction and programs throughout the year. The summative state assessments will be measured by the state proficiency benchmark.

Universal screening and progress monitoring will be done in the area of reading for all K-3 graders in order to comply with the State 3rd grade reading proficiency law.

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.

Looking at the bottom 30% data and giving additional support to them using Title I funding will increase the progress made by this subgroup.

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?

Using the MDE program evaluation tool throughout the year will help us to revise the plan as needed. During school improvement meetings, data will be analyzed and gaps will be monitored for progress. Holding SIP meetings three times a year will provide benchmarks for our formative common assessments to be evaluated and strategies and instruction can be revised before the state summative assessments are given.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

School improvement meetings were held with all staff K-12 to develop, implement and evaluate data and programs in place. These committees consisted of building principals, staff members, the curriculum director and community members.

Each content area was analyzed using assessments based on the M-STEP 2015/16 and 2016-17 in grades 3-8 and 11.

The PSAT for grades 8,9 and 10 were looked at along with the MME, Work keys and SAT for 11th graders.

Eligibility lists, exit tests, final grades, exit test and common assessments were also analyzed.

In addition North Huron administered the Early Literacy and Mathematics Benchmark Assessments to all K-2 students.

Easy CBM's were given to all K-3 graders three times throughout the year to monitor progress.

Universal screening as part of the state initiative MTSS process was administered to all K-2 students. From this screening, diagnostic testing was done by the literacy coach to comply with the state of Michigan third grade reading law. IRIP's and intervention strategies and schedules have been established for K-3 students as needed.

Beginning in 2015-16 common assessments were built by teacher school improvement teams in grades K-5 for reading, writing and math and in grades 6,7 and 8 for English Math, Science and Social Studies. These assessments were designed to have students demonstrate the essential skills needed to be successful at the next level of learning. It was meant to be an exit test to help the next teacher see that students were ready for the next level of skills. They were given 3 times a year to monitor progress and used as a tool to drive instructional.

In 2016-17 and 2017-18 additional common assessments tests were designed for high school courses and K-5 science and social studies

At these professional learning meetings, gaps in academic achievement, causes of these gaps, evaluation of existing programs and ways to improve achievement were discussed. A sub-committee worked on pulling all data and developed the School Improvement plan for next year.

Grades 1 and 2 implemented the Platoon concept for all students beginning in 2015-16 and has continued for the 2016-17 and 2017-18 school year. Three teachers instruct all first and second students in their area of expertise, math, reading and science, writing and social studies. A reading intervention block has been built into for all students to excel or be remediated based on skills from Easy CBM's testing. Each of the 3 teachers teaches reading to all students in the platoon at their level. Standard based report cards were used with this group.

In 2015-16 grades K-2 implemented the Standards Based Marking Report Card. It continued during 2016-17 and 2017-18.. This measures if a student has mastered the basic standards based on a 1,2, 3 system. The assessments consisted of Michigan content standards in Reading, Writing and Math.

3 indicates performing at standard,

2 approaching standard

1 needs support

Grades 4 and 5 also used a standards based report card based on these levels of proficiency:

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Common Assessment End of the Year Assessment Results for 2015-16 and 2016-17

3 =80% and above; 2 = 60-79%; 1 = 59% and below.

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KINDERGARTEN- 2015-2016 and 2016-17 END OF YEAR RESULTS:

	Math	Reading	Writing
2016 - Students who scored 3	21/25 or 84%	21/25 or 84%	17/25 or 68%
2017 - Students who scored 3	16/27 or 59% (-25)	23/26 or 88% (+4)	
2016 - Students who scored 2	3/25 or 12%	3/25 or 12%	7/25 or 28%
2017 - Students who scored 2	9/27 or 34% (+22)	3/26 or 12% (-)	
2016 - Students who scored 1	1/25 or 4%	1/25 or 4%	1/25 or 4%
2017 - Students who scored 1	2/27 or 7%(+3)	0/26 (-4)	

FIRST GRADE - 2015-2016 and END OF YEAR RESULTS:

	Math	Reading	Writing
2016- Students who scored 3	19/34 or 56%	13/35 or 37%	14/35 or 40%
2017 - Students who scored 3	17/27 or 63% (+7)	13/30 or 43% (+6)	22/30 or 73 (+33)
2016 - Students who scored 2	12/34 or 35%	16/35 or 46%	17/35 or 49%
2017 - Students who scored 2	6/27 or 22% (-13)	10/30 or 33% (-13)	3/30 or 10% (-39)
2016 - Students who scored 1	3/34 or 9%	6/35 or 17%	4/35 or 11%
2017 - Students who scored 1	4/27 or 15% (+6)	7/30 or 24% (+7)	5/30 or 17%(+6)

SECOND GRADE - 2015-2016 and END OF YEAR RESULTS:

	Math	Reading	Writing
2016 - Students who scored 3	19/31 or 61%	10/30 or 33%	20/30 or 67%
2017 - Students who scored 3	21/29 or 72% (+11)	15/31 or 48% (+15)	28/31 or 90% +23)
2016 - Students who scored 2	9/31 or 29%	12/30 or 40%	8/30 or 26%
2017 - Students who scored 2	8/29 or 28% (-1)	10/31 or 32%(-8)	3/31 or 10% (-16)
2016 - Students who scored 1	3/31 or 10%	8/30 or 27%	2/30 or 7%
2016 - Students who scored 1	0/29 or 0% (-10	6/31 or 20% (-7)	0/31 or 0%(-7)

Title I Schoolwide Diagnostic

FIRST GRADE READING FLUENCY 2015- 16

	% of Students who scored 3	% of Students who scored 2	% of Students who scored 1
October - 1st test	81%	0%	19%
November - 2nd test	86%	0%	14%
May - 3rd test	79%	13%	13%
June- 4th test	80%	10%	10%

SECOND GRADE READING FLUENCY- 2015-16

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	% of Students who scored 3	% of Students who scored 2	% of Students who scored 1
October - 1st test	69%	4%	27%
November - 2nd test	68%	8%	24%
May - 3rd test	59%	16%	25%
June - 4th test	52%	22%	26%

In the Fall of 2016 and the Spring of 2017 North Huron administered the Early Literacy and Mathematics Benchmark Assessments (K-2) These assessments are aligned to the Michigan's academic standards, and are used as one measure of growth. Kindergarten is only given in the Spring and is used as a benchmark for the following year.

Kindergarten Spring Results:

Domain Analysis:

Grade K ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	63	8	17

Domain Analysis:

Grade K ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	4	13	11

Domain Analysis:

Grade K ELA- Reading - Foundational Skills:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	3	24

Domain Analysis:

Grade K ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	7	13	8

Grade K ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	9	18

Domain Analysis:

Grade I ELA- Content Area Totals :

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	2	9	17

Domain Analysis:

Grade K Math- Counting and Cardinality:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	1	4	23

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Domain Analysis:

Grade K Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Spring	5	7	16

Domain Analysis:

Grade K Math- Number and Operations in Base 10:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	4	13	13

Domain Analysis:

Grade K Math- Measurement and Data:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	2	1	25

Domain Analysis:

Grade K Math - Geometry:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	3	6	19

Domain Analysis:

Grade K Math - Content area Totals:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Spring	0	8	20

Domain Analysis:

Grade I Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	14	4
Spring	5(-6)	11 (-3)	14 (+10)

Domain Analysis:

Grade I Math- Number and Operations in Base 10:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	18	10	1
Spring	2 (-16)	8 (-2)	20 (+19)

Domain Analysis:

Grade I Math- Measurement and Data:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	13	8	8
Spring	3 (-10)	18 (+10)	9 (+1)

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Domain Analysis:

Grade I Math - Geometry:

Points Earned	0-4 - Points	5-8 Points	9-13 points
Fall	5	22	2
Spring	3 (-2)	13 (-9)	14 (+12)

Domain Analysis:

Grade I Math- Content Area Totals:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	16	2
Spring	3 (-8)	13 (-3)	14 (+12)

Domain Analysis:

Grade I ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	13	6
Spring	6	13	11

Domain Analysis:

Grade I ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	16	3
Spring	4 (-6)	8 (-8)	18 (+15)

Domain Analysis:

Grade I ELA- Reading - Foundational Skills:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	5	18	6
Spring	1 (-4)	7 (-11)	22 (+16)

Domain Analysis:

Grade I ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	14	10	5
Spring	5 (-9)	7 (-3)	18 (+13)

Domain Analysis:

Grade I ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	7
Spring	4 (+7)	9 (-2)	17 (+10)

Domain Analysis:

Grade I ELA- Content Area Totals :

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Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	8	14	7
Spring	1 (+7)	8 (-6)	11 (+4)

Domain Analysis:

Grade 2 Math- Operations and Algebraic Thinking:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	3	14	13
Spring	0 (-3)	2 (+12)	29 (+16)

Domain Analysis:

Grade 2 Math- Number and Operations in base 10:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	9	15	6
Spring	1 (+8)	6 (-9)	24 (+18)

Domain Analysis:

Grade 2 Math- Measurement and Data:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	18	19	3
Spring	2 (-16)	17 (-2)	12 (+9)

Domain Analysis:

Grade 2 Math-Geometry:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	6	20	4
Spring	0 (-6)	9 (-11)	22 (+18)

Domain Analysis:

Grade 2 Math- Content Area Totals:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	10	17	3
Spring	1 (-9)	8 (-9)	22 (+19)

Domain Analysis:

Grade 2- ELA- Reading - Literary Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	16	7	7
Spring	2 (-14)	10 (+3)	19 (+8)

Domain Analysis:

Grade 2 ELA- Reading - Informational Text:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	8

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Spring	3 (-8)	10 (-1)	18 (+10)
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Domain Analysis:

Grade 2 ELA- Reading - Foundational Skills:

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	14	6	10
Spring	1 (-13)	10 (+4)	20 (+10)

Domain Analysis:

Grade-2 ELA- Writing :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	9	16	5
Spring	4 (-5)	11 (-5)	16 (+9)

Domain Analysis:

Grade 2 ELA- Language :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	8	8	14
Spring	0(-8)	10 (+2)	20 (+6)

Domain Analysis:

Grade 2 ELA- Content Area Totals :

Points Earned	0-4 Points	5-8 Points	9-13 points
Fall	11	11	8
Spring	1 (-10)	14 (+3)	16 (+8)

EASY CBM'S WERE GIVEN TO ALL K-3 STUDENTS THREE TIMES A YEAR TO MONITOR PROGRESS THROUGHOUT THE YEAR OF 2017-17. THESE ARE THE RESULTS:

Kindergarten:	Letter Names		Letter Sounds		Phoneme Segmentation		Word Reading Fluency	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
90th percentile	2	4 +2	4	5 +1	6	7 +1	0	4 +4
50th percentile	9	12 +3	11	10 -1	13	15 +2	11	6 +5
25th percentile	3	1 -1	6	4 -2	5	1 +4	7	9 -2
10th percentile	14	11 -3	7	8 -1	4	5 +1	10	5 -5

GRADES 3-5 DATA

The staff has created an exit test for 3-5 students in math and ELA which covered mastery of the essential skills to be successful in the next grade. These assessments were given 3 times a year with progress monitoring being done throughout the year to analyze gaps and develop appropriate instructional strategies to revisit skills not mastered.

The data below indicates level of 80% or higher (3), 60-79% (2) and below 60%(1)

GRADES 3-5 MATH SPRING EXIT SCORES

SY 2017-2018

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	% of Students-scored 3	% of Students-scored 2	% of Students-scored 1
2016- 3rd Grade	17/31 or 56%	9/31 or 29%	5/31 or 16%
2017 - 3rd Grade	19/31 or 61% (+5)	9/31 or 29% (-)	3/31 or 10% (-6)
2016 - 4th Grade	29/43 or 67%	6/43 or 14%	8/43 or 19%
2017 -4th Grade	19/36 or 53% (-14)	13/36 or 36% (+22)	4/36 or 11% (-8)
2016 - 5th Grade	7/25 or 28%	5/25 or 20%	13/25 or 52%
2017 - 5th Grade	24/37 or 65% (+37)	7/37 or 19% (-1)	6/37 or 16% (-32)

GRADES 3-5 COMPREHENSIVE SCREENING READING EXIT SCORES

	% -3	% - 2	% - 1
2016 - 3rd Grade	3/32 or 10%	11/32 or 34%	18/32 or 56%
2017 - 3rd Grade	22/31 or 71% (+61)	6/31 or 19% (-15)	3/31 or 10% (-46)
2016 - 4th Grade	20/39 or 51%	8/39 or 21%	11/39 or 28%
2017 - 4th Grade	23/33 or 70% (+19)	7/33 or 21% (-)	3/33 or 9% (-19)
2016 - 5th Grade	10/25 or 40%	10/25 or 40%	5/25 or 20%
2017 - 5th Grade	28/36 or 78% (+38)	5/36 or 14% (-26)	3/36 or 8% (-12)

GRADES 3-5 WRITING EXIT SCORES

	3	2	1
2016 3rd Grade			
2017 3rd Grade	27/30 or 90%	3/30 or 10%	0/30 or 0% SUTW
2016 4th Grade	29/39 or 74%	9/39 or 23%	1/39 or 3%
2017 4th Grade	12/38 or 32% (-42)	16/38 or 42% (+19)	0/38 or 26% SUTW (+23)
2016 5th Grade			
2017 5th Grade	18/37 or 39%	11/37 or 30%	8/37 or 21% SUTW

Grades 6-8 created an common assessment exit test for Math, ELA, Science and Social Studies that was given 3 times a year in 2016.

End of the Year Exit Tests Grades 6-8 (Key--Green=80% and up; Yellow=60-79%; Red=below 60%)

GRADES 6-8 ENGLISH EXIT TEST SCORES

	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	19/33 or 58%	11/33 or 33%	3/33 or 9%
2017 6th grade	21/28 or 75% (+17) (6 SE below)		

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2016 7th grade	8/33 or 4%	19/33 or 58%	6/33 or 18%
2017 7th grade	10/28 or 36% (+32)		
	(4 SE below)		

2016 8th grade	19/35 or 54%	10/35 or 29%	6/35 or 17%
2017 8th grade	20/28 or 71% (+17)		
	(5 SE/4 below)		

GRADES 6-8 SCIENCE EXIT TEST SCORES

	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	18/33 or 55%	12/33 or 36%	3/33 or 9%
2017 6th grade	16/29 or 55% (-)		
2016 7th grade	4/33 or 12%	10/33 or 30%	19/33 or 58%
2017 7th grade	4/32 or 13% (+1)		
2016 8th grade	9/35 or 26%	19/35 or 54%	7/35 or 20%
2017 8th grade	10/31 or 32% (+6)		

GRADES 6-8 SOCIAL STUDIES EXIT TEST SCORES

	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	21/33 or 64%	9/33 or 27%	3/33 or 9%
2017 6th grade	9/31 or 29%		
2016 7th grade	7/33 or 21%	11/33 or 33%	15/33 or 46%
2017 7th grade	12/30 or 40% (+19)		
2016 8th Grade	9/35 or 26%	16/35 or 46%	10/35 or 28%
2017 8th grade	5/31 or 16% (-19)		

GRADES 6-8 MATH EXIT TEST SCORES

	Green (80% and above)	Yellow (60-79%)	Red (Below 60%)
2016 6th grade	7/33 or 21%	16/33 or 49%	10/33 or 30%
2017 6th grade	15/29 or 52% (+31)		
	(6 SE below)		

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2016 7th grade 12/33 or 36% 15/33 or 46% 6/33 or 18%

2017 7th grade 22/30 or 73% (+37)
(3 SE below)

2016 8th grade 7/35 or 20% 12/35 or 34% 16/35 or 46%

2017 8th grade 14/27 or 52%(+32)
(5 SE below)

M-Step 2016

Mathematics overall:

Not proficient:

45% of 5th grade 13/29

39% of 6th grade 13/33

34% of 3rd grade 11/32

30% of 7th grade 10/33

28% of 4th grade 12/43

20% of 8th grade 7/35

M-Step 2017

Mathematics overall:

Not proficient:

52% of 7th grade 16/31

39% of 5th grade 16/41

30% of 6th grade 10/33

30% of 4th grade 11/37

29% of 8th grade 10/34

27% of 3rd grade 8/30

Proficient

54% of 8th grade 19/35

45% of 7th grade 15/33

33% of 4th grade 14/43

19% of 3rd grade 6/32

18% of 6th grade 6/33

17% of 5th grade 5/29

Proficient:

43% of 3rd grade 13/30

38% of 8th grade 13/34

30% of 6th grade 10/33

23% of 7th grade 7/31

22% of 5th grade 9/41

22% of 4th grade 8/37

Math Concepts and Procedures

At Risk for Falling Behind

62% of 5th grade 18/29

58% of 6th grade 19/33

53% of 3rd grade 17/32

49% of 4th grade 21/43

39% of 7th grade 13/33

6% of 8th grade 9/35

Math Concepts and Procedures

At Risk for Falling Behind

65% of 7th grade 20/31

61% of 5th grade 25/41

60% of 4th grade 22/37

50% of 8th grade 17/34

36% of 6th grade 12/33

33% of 3rd grade 10/30

Adequate Progress

46% of 8th grade 16/35

36% of 7th grade 12/33

12% of 6th grade 4/33

10% of 3rd grade 3/32

10% of 5th grade 3/29

7% of 4th grade 3/43

Adequate Progress

27% of 8th grade 9/34

23% of 3rd grade 7/30

21% of 6th grade 7/33

15% of 5th grade 6/41

11% of 4th grade 4/37

10% of 7th grade 3/31

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Math Problem Solving/Modeling and Data Analysis

Most at Risk for Falling Behind

28% of 5th grade 8/29

26% of 4th grade 11/43

24% of 7th grade 8/33

19% of 3rd grade 6/32

9% of 8th grade 3/35

6% of 6th grade 2/33

Adequate Progress

30% of 7th grade 10/33

21% of 4th grade 9/43

20% of 8th grade 7/35

9% of 3rd grade 3/32

9% of 6th grade 3/33

7% of 5th grade 2/29

Math Problem Solving/Modeling/Data

Most at Risk for Falling Behind

35% of 4th grade 13/37

29% of 5th grade 12/41

24% of 8th grade 8/34

21% of 6th grade 7/33

19% of 7th grade 6/31

13% of 3rd grade 4/30

Adequate Progress

23% of 3rd grade 7/30

13% of 7th grade 4/31

12% of 6th grade 4/33

12% of 8th grade 4/34

10% of 5th grade 4/41

8% of 4th grade 3/37

Math Communicating and Reasoning

Most At Risk for Falling Behind

28% of 5th grade 8/29

21% of 6th grade 7/33

19% of 3rd grade 6/32

14% of 4th grade 6/43

6% of 7th grade 2/33

6% of 8th grade 2/35

Math Communicating/Reasoning

Most At Risk for Falling Behind

33% of 6th grade 11/33

23% of 3rd grade 7/30

14% of 4th grade 5/37

13% of 7th grade 4/31

12% of 8th grade 4/34

12% of 5th grade 5/41

Adequate Progress

23% of 8th grade 5/33

15% of 7th grade 3/43

7% of 4th grade 2/29

7% of 5th grade 2/33

6% of 6th grade 2/33

0% of 3rd grade 0/32

Adequate Progress

23% of 3rd grade 7/30

12% of 8th grade 4/34

10% of 7th grade 3/31

9% of 6th grade 3/33

7% of 5th grade 3/41

5% of 4th grade 2/37

ELA Overall

Not proficient

58% of 4th grade 25/43

48% of 6th grade 16/33

41% of 5th grade 12/29

39% of 3rd grade 12/31

29% of 8th grade 10/35

24% of 7th grade 8/33

ELA Overall

Not Proficient

47% of 3rd grade 14/30

46% of 4th grade 17/37

46% of 6th grade 15/33

42% of 7th grade 13/31

29% of 5th grade 12/41

27% of 8th grade 9/34

Proficient

Proficient

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45% of 7th grade 15/33
35% of 3rd grade 11/31
34% of 5th grade 10/29
31% of 8th grade 11/35
30% of 4th grade 13/43
12% of 6th grade 4/33

42% of 5th grade 17/41
41% of 8th grade 14/34
36% of 6th grade 12/33
33% of 3rd grade 10/30
30% of 4th grade 11/37
23% of 7th grade 7/31

Research/Inquiry

At Risk for Falling Behind

56% of 4th grade 24/43
39% of 6th grade 13/33
39% of 3rd grade 12/31
28% of 5th grade 8/29
15% of 7th grade 5/33
14% of 8th grade 5/35

Research/Inquiry

At Risk for Falling Behind

46% of 4th grade 17/37
43% of 3rd grade 13/30
42% of 6th grade 14/33
29% of 7th grade 9/31
10% of 5th grade 4/41
9% of 8th grade 3/34

Adequate Progress

24% of 7th grade 8/33
13% of 3rd grade 4/31
12% of 4th grade 5/43
10% of 5th grade 3/29
9% of 6th grade 3/33
6% of 8th grade 2/35

Adequate Progress

23% of 3rd grade 7/30
18% of 8th grade 6/34
15% of 6th grade 5/33
15% of 5th grade 6/41
14% of 4th grade 5/37
0% of 7th grade 0/31

Listening

At Risk for Falling Behind

48% of 6th grade 16/33
26% of 4th grade 11/43
26% of 8th grade 9/35
14% of 5th grade 4/29
12% of 7th grade 4/33
0% of 3rd grade 0/31

Listening

At Risk for Falling Behind

23% of 7th grade 7/31
16% of 4th grade 6/37
15% of 6th grade 5/33
15% of 8th grade 5/34
12% of 5th grade 5/41
10% of 3rd grade 3/30

Adequate Progress

18% of 7th grade 6/33
14% of 5th grade 4/29
10% of 3rd grade 3/31
9% of 4th grade 4/43
9% of 8th grade 3/35
6% of 6th grade 2/33

Adequate Progress

22% of 5th grade 9/41
17% of 3rd grade 5/30
15% of 6th grade 5/33
15% of 8th grade 5/34
14% of 4th grade 5/37
10% of 7th grade 3/31

Reading

Most At Risk for Falling Behind

49% of 4th grade 21/43

Reading

Most At Risk for Falling Behind

53% of 3rd grade 16/30

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48% of 3rd grade 15/31
45% of 6th grade 15/33
38% of 5th grade 11/29
34% of 8th grade 12/35
30% of 7th grade 10/33

Adequate Progress

17% of 8th grade 6/35
16% of 3rd grade 5/31
15% of 7th grade 5/33
14% of 5th grade 4/29
12% of 4th grade 5/43
3% of 6th grade 1/33

Writing

Most at Risk for Falling Behind

79% of 6th grade 26/33
60% of 4th grade 26/43
52% of 5th grade 15/29
51% of 8th grade 18/35
48% of 3rd grade 15/31
45% of 7th grade 15/33

Adequate Progress

9% of 4th grade 4/43
9% of 7th grade 3/33
9% of 8th grade 3/35
7% of 5th grade 2/29
6% of 3rd grade 2/31
0% of 6th grade 0/33

Science

Not Proficient

65% of 4th grade 28/43
58% of 7th grade 19/33
47% of 11th grade 16/34

Proficient

27% of 7th grade 9/33
15% of 11th grade 5/34
9% of 4th grade 4/43

Social Studie

Not Proficient

49% of 6th grade 16/33
46% of 4th grade 17/37
39% of 5th grade 16/41
39% of 7th grade 12/31
24% of 8th grade 8/34

Adequate Progress

21% of 8th grade 7/34
20% of 3rd grade 6/30
17% of 5th grade 7/41
14% of 4th grade 5/37
10% of 7th grade 3/31
6% of 6th grade 2/33

Writing

Most At Risk for Falling Behind

58% of 7th grade 18/31
55% of 6th grade 18/33
50% of 3rd grade 15/30
46% of 4th grade 17/37
37% of 5th grade 15/41
30% of 8th grade 10/34

Adequate Progress

24% of 5th grade 10/41
19% of 4th grade 7/37
17% of 3rd grade 5/30
12% of 6th grade 4/33
12% of 8th grade 4/34
7% of 7th grade 2/31

Science

Not Proficient

84% of 4th grade 31/37
68% of 7th grade 21/31
34% of 11th grade 13/38

Proficient

21% of 11th grade 8/38
13% of 7th grade 4/31
5% of 4th grade 2/37

Social Studies

Not Proficient

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38% of 5th grade 11/29
 29% of 8th grade 10/35
 15% of 11th grade 5/34

44% of 8th grade 15/34
 29% of 5th grade 12/41
 0% of 11th grade 0/38

Proficient

18% of 11th grade 6 /34
 14% of 8th grade 5/35
 7% of 5th grade 2/29

Proficient

27% of 8th grade 9/34
 24% of 11th grade 9/38
 12% of 5th grade 5/41

Grade 8 - PSAT 8/9 (Fall 2015)

	District	State	Nation
Mean Score	791	831	802
Males - Score 768 - 45% of test takers			
Females - Score 809 - 55% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	33%	37%	31%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH - 33%	27%	39%
MET ERW - 55%	40%	67%
MET MATH - 39%	33%	44%
MET NONE - 39%	53%	28%

Grade 9 - PSAT 8/9 (Fall 2015)

	District	State	Nation
Mean Score	874	838	865
Males - Score 824 - 54% of test takers			
Females - Score 932 - 46% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	36%	29%	37%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH - 36%	29%	44%
MET ERW - 62%	43%	83%
MET MATH - 38%	33%	44%
MET NONE - 36%	52%	17%

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Grade 9 - PSAT 8/9 (Spring 2017)

	District	State	Nation
Mean Score	876	872	879
Males - Score 828 - 43% of test takers			
Females - Score 912 - 57% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	49%	38%	41%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 49%	27%	65%
MET ERW 63%	47%	75%
MET MATH 54%	40%	65%
MET NONE 31%	40%	25%

Grade 10 - PSAT/NMSQT (2016)

	District	State	Nation
Mean Score	897	898	931
Males - Score 903 - 48% of test takers			
Females - Score 891 - 52% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	52%	38%	47%

District DATA

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH - 52%	50%	53%
MET ERW - 94%	94%	94%
MET MATH - 52%	50%	53%
MET NONE - 6%	6%	6%

Grade 10 - PSAT/NMSQT (Spring 2017)

	District	State	Nation
Mean Score	957	925	934
Males - Score 894 - 55% of test takers			
Females - Score 1032 - 45% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	52%	36%	38%

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District DATA

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 52%	39%	67%
MET ERW 67%	56%	80%
MET MATH 58%	44%	73%
MET NONE 27%	39%	13%

Grade 11 - PSAT/NMSQT (2016)

	District	State	Nation
Mean Score	869	968	1008

Males - Score 841 - 54% of test takers

Females - Score 903 - 46% of test takers

	District	State	Nation
MET both BENCHMARKS	11%	38%	48%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 11%	11%	13%
MET ERW 66%	53%	81%
MET MATH 11%	11%	13%
MET NONE 34%	47%	19%

Grade 11 - PSAT/NMSQT (2017)

	District	State	Nation
Mean Score	961	996	1018

Males - Score 981 - 48% of test takers

Females - Score 944 - 52% of test takers

	District	State	Nation
MET both BENCHMARKS	24%	41%	45%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 24%	40%	9%
MET ERW 71%	60%	82%
MET MATH 24%	40%	9%
MET NONE 29%	40%	18%

Grade 11 - SAT (April 2016)

	District	State	Nation
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Mean Score	929	995	980
Males - Score 905 - 49% of test takers			
Females - Score 953 - 51% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	14%	34%	31%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 14%	6%	21%
MET ERW 43%	22%	63%
MET MATH 22%	22%	21%
MET NONE 49%	61%	37%

Grade 11 - SAT (April 2017)

	District	State	Nation
Mean Score	976	1003	1007
Males - Score 970 - 59% of test takers			
Females - Score 983 - 41% of test takers			

	District	State	Nation
MET both			
BENCHMARKS	20%	34%	35%

District Data

DISTRICT GRADE LEVEL BREAKDOWN

	Male	Female
MET BOTH 20%	25%	12%
MET ERW 46%	33%	65%
MET MATH 32%	42%	18%
MET NONE 41%	50%	29%

There is a lack of informational text at all grade levels. Cross curricular work with informational text need to be implemented. Joint efforts in all content areas to address writing, history, math, and science should be consistent at all grade levels. Cross curricular work with informational text needs to be implemented.

In writing we had PD to help develop lessons and units in writing throughout all content areas. Both the content teacher and the English teacher worked together to produce projects with writing incorporated. Grammar needs to be part of the curriculum on a regular basis. More informational text needs to be used in all grade levels. Step Up to Writing is being implemented with fidelity in all grade levels. This will generate common vocabulary and structure for our writing program.

Science scores on the state and local assessments are low and need to be a focus.

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General improvements for all content areas are as following:

Students need to own their learning more by being more involved in the instructional process. Giving and using formative assessment (pre/post) for instructional purposes will close academic gaps in all grades and help accelerate those that have mastered the standards. Lessons plans need to be incorporate state standards and demonstrate a high rate of student engagement. Covering all standards at each level should be a focus.

Due to the passing of the technology bond proposal students and staff will have access to more technology thus allowing more opportunities for flipping the classroom and blended learning.

Parents need to be more involved with the school process. By using Skylert and Remind 101 along with encouraging parents to volunteer in the classroom we should increase the lines of communication between home and school.

We need to give and use more formative assessment, common assessments and exit tests for essential skills for instructional purposes in all content areas. These formative assessments need to be used to increase student achievement with teachers demonstrating strategies and procedures to accomplish this.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

North Huron School District has developed common assessments in grades K- 12 in each content area. These exit tests are to be used as a communication from teacher to teacher as a promise that students are ready to move on to the next level of instruction. Achieving 80% on the final exit test is the criteria for passing on to the next level.

The criteria for the state core curriculum standards are whether the student has reached benchmark standards in each core content area and grade. From there, we look at the students closest to achieving the standard and work down.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

The Early Benchmark Assessment from the state of Michigan is given to grades K-2 twice a year. This progress monitoring helps to differentiate instruction to meet the needs of the students.

Easy CBM's are also used as a predictor of measuring proficient readers.

Common Assessments ensure that the basic essential skills are met as a child exits one grade to the next in order to be able to continue learning the next set of standards.

Preschool students who are at risk are identified through PELI, teacher observations, and TS Gold. Students are given the PELI test twice a year in the fall and spring. Students are tested on letter recognition, letter sounds, rhyme, print knowledge, rote counting, counting objects, shape names, identifies numerals, and patterns. Also, students are referred to Project Find if the teacher observes signs that the students are in need of extra assistance.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

The reading literacy coach will monitor the progress of implementing the new pilot CKLA reading series in grades K-2.

Platooning offers intervention and acceleration opportunities for students in grades 1 and 2 in all content areas.

Departmentalizing in grades 4 and 5 also offers this opportunity.

Both tutoring and afterschool programs are available for grades K-12.

Summer school or year round learning is offered for Pre K through 5th grades.

Credit recovery and E2020 is available for students in grades 6-12.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

School Improvement meetings will be held on a regular basis to evaluate the needs of all students. At these meetings current data will be analyzed to evaluate and monitor existing programs and strategies being used

A universal Screening assessment will be given to all K-3 students (DIBELS) or Easy CBM's along with progress monitoring throughout the year. A Diagnostic tool along with interventions and acceleration strategies will be used for those students that are above and below the benchmarks.

Grade level meetings will be held to analyze these fluid groups.

Common assessments given 3 times a year will be used as an instructional tool for teachers to remediate and accelerate skills being

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

A highly qualified teacher will work primarily with K-3 students reinforcing and practicing the Essential Instruction Practices in Early Literacy to promote the 3rd grade reading proficiency law.

IRIP's will be developed for students that need academic assistance with this teacher. This parent component is key to engaging our parents with their child's education and involvement in school activities.

An English Language teacher will work with students and families which are ESL. He will develop a relationship with these families along with following the CAN DO Wida descriptors.

Journeys intervention toolbox will be used to help remediate at risk students in the area of English Language Arts.

ELL students will work individually and with the teacher on the WIDA descriptors and on BrainPop.

An intervention/acceleration defined period of time will be implemented in all k-5 grades levels for reading and/or math.

Groups will be monitored and tested using a universal tool for all students and then monitoring progress with a diagnostic tool for those at Title I Schoolwide Diagnostic

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risk. Along with the grade level standards, all students will receive reading instruction at their own ability level.

Students in grades 6-12 will have access to tutoring from a highly qualified staff member before and/or after school. This tutoring will be offered four days a week for an hour each day.

Students in grades K-5 will have an opportunity to attend extended day for additional academic support by highly qualified paraprofessionals.

Extended day will be five days a week after school. Highly qualified para-professional will target students who need additional academic support.

Reflex math and rocket math were set-up for each student based on their individual learning plan. Mini I-pads will be used to find apps that will address the weak area of the learner.

Basic, essential exit tests along with common assessments will identify students that need differentiated instruction.

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

School Improvement meetings will be held on a regular basis to evaluate the needs of all students. At these meetings current data will be analyzed to evaluate and monitor existing programs and strategies being used

A universal Screening assessment will be given to all K-3 students (DIBELS) or Easy CBM's along with progress monitoring throughout the year. A Diagnostic tool along with interventions and acceleration strategies will be used for those students that are above and below the benchmarks.

Grade level meetings will be held to analyze these fluid groups.

Common assessments given 3 times a year will be used as an instructional tool for teachers to remediate and accelerate skills being taught

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

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*Brian Pop - ELL Learners

*Mid- Michigan Community College Level Classes for high school students.

* Professional Development held on how to teach students living in poverty

* Professional Development based on Rigor, Relevance and Relationships by Bill Daggat presented at the Model School International Conference in Florida and Nashville

Leadership Conference in Dallas, Texas for one administrator and one classroom teacher based on the Model School Concept will ensure leadership to practice rigor, relevance and build relationships at North Huron Schools.

*Platoon teaching for grades K-2 along with departmentalizing in grades 4 and 5.

*Project-based, hands on methods used in Agriculture, manufacturing and science classes.

*Application of skills taught in the classroom used in real world situations.

*Manufacturing class designing and making projects.

* Implementation of the GELN Essential Practices in Early and Elementary Literacy.

*Project Lead the Way (PLTW) along with CAD lab and multiple sets of VEX robotics kits.

*Dynamics Cart and Track System to a use in science, physics, chemistry and biology.

*Tools of the Mind training for early childhood in PreK and K.

*English 500 - High school sophomores with high PSAT scores were accelerated in a writing class taught by a college professor.

*Direct instruction of Science Dimensions- NGSS Science Curriculum Grades K-8

Science Dimensions is a brand-new science program built specifically to address the Three Dimensions of Science Learning outlined in the Framework for K-12 Science Education and the Performance Expectations of NGSS.

Students are also exposed to student based inquiry labs along with an increase in technology and STEM lessons in the area of science

*Aggressive Behavior Plan - this promotes a positive culture in which all students can accelerate and learn

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*Common Assessments

*Essential Skills mastery tests

*Easy CBM'S K-3

*Early Literacy and Mathematics Benchmark Assessments K-2

Collaborative teaching of grades 1 and 2.

Standard based report cards will assist in monitoring a child's progression of skills.

Stem and PLTW projects and agri science classes will promote science and math.

Step Up to Writing professional development to ensure it is used with fidelity.

*EBLI -- web based application that students can access at home and at school to promote increased reading

*MC3 -- a three county social studies program with common core writing embedded throughout.

Students using Connect Ed for 2 History classes will increase student engagement by using technology and increase drawing conclusions through inquiry as opposed to memorization.

Il students in grades K-12 will read read for a specific purpose. Project based, hands on learning will be implemented. Students in woodworking are building a tiny house with thought to plan, design and construct with purpose and function. This mobil house will be a retail shop to move to farmer markets, fairs, with students selling arrangement. They will set the pricing matrix and multipliers and margins for projects made and sold.

A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how

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the lesson went for them.

Rolling research papers will be introduced. A topic is selected by the student. This is a living action research paper which will be built on a continuum basis for several years. Each year the paper will expand eventually preparing them to produce a senior project.

In 10th grade students will pursue more in depth research and prepare for a senior project. This project is like Star Farmer, where a student picks an area of interest and action to research ie, honey bees, bats, etc.

The early childhood center continues to expand and grow. Currently we have classrooms for infants 6 weeks through preschool. We are connecting to the pre-school and are now considered a Pre-K through 12 building. Staff meets in PLC's with the early childhood staff and our K-2 teachers to develop a continuum of skills and commitment to the development of the whole child.

Cte classes with Karen Romcek are being pursued. This would be a General Woodworking Program having students be Participants, Concentrators, and Completers of the Program. This would bring Federal Perkins Funding as well as possibly serving as a Senior Math Credit. Articulation with local colleges is a possibility along with on the Job Training/Work-Based Learning

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

*Reflex Math- math fluency

*Brian Pop - ELL Learners

*Mid- Michigan Community College Level Classes for high school students.

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Cte classes with Karen Romcek are being pursued. This would be a General Woodworking Program having students be Participants, Concentrators, and Completers of the Program. This would bring Federal Perkins Funding as well as possibly serving as a Senior Math Credit. Articulation with local colleges is a possibility along with on the Job Training/Work-Based Learning

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Differentiation learning is stressed in all classrooms at all times. Based on formative assessments, students are remediated or accelerated through the days. Grades 1-5 offer intervention times for this remediation and acceleration to take place. Project based learning offers children to use higher or lower levels of cognitive learning based on their abilities, which still covering the essential standard or learning target. Additional support is build into the daily schedules for those that are at risk of not meeting the standards. Afterschool tutoring, extended day and summer school all allow for children to receive supplemental instruction without being pulled from their regular classroom environment.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Differentiated instruction and by implementing common assessments across grade level and in each content area will help to meet the needs of all students. These assessments will be used to guarantee all students, parents and fellow educators that our students are prepared for the next grade or class they enroll in. Using the common core standards will increase rigor for all.

Based on Bill Daggat's work at the International Center in Leadership professional development attended by several teachers and administrators the concept of Rigor, Relevance and Relationships will be emphasized for all students.

Core curriculum books are used in each content area which follows the Michigan standards for K-12 education.

We believe that all students have the right to be connected at their intellectual level.

Aligning our curriculum to the Michigan Department of Education initiative of Top 10 in 10 Years more students will have access to early childhood experience, college enrollment by high school, CTE participation, special education needs, along with English Language learning and student growth through assessments.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Haggerty oral language skill practice is started in preschool and continues through third grade. Jumpstart summer school for our GSRP students was provided over the summer for those children transitioning into kindergarten. Schoolwide assemblies, pep assemblies, and schoolwide events include the preschool age children.

Family literacy nights and family engagements classes such as Love and Logic includes these students.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Professional development will be aligned to the common core standards and benchmarks not only at grade level but across grade levels.

Professional development in the area of technology will ongoing throughout for Smart boards, etc.

Four staff members attended the International Center Leadership in Education conference in Orlando, Florida during the summer of 2017.

Two staff members will attend the Model Schools leadership conference in Dallas, Texas in the Fall of 2017.

We have continued to send teachers and principals to the Model School Conference in Nashville. We are building a community of Rigor , Relevance and Relationships with our staff and students in order to teach the whole child.

We will be using the Bill Daggat Using Rigor and Relevance to Create Effective Instruction will all teachers. Members from the Model School training will lead this book study.

In addition we will be using the Angela Watson Unshakable book as a book study. The leadership team and one staff member will lead this study throughout the year. This is a book on 20 was to enjoy teaching everyday.....no matter what.

Instructions strategies and techniques with children of poverty will be provide to the teachers at our school provided professional development .

We continue to follow the state profieciency third grade reading law and have had professional development on this topic.

Also, we continue to follow the new ESSA regulations and the Top 10 in 10 Years inittitive.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Throughout the school year staff will receive professional development in the area of technology provided by our technology director and the HISD technology instructor.

We have continued to send teachers and principals to the Model School Conference in Nashville. We are building a community of Rigor , Relevance and Relationships with our staff and students in order to teach the whole child. Staff meeting and activities throughout the year are scheduled to develop this culture.

We will be using the Bill Daggat Using Rigor and Relevance to Create Effective Instruction will all teachers. Members from the Model School training will lead this book study. Building cross content will develop relationships with staff and students. On going staff meetings will be held to reinforce these skills.

In addition we will be using the Angela Watson Unshakable book as a book study. The leadership team and one staff member will lead this study throughout the year. This is a book on 20 was to enjoy teaching everyday.....no matter what. During scheduled staff meetings

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discussion will be held on areas of concern or need based on this book

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Instructions strategies and techniques with children of poverty will be provide to the teachers at our school provided professional development. Kay Balcer will also be doing 2 two hour sessions throughout the year to develop this.

On going school improvement professional learning will continue to assess and evaluate common assessments, standard based report cards and basic skills exit tests.

Continued training in the Model School Conferences will increase the number of staff members involved in the Rigor, Relavance and Relationship concept. When they return, they provide extensive training on Bill Daggat's strategies and quadarant D higher level thinking skills.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are given the opportunity to share concerns and challenges at parent teacher conferences held twice a year.

The elementary principal hold coffee hour on the third Thursday of each month. Parents are encouraged to stop in and chat or discuss any topics they choose.

North Huron now has a Trusted Advisor working at our school through a grant received by the local ISD. The purpose of this position is to design and implement outreach and support activities for families and their at-risk children birth to age 5. It also improves linkage to families with children birth to 5 that may be difficult to engage in early learning and development programs and related community supports.

Skylert, Remind 101, text messages and phone messages are used to continually communicate with staff and parents.

The annual Title I meeting offer parents the opportunity to have input to develop the school-parent compact. These meetings also hold discussions on the program implementation, monitoring and evaluation of programs that are used with the children that are academically disadvantaged.

Parent surveys will provide input on the educational and culture of the district.

A Community Outreach Liaison will assist in involving parents in the school climate

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are given the opportunity to share concerns and challenges at parent teacher conferences held twice a year.

The elementary principal hold coffee hour on the third Thursday of each month. Parents are encouraged to stop in and chat or discuss any topics they choose.

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Parent surveys will provide input on the educational and culture of the district.

A Community Outreach Liaison will assist in involving parents in the school climate

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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To accomplish this we have adapted Joyce L. Epstein's, Family, and Community Partnership One Year Action Plan. This is updated yearly as new subcommittees and parent volunteers are recruited. All 6 components of this plan include activities that support the ESEA/Section 1118. Meetings are held throughout the year for each of the components of this plan. Updates are incorporated into each area as the year goes on. Input from parents, volunteers, staff and community members are discussed and evaluated for implementation.

The North Huron School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1118 of the ESEA:

1. Parents are assisted in understanding the State and Common Core content standards, assessments and how to monitor their child's progress at Parent Teacher Conferences, via Skyward, Remind 101, newsletters, syllabubs, web pages, and meetings on interpreting assessments such as Common Assessments, Exit tests, Mi-Access, M-Step, SAT, PSAT and MME. Also, our school web page has a parent information site which addresses these needs with sites for parents to learn about state requirements.
2. A Fall district wide open house will be held at North Huron District. This event will showcase academic and behavioral programs that will be implemented. Breakout sessions may include standard based report card information, Be Nice program, 6th grade orientation, EBLI training, Platoon and Departmentalizing concepts, drug awareness, day care and pre-school options, program tours including FFA, band, STEM and art. TAT question and answer time, Title I meeting, Parent Compacts and an explanation of attendance policies. The STEM night is held and provide opportunities for parents to learn more about STEM and other science and math benchmarks. Weekly newsletters and teacher web pages offer training to help parents work with their children. A school/ parent connection newsletter offers tips and ideas for parents to work with their child. TIPS is used for the purpose of having teachers involve parents in schoolwork.
3. Teachers have had PD on TIPS, technology reminders such as remind 101, Skyward parent access, encouraged to use parent contact logs, and involving parents in understanding technology.
4. Through our Athletic Boosters, Band Boosters, Agriculture events and School Improvement Committees we are able to coordinate parent involvement. Parents are encouraged to attend classroom field trips, assemblies, open house and special events along with sporting activities.
5. During our informational nights and at parent-teacher conferences staff members explain test results, state expectations and college ready standards in parent friendly terms, allowing for question and answer time.
14. North Huron Schools provides reasonable support for parental involvement by allowing parents to volunteer in the building and classrooms. Parents are encouraged to attend field trips, assemblies, open houses and special events. Parents are encouraged to participate in a variety of ways, which allows for a rich partnership with parents and benefits the students and staff. North Huron School accommodates any parents with disabilities as needed including ESL students with interpreters.

5. Describe how the parent involvement activities are evaluated.

Parents, community members and staff members will evaluate the effectiveness of each of the 6 components which are included in the Epstein model. This will be done at the parent involvement meetings as an ongoing assessment throughout the year. Parents are invited to the annual Title I meeting which informs parent of their rights as Title I parents. The Title I director will explain the purpose of the Title I program along with descriptions of the programs. These parents will help develop, implement and evaluate programs for the academically disadvantaged

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

At the annual Title I parent meeting the compact is discussed and suggestions are made for any changes. We have looked at many compacts and study them to see what we would want to include in ours. The decision is made with the parents, staff and administration

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Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

The alternative language policy is implemented as needed. We have an ESL interpreter for our Spanish speaking students and their families.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		parent involvement plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

At the annual Title I parent meeting the compact is discussed and suggestions are made for any changes. We have looked at many compacts and study them to see what we would want to include in ours. The decision is made with the parents, staff and administration.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

The highly qualified parapro integrates all core content areas to help academically at risk students in grades K-3.

Science Dimensions science series which integrates the Next Generation Science Standards.

Journeys Reading Series

Go Math

World history books

Agri-science classes- paraprofessional in the classroom to assist with academic needs

PLTW courses and 3D printers

Band

FFA

Rocket Math

Reflex Math

Brain Pop for our ELL learners

After school tutoring and extended day help in all content areas.

Common assessment and exit tests will allow us to monitor student progress and differentiate instruction.

Summer school intensive care for reading students will help at risk learners.

Highly qualified paraprofessionals will assist the economically disadvantaged male target population that are not meeting state benchmarks in core content areas.

Rigor, Relevance and Relationships concept will be a focus of North Huron School.

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Highly qualified paraprofessionals- work with at risk students in all content areas

EBLI training will advance and remediate reading and writing skills

After school tutoring and extended day offer the opportunity for additional academic support

Summer School - advance students in reading and writing through project based science for grades 1-3

Credit Recovery for grades 9-12 grades with grades 6-8 having summer school remediation

Khan Academy

Professional Development provides staff with opportunities to learn new instructional practices and standards

Technology - allows for differentiated instruction by having blended classrooms

Aggressive Behavior - rubric-based consequence plan for district

Understanding Poverty in the rural classroom - strategies for differentiated instruction

Book studies on 20 ways to enjoy teaching every day.....no matter what and Using Rigor and Relevance to Create Effective Instruction.

Community Outreach liaison

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I resources will be used to purchase supplemental leveled reading books to differentiate instruction.

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Before and after school tutoring will assist students with academic needs

Summer Camp will be provided for at-risk students.

Professional Development in the areas of the Rigor, Relevance and Relationships along with Poverty instructional techniques will be provided.

District developed common assessments will help update data on a continued basis throughout the year and will offer the chance for timely and additional assistance to students having difficulty mastering the standard.

Teachers being part of the school improvement CNA will aid in teachers participating in making assessment decisions.

Reflex math along with Rocket math will increase math fluency and parent involvement.

Using the Michigan Evaluation Tool allows for evaluation of both existing and future programs being used.

Our low class sizes in K-5 attract highly qualified teachers.

Professional Development in the area of technology will increase staff knowledge in the areas of smartboards, flipping the classroom and blending learning.

Materials for STEM, PLTW and agri-science learning projects that will supplement classroom instruction.

Highly qualified paraprofessionals to assist students who are not meeting the state standards.

Parent Liaison fro ESL learners to assist between school and home

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Data reviews meetings are held with staff members at least three times a year. This will be done after the common assessment testing which is done three times a year. This formative assessment will help drive instruction and programs throughout the year. The summative state assessments will be measured by the state proficiency benchmark.

Universal screening and progress monitoring will be done in the area of reading for all K-3 graders in order to comply with the State 3rd grade reading proficiency law.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Looking at the bottom 30% data and giving additional support to them using Title I funding will increase the progress made by this subgroup.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

North Huron School will be evaluating a strategy from the science goal using the MDE program evaluation tool. School improvement meetings will be held with teachers to analyze data from local, state and national tests. This disaggregation of data will be evaluated by the SIP team to determine the effectiveness of strategies and activities.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

North Huron School will be evaluating a strategy from the science goal using the MDE program evaluation tool. School improvement meetings will be held with teachers to analyze data from local, state and national tests. This disaggregation of data will be evaluated by the SIP team to determine the effectiveness of strategies and activities.

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

Data reviews meetings are held with staff members at least three times a year. This will be done after the common assessment testing which is done three times a year. This formative assessment will help drive instruction and programs throughout the year. The summative state assessments will be measured by the state proficiency benchmark.

Universal screening and progress monitoring will be done in the area of reading for all K-3 graders in order to comply with the State 3rd grade reading proficiency law

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

Looking at the bottom 30% data and giving additional support to them using Title I funding will increase the progress made by this subgroup

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Using the MDE program evaluation tool throughout the year will help us to revise the plan as needed. During school improvement meetings, data will be analyzed and gaps will be monitored for progress. Holding SIP meetings three times a year will provide benchmarks for our formative common assessments to be evaluated and strategies and instruction can be revised before the state summative assessments are given.

2017-18 new goals (revised)

Overview

Plan Name

2017-18 new goals (revised)

Plan Description

goals 2017-18

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 in North Huron Schools will show one years growth each year in Reading.	Objectives: 1 Strategies: 6 Activities: 25	Academic	\$141030
2	All students in North Huron School will show one years growth each year in Math	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$9999
3	All Students at North Huron demonstrate proficiency in Science.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$2000
4	All Students at North Huron Schools will become proficient writers in all content areas.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$200
5	All Students at North Huron demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$900
6	All students at North Huron Schools will take part in an academic culture that is based on the International Center for Leadership in Education. This is based on rigor, relevance, and relationship which produces a culture of high academic achievement.	Objectives: 1 Strategies: 3 Activities: 14	Academic	\$310

Goal 1: All students in North Huron Schools will show one years growth each year in Reading.

Measurable Objective 1:

80% of All Students will increase student growth in reading in English Language Arts by 06/01/2020 as measured by M-Step, MME, PSAT, SAT and common assessments.

Strategy 1:

Common Assessments/Standard Based Report Cards - Staff members in grades K-12 have met in professional learning groups to create agreed upon criteria for essential basic skills in each grade/content area. Common Assessments will be designed to ensure common learning in all grade levels/content area classes is being delivered.

These assessments will be used as formative assessments and will reflect the progress of students and help to monitor individual achievement gaps of all students. They will serve as exit tests with administration dates established at the beginning of the year.

Standard based report cards will be developed for core content areas in grades K-5 based on these standards.

Staff members in grades 1-12 have met in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Mastery of 80% is the benchmark for each of these tests. These standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards will be based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards. Classroom Assessment for Student Learning ...Doing it Right...using it well by Jan Chappuis, Rick Stiggins and Steve Chappuis will be used during the professional learning meetings.

Category: Learning Support Systems

Research Cited: Schmidt, McKnight & Raizen

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

North Huron School

<p>Teachers in grades K-5 meet weekly with the curriculum director. At this common prep time, teachers along with the curriculum director review progress of students, assessments, curriculum, parent teacher conferences, new state and federal laws, community engagement ideas and any new situations that come up.</p> <p>In addition staff meet on a monthly basis with meet with the elementary principal and the curriculum director with the PreK-2 and 3-5 staff members to collaborate and communicate strategies and programs being used.</p> <p>The early childhood center continues to expand and grow. Currently we have classrooms for infants 6 weeks through preschool. We are connecting to the pre-school and are now considered a Pre-K through 12 building. Staff meets in PLC's with the early childhood staff and our K-2 teachers to develop a continuum of skills and commitment to the development of the whole child.</p>	<p>Academic Support Program, Teacher Collaboration, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/11/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>General Fund</p>	<p>Elementary Teachers Curriculum Director Elementary Principal Early learning center Staff members</p>
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Strategy 2:

Core Reading Series K-6 - All K-6 literacy teachers will fully implement the common core reading series, Journeys. This program will have rigorous common core instruction design along with scaffolding and differentiation in every lesson. Digital learning tools and interactive white board lessons will be used within each lesson. Common assessments will be used for consistent expectations within a grade level.

Reading fluency and building on reading at independent levels will be stressed. On going monitoring and evaluation of pacing guides will be incorporated this year.

Category: English/Language Arts

Research Cited: National Reading Panel Report

www.eduplace.com

Staker and Horn. The Rise of K-12 Learning.

Ark, Tom. Getting Smart: How Digital Learning is Changing The World.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

North Huron School

<p>Administrators, principals, instructional staff and technology director will attend ongoing and sustainable professional development by attending conferences and workshops. The 4 staff members that attended the Model Schools Conference in Nashville, Tennessee along with staff members that have previously attended the Model School Conference will provide leadership and direction build around the Rigor and Relevance Model and the Daggett system of effective instruction. Units will be implemented by teachers based on the Using Rigor and Relevance to Create Effective Instruction by the International Center for Leadership in Education. All teachers will have a copy of this book to help generated rigor and relevance in their instructional lessons and assignment.</p> <p>On going professional development will be held on the use of technology. The district technology director and ISD technology instructor will hold monthly workshops on the use of smart boards, apps, and blended learning in the classroom. A book study will be held on the book and Unshakable by Angela Watson and A Framework for Understanding Poverty:, A Cognitive Approach will be ongoing and sustaining. These books will assist in understanding our clients and will offer strategies to use with this population to help them become successful learners.</p> <p>Principals, curriculum director and teachers will attend conferences on leadership, assessment, special populations and MDE school improvement state and federal updates. The lower elementary and the upper elementary Step Up To Writing facilitators will oversee writing techniques and strategies to be developed within the context of reading.</p>	<p>Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/21/2017</p>	<p>06/11/2018</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>Principals, teachers and curriculum director, book study leaders, support staff, special presenters on topics</p>
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Activity - PSAT/SAT Practice Test books and Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2018. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores. SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2017</p>	<p>06/11/2018</p>	<p>\$300</p>	<p>General Fund</p>	<p>Building principal, teachers and highly qualified paraprofessionals, technology director, curriculum director</p>

Activity - Reading Toolkit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

North Huron School

Journeys reading Tool Kit Intervention program. This tool kit will provide instructional routines to close the gaps in phonemic awareness, vocabulary, fluency and text comprehension with struggling readers in grades K-5.	Academic Support Program, Materials, Direct Instruction	Tier 2	Implement	09/11/2017	06/11/2018	\$0	Title I Part A	K-5 classroom reading teachers, highly qualified paraprofessional, Literacy Coach
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Activity - 6 grade Journey Individual Study Path	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to build confidence in reading, students in grades 6 need a flexible and individualized study path. Journey's core curriculum textbooks features complex, anchor texts that challenge students. Smart lesson plans let teacher target the needs of all students with assessments and digital tool that help track classroom progress.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/07/2019	\$310	Title I Part C	English department teaching staff, building principal, curriculum director

Activity - K-2 Core Reading Series	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 is piloring a county-wide reading series, CKLA, to address the concerns of state assessment data trends since the common core standards were implemented. K-2 teacher and lead teacher/literacy coach will be trained at the HISD with other local districts. This cross-county implementation will provide PLC opportunities as teachers address ongoing concerns of implementation and ensuring fidelity of use. The reading program will support students with two components.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/07/2019	\$14397	Title I Part D	K-2 teaching and support staff, building principal, lead teacher/literacy coach, curriculum director

Strategy 3:

Interventions - Highly qualified teachers and paraprofessionals will use researched based instructional programs for reading interventions. These interventions will be done in the classroom, pull out, or as extended day and school year activities. These interventions will focus on learners that are not meeting the state benchmarks on state and local assessments.

Category: English/Language Arts

Research Cited: [www.mclean.k12.ky/userfiles/123/RTI Documents](http://www.mclean.k12.ky/userfiles/123/RTI%20Documents)

www.internationalcentral.org/reading-fluency

cdd.tamu.edu/research/reading-intervention-research

Single Building District Improvement Plan

North Huron School

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified Paraprofessionals and highly qualified teachers will provide direct instruction to students through this discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments. Science related books will be used in this curriculum and will be sent home with students for family engagement. At the end of this session, students will produce their own books via i-pads with audio components that read the books aloud for practice. Those at risk of not meeting the state academic benchmarks will be involved in high interest activities provided by staff members and community members.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2017	\$100	Title I Part A	Highly qualified teachers, paraprofessionals and community members
Activity - extended day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be offered to all K-5 students at risk of not meeting the state standards. Highly qualified paraprofessionals and teachers will work with these students. Computer programs and one on one assistance with reading fluency skills and all other content areas. Project based hands on academic activities will be implemented incorporating building teams and cooperative learning.	Academic Support Program	Tier 2	Evaluate	09/11/2017	06/11/2018	\$4000	Title I Part A	Building principal, Title I director, highly qualified paraprofessionals, highly qualified teachers, NHJNHS students.
Activity - After School Tutoring for grades 6-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified teacher will provide before and after school tutoring for students in grades 6-12 that are not meeting the state common core standards.	Academic Support Program	Tier 2	Monitor	09/11/2017	05/24/2018	\$5000	Title I Part A	Building principal, highly qualified teacher, Title I Director
Activity - ESL intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

North Huron School

As needed, a highly qualified English speaking teacher will assist with ESL students needing academic support in all content areas. This staff member will work in the classroom and pull out as needed along with communication to families of these children. When needed, an additional English Speaking teacher will assist with assisting ESL students with the social and basic English communication. He will also assist with parent communication and involvement. Language Support Cards for ELL students have been provided to classroom teachers. The cards use real photographs to pre-teach critical skills and support a variety of ELL vocabulary needs; promote oral language and develop high utility words and academic language. WIDA CAN DO Descriptors by grade level cluster will be used in classrooms The WIDA CAN DO Descriptors are used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners. The Relationship among Performance Definitions: In addition staff will have access to the the The WIDA Standards Framework and its Theoretical Foundations book.	Academic Support Program, Direct Instruction	Tier 2		09/06/2016	06/07/2017	\$0	Title I Part A	Classroom teachers Building Principal Curriculum Director Title I Director ESL highly qualified teacher/liaison
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Activity - Career Counseling/Coop Advisor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A support staff member will work with students to identify areas that they are interested in and seek out possible job shadowing opportunities in the Thumb area. They will facilitate out of district visits to colleges, technical schools etc.. Resume writing , applying for jobs will be developed along with Career exploration and using the Career Cruising software program.	Recruitment and Retention, Academic Support Program, Career Preparation /Orientation	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	General Fund	Building Principal Staff members Career Advisor

Activity - Agri-Science Literacy Highly Qualified Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified agricultural paraprofessional will work with the K-5 science teachers and students to assist with reading literacy and relating it to science and agricultural content.	Teacher Collaboration	Tier 2	Implement	08/27/2018	08/26/2019	\$0	Title I Part A	High School Agriculture Science Teacher, and highly qualified paraprofessional, Title I Director, Elementary Science Teachers

Single Building District Improvement Plan

North Huron School

Activity - Reading Month Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Academic nights will be held throughout the school year focus on EBLI training, access to SKYWARD, Literacy Nights, and Standard Based Grading. Supplies and materials for Parent/Community engagement along with reading month activities and kindergarten parent brochures. Books will be purchased for all students to take home to increase reading motivation. Parent engagement activities to be used at home and school will be included.	Academic Support Program, Materials, Community Engagement, Parent Involvement	Tier 2	Implement	09/11/2017	06/11/2018	\$0	Title I Part A	Elementary Principal, Classroom Teachers, curriculum director
Activity - Dr. Michael Heggerty Phonemic Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The phonemic awareness curriculum by Dr. Michael Heggerty will be used in grades K-2. The literacy coach from HISD will model lessons on phonological awareness while working with letter/sound correspondences. Students will work with reading and writing letters according to their sounds, spelling patterns and phonological structure. These 20 minute lessons are fun filled with students' experiencing feelings of success. Three of these lesson plan books will be purchased to be used by classroom teachers in large groups and in small group settings.	Academic Support Program, Curriculum Development	Tier 2	Implement	11/06/2017	07/01/2019	\$0	Title I Part A	Huron Intermediate Reading Coach, North Huron's Literacy coach, kindergarten, first and second grade classroom teachers.
Activity - Elementary MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

North Huron School

<p>The Michigan Model of MTSS (Multi Tiered Support Systems) will be implemented to promote the third grade reading proficiency law. We have followed this law and developed a system of support systems. Core instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension must be provided. Universal screening must be given to all K-2 graders within the first 30 days of the beginning of the school year. Any student not meeting these benchmarks are then given a diagnostic test by the elementary reading coach. Those identified must have a IRIP (Individual Reading Improvement Plan) meeting with the principal, parent and the teacher. The IRIP must include the student's assessment results, A Read-At-Home Plan for parents with tools and training provided by the school. Documented efforts to engage the parent and whether or not efforts were successful. Documentation of any dissenting opinions about the plan. for grade 3, students with an identified reading deficiency, the plan will also include, an intervention program proven to accelerate achievement within the same year, more dedicated instructional, daily targeted, small-group or 1 on 1 guided practice, more frequent progress monitoring, supplemental instruction provided by someone with specialized reading training. Currently we will have 11 kindergarten IRIP's, 14 first graders, 15 second graders and 10 third graders. The literacy coach will help teachers with strategies to increase reading skills along with pulling these students to give small group instruction.</p>	Academic Support Program	Tier 2	Implement	10/02/2017	06/04/2018	\$0	General Fund	Elementary Principal Elementary Class Teachers Curriculum Director
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Activity - Small Group Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The North Huron elementary literacy coach has attended a four day conference put on the Michigan Department of Education. At this conference she was able to select research based practices that support reading growth. She has shared her information with all elementary staff. During her support of small groups she will be using EBLI, Heggerty Phonic, Guided Reading, Reading A-Z, Phonemic Awareness and Phonics activities and strategies and Universal Cue Systems for readers.</p>	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2017	06/04/2018	\$0	General Fund	Elementary Principal Classroom Teachers Curriculum Director Local ISD support

Activity - MTSS Secondary Will or Skill?	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

North Huron School

The MTSS system 6-12 has started. There are monthly staff meetings. Each staff member will be assigned to a grade level team. The team will look at academics, behavior and attendance data for students. The team will identify those in need of intervention. A staff member, from the team, will make a connection with the student and parent. Increased intervention options consist of : positive mentor (adult or peer), intervention class one hour a day, taking a class twice.	Academic Support Program	Tier 2	Implement	09/18/2017	06/11/2018	\$0	Head Start	Secondary Principal Secondary Teachers Parents
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Strategy 4:

Highly qualified teacher will be the Reading Literacy Coach for grades K-3 - One highly qualified teacher will become the Reading Literacy Coach. The focus of this teacher will be to assess, monitor and evaluate student progress in the area of reading. She will use the MTSS model to differentiate instruction to teach the reading levels of all students.

This position is based on the MAISA GELN task force executive study. This Early literacy task force has created literacy resources to support Michigan educators in improving literacy skills for all students. On going professional development for this coach will help support the development of instructional skills.

As part of the MTSS model universal screening and diagnostic tools will be used to help identify students which have literacy achievement gaps. On going progress monitoring along with a school to home component will be part of this process.

This will help ensure all students are proficient in reading by the end of third grade, as determined by state assessments.

Category: English/Language Arts

Research Cited: Allington, R. (1983). Fluency: The neglected reading goal in reading instruction. *The Reading Teacher*, 36, 556–551.

Allington, R. L. (1983). The reading instruction provided readers of differing reading ability. *Elementary School Journal*, 83, 548–559.

Anderson, R. C., Wilson, P. T., & Fielding, L. C. (1988). Growth in reading and how children spend their time outside of school.

Reading Research Quarterly, XXIII, Summer, 285–303.

Tier: Tier 2

Activity - Reading Intervention time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All first and second graders will have a designated time to practice reading at their instructional level.	Academic Support Program	Tier 2	Implement	09/05/2017	06/07/2019	\$111923	Title I Part A	One highly qualified first and second grade reading teacher.

Single Building District Improvement Plan

North Huron School

Activity - Early Literacy Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to ensure all students are prepared and are fluent in reading prior to third grade, first and second graders will be instructed by highly qualified teachers that are teaming together for collaboration in all core content areas. Platooning by 3 teachers will have all students for a specific content area and will collaborate on the progress of each child together. Leveled readers will be used to meet the reading skill level of all students. Monitoring the progress of all students will be shared by these teachers. A 45 minute intervention time will be built into the schedule daily for students to be instructed at their individual instructional level, both remediation and acceleration will take place during this intervention time. Learning A-Z, a text leveling system, will be used to insure accurate and reliable leveling results. Evidence-Based Literacy Instruction "Sight Words Made Easy" apps will be implemented and used on classroom I-pads.	Academic Support Program	Tier 1	Implement	09/11/2017	06/11/2018	\$0	General Fund	Literacy Coach, Elementary principal, curriculum director, HISD Literacy Consultant, MAISA and GELN Leadership team.

Activity - Reading Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to prepare our students for success on the third grade M-STEP summative assessment, one highly qualified teacher will become the reading literacy coach. This coach will work with K-3 teachers to model the research based Michigan Essential Instructional Practices to be compliant with the Michigan Law shw will administer assessments (both initial and extensive), instruction and curriculum. IRIP will be generated for all K-3 students that are identified through diagnostic testing.	Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/28/2018	06/07/2019	\$0	Title I Part C	Curriculum director, building principal, lead teacher/literacy coach

Strategy 5:

Essential School-Wide Practices in Literacy - North Huron School will reflect a strong commitment to literacy. Literacy will be a priority. Books and learning materials will reflect diversity across cultures, ethnic groups, genders and social roles. Events and activities will generated excitement around books and other texts. School staff will aim to foster intrinsic motivation read. Students will engage in practices such as planning for their own reading, with staff helping children identifying and building on the their academic strengths, providing feedback and modeling the thoughts and practices of successful readers and writers..

Category: English/Language Arts

Research Cited: Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task force.

Tier: Tier 1

Activity - Provision of abundant reading material in the classroom and throughout the schoolil	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

North Huron School

A wide range of books and other texts, print and digital, including information books, poetry, and story books will be accessible to children. Books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences will be available.	Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/11/2017	06/11/2018	\$0	General Fund	Classroom teacher, Building principals, highly qualified teacher working in the library
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Activity - Collaboration with families in promoting literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will engage in helping families with strategies for promoting literacy at home. This will be accomplished by hosting family and community events that will focus on engaging families to read with children. The literacy coach will provide a at home reading plan for those students identified as needing additional support. Books that children can borrow or keep will be available. Visits to the community library to obtain library cards will be available.	Academic Support Program, Community Engagement	Tier 1	Implement	09/05/2017	06/11/2018	\$0	General Fund	Building Principals, Staff members, curriculum director

Activity - The Learning Environment reflects a strong commitment to literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy will occur throughout the day and will be integrated into daily science, math and social studies learning. Children will have access to the school library, media center that will provide an student friendly environment to support motivation to read.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/11/2018	\$0	General Fund	All Staff Members, Building Principals, Curriculum Director, Library Consultant, Early Literacy Coach

Activity - Early Childhood Trusted Advisor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

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<p>A staff member will work as a Early Childhood Trusted Advisor. She focuses on sharing information about the importance of early childhood learning and development. She will also inform parent of services available to support families with young children and where families can find high-quality child care or preschool. This is done for both our school families and community. Contacts will be made by phone, creates and distributes newsletters both to school families and the community. A monthly Story Hour Time is being implemented which be held in our school library beginning in early December. The goal of the Trusted Advisor is to reach those families that are difficult to reach in the community and to share information and parenting strategies with those already in our preschool and daycare.</p>	<p>Academic Support Program, Community Engagemen t, Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/27/2018</p>	<p>06/06/2019</p>	<p>\$0</p>	<p>Other</p>	<p>Elementary Principal Early Childhood Center Director North Huron Early Childhood staff and director</p>
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Strategy 6:

Reading For A Purpose - All students in grades K-12 will read read for a specific purpose. Project based, hands on learning will be implemented. Students in woodworking are building a tiny house with thought to plan, design and construct with purpose and function. This mobil house will be a retail shop to move to farmer markets, fairs, with students selling arrangement. They will set the pricing matrix and multipliers and margins for projects made and sold.

Category: Career and Technical Education(CTE)

Research Cited: Developed by the National Reading Technical Assistance Center, RMC Research Corporation

The NRTAC expresses its appreciation to Elizabeth Goldman, C. Ralph Adler, and Robert Kozman

of RMC Research Corporation for their editorial and production support. Original design by

Lisa T. Noonis.

Tier: Tier 1

Activity - Instructional Learning Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how the lesson went for them.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>05/14/2018</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>General Fund</p>	<p>Agriculture Teacher Woodworking Teacher Building Principal Curriculum Director</p>

Goal 2: All students in North Huron School will show one years growth each year in Math

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Male White, Economically Disadvantaged and Homeless students will demonstrate a proficiency of 80% in Mathematics by 06/07/2017 as measured by M-Step, PSAT, SAT, MME, State and Local and Common Assessments.

Strategy 1:

Core Math Series K-6 and Higher Level Math - All K-6 and higher level math teachers will fully implement the common core Math series. This program will have rigorous common core instruction design along with scaffolding and differentiation in every lesson. Digital learning tools and interactive white board lessons will be used within each lesson. Common assessments will be used for consistent expectations within a grade level.

Fluency of math facts and revisiting math concepts throughout the school year will be stressed.

Problem solving and higher level thinking questions will be embedded throughout all lessons.

Category: Mathematics

Research Cited: Nationsl Research Council. (2002). Helping children learn mathematics.

www.dreambox.com/math-intervention

www.whatworks.eg.gov/

Tier: Tier 1

Activity - STEM Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will provide direct instruction to students on discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments provided by staff members and community members. All classroom K-8 and all higher level science classes will produce projects/displays to be utilized during Stem Night.	Parent Involvement	Tier 1		09/06/2016	06/07/2017	\$0	Title II Part A	Math and Science Committee Classroom teachers Building Principals Community Members

Activity - CTE Woodworking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cte classes with Karen Romcek are being pursued. This would be a General Woodworking Program having students be Participants, Concentrators, and Completers of the Program. This would bring Federal Perkins Funding as well as possibly serving as a Senior Math Credit. Articulation with local colleges is a possibility along with on the Job Training/Work-Based Learning.	Academic Support Program, Technology, Teacher Collaboration, Career Preparation /Orientation	Tier 1	Getting Ready	01/15/2018	06/01/2019	\$0	Other	Woodworking Teacher Staff Members Huron Technical Center Staff
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Strategy 2:

Differentiated Instruction - All classroom teachers will use blended learning and differentiated instruction in order to ensure that all students are given the opportunity to be successful in the content area of math. A blended learning approach combines face to face classroom methods with computer online activities to develop an integrated instructional approach. This will be done using I-pads, Smart boards, Elmos and other digital devices in the classroom. Common assessments and formative assessments will be given throughout the year and will be used to help identify math achievement gaps..

Category:

Research Cited: Staker and Horn. The Rise of K-12 learning.

Ark, Tom. Getting Smart: How Digital Learning is Changing the World

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified paraprofessionals and teachers will be involved in ongoing and sustainable professional development in the development of technology, blended learning, common core state standards, assessment, data, and school improvement.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2017	\$0	Title II Part A	Highly qualified teachers

Activity - Rocket Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rocketmath is a program which helps students develop math fluency. Rocket Math is 12 minutes a day math fact practice. It uses worksheets to practice 2 facts and their reverse in a carefully controlled sequence which enables mastery at an individualized pace. Students practice orally with a partner every day. One minute timings assess when students are ready to move to the next set of facts.	Supplemental Materials, Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/04/2018	\$2999	Title II Part A	Classroom math teachers After school programs

Activity - Develop Technology Literate Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will develop student technology skills in grades K-12. These skills are broken down into grade level clusters and will be taught to students by classroom teachers. Some of the skills include basic skills, word processing/writing, creating presentations, research skills and use of digital media to enhance understanding.	Academic Support Program, Direct Instruction, Career Preparation /Orientation	Tier 1	Getting Ready	09/06/2016	06/07/2017	\$0	General Fund	Classroom Teachers Technology Coordinator HISD staff member Building Principals
Activity - Dave Ramsey's Personal Finance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dave Ramsey's foundations in Personal Finance (Digital). This secondary online program teaches students to enter adulthood without debt, worry or stress. Ramsey Education allows Educators to teach their students how to successfully manage their money and their lives. The curriculum covers critical terms and concepts that provide students with practical ways to help apply proven principles.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/06/2019	\$1000	Title I Part A	Math department, building principal and curriculum director, technology director
Activity - Dream Box	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dreambox learning subscription- Dreambox Learning Math is a personalized learning software program which builds on problem solving strategies, critical thinking skills and develops math fluency. It will be used in grades K-5.	Academic Support Program, Technology	Tier 2		08/28/2018	06/07/2019	\$1000	Title I Schoolwide	K-6 Math teachers, technology director, curriculum director
Activity - Secondary Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teacher will provide before and after school tutoring for at risk students needing additional assistance in core curriculum content areas. 4 hrs per week X36 weeks. This is for grades 6-12	Academic Support Program	Tier 2	Monitor	08/28/2018	06/07/2019	\$5000	Title I Schoolwide	Highly qualified staff member, building principal, secondary staff members

Strategy 3:

Common Assessments/Standard Based Report Cards - Staff have met in professional learning groups to create agreed upon criteria for essential basic skills in each grade/content area. Assessments have been designed to ensure common learning in all grade levels/content area classes is being delivered. These assessments will

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be used as formative assessments and will reflect the progress of students and help to monitor individual achievement gaps of all students. They will serve as exit tests with administration dates established at the beginning of the year. Standard based report cards have been developed for core content areas in grades K-12 based on these standards.

Category: Mathematics

Research Cited: Schmidt, McKnight & Raizen

Tier: Tier 1

Activity - Building Common Core Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have met in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency will be determined. These standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards will be based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.	Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/06/2016	06/07/2017	\$0	Title II Part A	Curriculum Director Building Principals Administration Classroom Teachers

Strategy 4:

Exploratory Classes for 6-8 Students - All students in grades 6-8 will rotate every 9 weeks to four different exploratory classes. Based on the comprehensive needs assessment and surveys given to students and staff the classes of Everyday Writing, Social Psychology, Health and CSI Science will be offered to all students. These classes will focus on using and developing writing skills that will be used for a lifetime such as addressing letters etc. The Michigan Health model will be used to develop hygiene and personal and physical developmental skills. Self-esteem skills and conflict resolution will be taught in the Social Psychology class. Hands on investigative experiences and labs along with writing skills will be emphasized in the inquiry based CSI science class.

Category: Career and College Ready

Research Cited: Journal of School Health Research Article

A two-year, randomized control study of the effectiveness of the Michigan Model for Health™ curriculum was conducted in the 2006/2007 and 2007/2008 school years. It involved over 2,500 students and 300 teachers in Grades 4 and 5 across over 50 schools in Michigan and Indiana.

Tier: Tier 1

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Activity - Attendance and Truancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to work with the Attendance Officer and Truancy Officer to help lower our high number of absences.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2017	06/06/2018	\$0	General Fund	Secondary building principal, teachers and curriculum director

Goal 3: All Students at North Huron demonstrate proficiency in Science.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 on state and local assessments in Science by 05/31/2017 as measured by of 80%.

Strategy 1:

All staff will develop the Michigan's New K-12 Science Standards - Implications of the Vision for the Framework for K-12 Science Education and the Next Generation Science Standards are being viewed at a new vision for Science Education. Science Education involves more systems thinking and modeling to explain and give a context for the ideas to be learned. More investigation, solving problems and engaging in discussions with the teachers' guidance will take place.

Category: Science

Research Cited: NGSS@NSTA www.nsta.org/ngss

Tier: Tier 1

Activity - All students in North Huron Schools will be engage in the new Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-12 will be developing the Next Generation. This will involve learning facts and terminology while developing explanations and designing solutions supported by evidence-based solutions supported by evidence-based arguments and reasoning. Students will conduct investigations, solve problems and engage in discussions with the teachers' guidance. Students will also discuss open-ended questions that focus on strength of evidence to generate claims. Students writing of journals, reports, posters and media presentations that explain and argue will also be used. Supports will be provided so that all students can engage in sophisticated science and engineering practices.	Direct Instruction	Tier 1	Getting Ready	09/04/2017	06/10/2019	\$0	General Fund	All K-5 Classroom teachers and Secondary Science teachers.

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers have attended the MSTA/NSTA conference to help develop STEM PLTW, and project based learning. Ongoing PD will be attended by our 6-8 science teacher to provide an exposure and awareness of the Framework, the MI Science Standards, and the NGSS and be provided websites regarding NGSS. Our secondary science teacher attended a 3 week course this past summer on Physics:Mechanics which supports the new Michigan Science Standards. Guided Inquiry and cooperative learning were stressed.	Professional Learning	Tier 1	Implement	07/01/2016	06/01/2017	\$0	Title II Part A	Science teachers, and curriculum director
Activity - SUTW Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will incorporate step up to writing strategies when writing about the science content. The secondary Step Up To Writing facilitator will oversee these strategies.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/07/2017	\$0	No Funding Required	Classroom Teachers, Step Up to Writing Facilitator
Activity - Summer Agriculture Science Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified teacher will work with at risk students with a focus on student lead projects either plant or animal based. They will have a final assessment to monitor progress made throughout the summer. Students will develop skills that will be life long skills, responsibility, leadership and communication.	Academic Support Program, Career Preparation /Orientation	Tier 2	Getting Ready	06/13/2016	08/08/2016	\$0	Title I Part A	Secondary Principal, Agriculture Science Teacher.
Activity - Professional development on Teaching with Poverty in Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kay Balcer will provide professional development at our August PD days. She will present research based concrete tools and strategies to help our community prevent, reduce and alleviate poverty in our community. This training will be on going as she will return for 2-2hour training sessions throughout the year to work with students and staff.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/07/2019	\$0	Title II Part A	Leadership team along with consultant, Kay Balcer
Activity - Professional Development on the New Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Elementary classroom teachers and secondary Science teachers will continue to attend NGSS professional development in the county and around the state. Modeling the physics waves and cohorts of teachers have been meeting to learn how to lead and guide student thinking in this inquiry based method.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	03/13/2017	06/11/2019	\$0	General Fund	All elementary classroom science teachers and secondary science teachers
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Activity - Mystery Science and Science Dimensions will be implemented	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will be using Mystery Science to implement the NGSS. Each mystery is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and cross cutting practices. This on line program engages students by participating in hands on project based experiments. Science Dimensions will be implemented in grades 6-9. This program is built around the science content of the NGSS. Students will engage in true three-dimensional learning, think about engineering throughout the curriculum and participate in interactive digital activities.	Curriculum Development	Tier 1		09/04/2017	06/04/2018	\$0	General Fund	All elementary and secondary science teachers.

Activity - Large Instructional Learning lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how the lesson went for them.	Career Preparation /Orientation	Tier 1	Getting Ready	03/20/2018	06/01/2020	\$0	General Fund	Agriculture Teacher, Students and Community members

Strategy 2:

Highly qualified Paraprofessional will work with at risk students in Science - A highly qualified paraprofessional will work with at risk students in the area of Agriculture/Science. She will use state and formative assessments to help monitor, remediate and evaluate the progress of these students at risk of not meeting the state benchmarks, especially male and economically disadvantaged learners at the secondary level.

This position also will include coordinating the secondary agriculture science program with the elementary science program.

Lessons and hands on experiments and labs will be used with all elementary students led by the secondary agriculture paraprofessional and classroom science teacher. Recipes will be made using the ingredients from the farm land studied.

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Category: Science

Research Cited: September 2011: NSTA Makes Recommendations to Achieve on New Science Standards

NSTA Journal Series: Exploring the Science Framework

Tier:

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be offered to all K-5 students at risk of not meeting the state standards. Highly qualified paraprofessionals will work with students in the area of science.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/06/2017	\$0	Section 31a	Highly qualified paraprofessionals Classroom teachers Title I Director Elementary Building Principal
Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teacher will be available before and after school to offer assistance to at-risk students needing support. This position will be 4 hours/week, for 36 weeks.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/06/2019	\$0	Section 31a	Highly qualified teachers
Activity - STEAM Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will provide direct instruction to students on discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments provided by staff members and community members. All classroom K-8 and all higher level science classes will produce projects/displays to be utilized during STEAM Night. Supplies and materials for Parent/Community engagement along with reading month activities and kindergarten parent brochures. Books will be purchased for all students to take home to increase reading motivation. Parent engagement activities to be used at home and school will be included. Supplies and materials for STEAM Open House for K-8. Students will demonstrate science, math and art projects which will be based on inquiry and project based learning.	Academic Support Program, Teacher Collaboration, Direct Instruction, Parent Involvement	Tier 2	Monitor	09/06/2016	06/07/2019	\$0	Title I Part A	Math and Science Committee members Building principals Technology Director Classroom Teachers Community members

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Activity - Agriculture and Stem Discoveries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A highly qualified agricultural Science Academic Assistant will work in the extended day program with K-5 students. The program will allow for discovery in science, agriculture and stem activities.	Field Trip, Academic Support Program, Extra Curricular, Career Preparation /Orientation	Tier 2	Getting Ready	09/06/2016	06/07/2017	\$2000	Title I Part A	Title I director, elementary principal, extended day director, Agricultural Science teacher

Strategy 3:

Common Assessments/Standard Based Report Cards - Staff members in grades K-12 have met in professional learning groups to create agreed upon criteria for essential basic skills in each grade/content area. Assessments will be designed to ensure common learning in all grade levels/content area classes is being delivered. These assessments will be used as formative assessments and will reflect the progress of students and help to monitor individual achievement gaps of all students.

They will serve as exit tests with administration dates established at the beginning of the year.

Standard based report cards will be developed for core content areas in grades K-5 based on these standards.

Category: Science

Research Cited: Research

Schmidt, McKnight & Raizen

Tier: Tier 1

Activity - Building Common Core Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency will be determined. The standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards will be based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.	Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/07/2017	\$0	General Fund	Building Principals Curriculum Director Classroom Teachers

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Activity - PSAT/SAT Practice Test Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2018. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores. SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	09/01/2016	06/07/2017	\$0	General Fund	Classroom Science teachers Administration Curriculum Director Technology Directory

Goal 4: All Students at North Huron Schools will become proficient writers in all content areas.

Measurable Objective 1:

demonstrate a proficiency in writing in all content areas. by 06/11/2018 as measured by state and local assessments.

Strategy 1:

Interventions - for struggling writers - In the elementary grades the all teachers will use writing skills in all content areas. In the Platoon group one teacher will focus on devoted instructional time daily with all first and second grade students. These students will use Step Up to Writing rubrics, EBLI skills and follow the Michigan Standards for writing. In grades 3-5 writing standards have been included in the year at a glance documents created by teachers to ensure standards are taught with fidelity.

In grades 9-12 content area teachers will partner with the English teachers to cross reference research papers and writing skills. The Michigan standards in writing will be followed. Rubrics from the SAT essay will be used by English teachers to evaluate and guide instruction.

Category: English/Language Arts

Research Cited: EBLI

Tier: Tier 2

Activity - Small Group Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups with a highly qualified paraprofessional who will encourage and assist the students in a positive manner using research based strategies. Step Up To Writing strategies will be the primary intervention plan.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/01/2017	\$200	Title I Part A	Classroom teachers, highly qualified paraprofessionals, administration

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Activity - Employability Skills Assessment Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A North Huron Secondary School Employability skills Assessment Rubric has been created for the 2017-18 school year. This document will be filled out by every teacher for every child four times a year. The criteria of this rubric includes, responsibility, being respectful and being resilient	Academic Support Program, Teacher Collaboration, Career Preparation /Orientation	Tier 1	Getting Ready	09/11/2017	06/04/2018	\$0	Other	All secondary grades 9-12 staff members Secondary Principal

Strategy 2:

Common Assessments/Standard Based Report Cards - Staff have met in professional learning groups to create agreed upon criteria for essential basic skills in each grade/content area. Assessments have been designed to ensure common learning in all grade levels/content area classes being delivered. These assessments will be used as formative assessments and will reflect the progress of students and help to monitor individual achievement gaps of all students. They will serve as exit tests with administration dates established at the beginning of the year. Standard based report cards will be developed for core content areas in grades K-5 based on these standards.

Step Up To Writing and rubrics and resources from College Board will be used as a guide for instruction and grading.

Category: English/Language Arts

Research Cited: Writing Across the Curriculum

National Writing Council

Teachers of English

Tier: Tier 1

Activity - Step Up to Writing Fourth Edition Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Step Up to Writing strategy is now built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening. The new edition has four grade bands making the proven Step Up to Writing strategies targeted to students' grade levels and subject-area learning in specific grades. Implementing Step Up to Writing in every grade establishes a common writing language across grade levels and content areas. Professional Development will be held on learning about the new edition along with emphasis being placed on using the SUTW program with fidelity in grades K-12. In grades 6-12 the types of writing will be designated as an emphasis in each grade level; examples are narrative writing, persuasive writing, creative writing. These writing passages will be developed and expanded as the student progresses through the grades.	Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/06/2016	06/07/2017	\$0	Title I Part A	Classroom Teachers Building Principals Curriculum Director Writing Teachers

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Activity - Early Childhood Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to ensure all students are prepared and are fluent in reading and writing prior to third grade, first and second graders will be instructed by highly qualified teachers that are teaming together for collaboration in all core content areas. Platooning for these grades will have the 3 teachers having all students for a specific content area and will collaborate on the progress of each child together. Monitoring the progress of all students will be shared by these teachers. A 45 minute intervention time will be built into the schedule daily for students to be instructed at their individual instructional level, both remediation and acceleration will take place.	Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	06/05/2017	06/05/2018	\$0	General Fund	Classroom teachers Curriculum Director\ Building principals
Activity - Tools of the Mind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tools of the mind is a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational skills they need to succeed in school and beyond. This program has been started in the early childhood center with our preschool and during Professional Learning Community time collaborating with the K,1, and 2 teachers is in place. This continuum of skills from pre-k through third grade is a priority in order to assist our students and their needs. Several teachers and the elementary principal have been trained in this program. We intend to have more staff members trained in the future.	Academic Support Program, Behavioral Support Program, Curriculum Development	Tier 1	Implement	09/04/2017	06/01/2020	\$0	Section 31a	Pre-K through second grade teachers Elementary Principal Highly Qualified paraprofessionals
Activity - English 500	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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College bound 9 graders which have a solid academic standing based on their GPA and earning a score of 1050 or higher on the PSAT test and a score of 500 or higher on the Evidenc-Based Reading and Writing component of the PSAT test will be enrolled in this class. The purpose of the course is to help students develop critical/analytical thinking skills which will help them to develop logical critical writing skills The course will be taught by Judy Beam a retired college professor who is committed to helping these students grow so that they work toward their maximum potential.	Academic Support Program, Career Preparation /Orientation	Tier 3		10/10/2016	06/05/2017	\$0	Other	Secondary English Teacher Curriculum Director Judy Beam Barb Polega Secondary High School Principal Trusted Advisor to help commuicate with families of these students
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Activity - Rolling Research Papers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rolling research papers will be introduced. A topic is selected by the student. This is a living action research paper which will be built on a continuum basis for several years. Each year the paper will expand eventually preparing them to produce a senior project. In 10th grade students will pursue more in depth research and prepare for a senior project. This project is like Star Farmer, where a student picks an area of interest and action to research ie, honey bees, bats, etc.	Academic Support Program, Teacher Collaboration, Career Preparation /Orientation	Tier 1		01/15/2018	06/01/2020	\$0	General Fund	All Secondary Teaching Staff

Activity - Writers Recognition Breakfast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Platoon writing teacher will host a Writers Recognition for students at the elementary. This even celebrates and recognizes the importance of writing not only at school but in everyday life. Breakfast is served along with special recognition of individual writing pieces.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Monitor	05/24/2017	03/01/2019	\$0	General Fund	Elementary Building Principal Elementary Platoon Writing Teacher Community Students

Goal 5: All Students at North Huron demonstrate proficiency in Social Studies.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 on state and local assessments in Social Studies by 06/07/2017 as measured by by M-Step and Common Assessments.

Strategy 1:

MC3 Social Studies Program - All social studies teachers in grades K-6 will fully implement the MC3 social studies program developed by Genesee, Ingham, Macomb, Oakland and Ottawa Area ISD's. This curriculum aligns to the state expectations or GLCE's. This online curriculum features all the social studies disciplines along with SAT Reading Prep embedded in US History and Geography: Civics and Government: and Economics. Each unit includes graphic organizers, unit abstracts, focus questions, content expectations, lesson sequence, assessments and resources. Step Up To Writing standards will be embedded in the curriculum program. Secondary history text books have been also purchased.

Category: Social Studies

Research Cited: Cornell University, Kheel Center

Michigan State University

Wayne State University

The Henry Ford

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators, principals, instructional staff and technology director will attend ongoing and sustainable professional development by attending conferences and workshops. The 4 staff members that attended the Model Schools Conference in Orlando, FL will provide leadership and direction build around the Rigor and Relevance Model and the Daggett system of effective instruction. On going professional development will be held on the use of technology. The district technology director and ISD technology instructor will hold monthly workshops on the use of smart boards, apps, and blended learning in the classroom. A book study will be held on the book "Classroom Management Secret" and "Happy Teacher Habits" by Michael Linsin. These books will assist in classroom management and help you to discover how to be one of the happiest teachers on earth. Principals, curriculum director and teachers will attend conferences on leadership, assessment, special populations and MDE school improvement state and federal updates. The elementary and secondary Step Up To Writing facilitators will oversee writing techniques and strategies to be developed within the context of Social Studies.	Curriculum Development	Tier 1	Implement	09/06/2016	06/07/2017	\$900	General Fund	All Social Studies Teachers, Administrators, building administrators, Step Up To Writing Facilitators
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Activity - PSAT/SAT Practice Test Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2017. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores. SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT and MME test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/06/2016	06/07/2017	\$0	General Fund	Building Administrators Classroom Teachers Curriculum Director

Activity - History Connect Ed	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in History class will use Connect Ed for more digital use and technology which engages students to their preferred style of learning. More charts and graphs along with map reading will increase learning how to decipher and conclude rather than memorize. More open ended questions will be used and students will continue to present information in the forms of speeches or presentations as a way of demonstrating knowledge.	Academic Support Program, Technology	Tier 1	Implement	09/18/2017	06/01/2020	\$0	General Fund	Technology Director Curriculum Director History Teacher Willing students

Strategy 2:

Common Assessments/Standard Based Report Cards - Staff members in grades 1-8 have met in professional learning groups to create agreed upon criteria for

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essential basic skills in each grade/content area. Assessments will be designed to ensure common learning in all grade levels/content area classes is being delivered. These assessments will be used as formative assessments and will reflect the progress of students and help to monitor individual achievement gaps of all students. They will serve as exit tests with administration dates established at the beginning of the year. Standard based report cards will be developed for core content areas in grades K-5 based on these standards.

Category: Social Studies

Research Cited: Cornell University, Kheel Center

Michigan State University

Social Studies Research and Practice

Tier: Tier 1

Activity - Building Common Core Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff have met in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency have been determined. These standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards are based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.	Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/07/2017	\$0	General Fund	Building Administrators Classroom Teachers Curriculum Director

Goal 6: All students at North Huron Schools will take part in an academic culture that is based on the International Center for Leadership in Education. This is based on rigor, relevance, and relationship which produces a culture of high academic achievement.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior which reflects rigor, relevance and relationships by all staff and students at North Huron School in Practical Living by 06/07/2017 as measured by by academic growth based on common assessments.

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Strategy 1:

Building Culture of North Huron School - Activities will improve relationships between staff and students to create a positive school culture which promotes learning and relationships. This will help to create a healthy environment to promote growth in students and staff.

Category: School Culture

Research Cited: The Daggett System for Effective Instruction

Rigor, Relevance Framework

Tier: Tier 1

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in two book studies to increase rigor, relevance and relationships with staff and students. Unshakable book study will be led by the leadership team and will be provided at the August 2017 Professional development days. We will revisit this throughout the year at staff meetings Using Rigor and Relevance to create effective instruction by Bill Daggett will be provided to teachers at our August PD day. The Model School Team will led this book study that will continue throughout the year at staff meeting..	Technology , Parent Involvement, Professional Learning	Tier 2	Getting Ready	08/22/2017	06/07/2019	\$0	General Fund	Classroom Teachers Building Administrators All Staff

Activity - School Wide Aggressive Behavior Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program focuses on how students can prevent or minimize mean behavior in our school. How they can welcome new students, treat each other respectfully, ensure they do not allow themselves to become a target for bullies, and what to do if they do become a target. The ultimate goal of preventing, mean/aggressive behavior or bullying is to fulfill the legal and moral objective we have to provide a non-threatening environment in which students can become risk takers and reach their fullest academic potential. This program will better enable us the opportunity to help each individual aware of his/her importance and the need for acceptance and cooperation among all people in our society. Clear expectations will assist students in understanding how to relate in the classroom, the playground, locker rooms, hallways, and outside the school setting. Both the secondary and elementary consequences rubrics will be used by all staff and building administrators. Parents will be notified per the consequence rubric.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	09/06/2016	06/07/2017	\$0	General Fund	All Classroom Teachers Support Staff Cafeteria Workers Bus Drivers Building Administration

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Activity - Health teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One highly qualified health teacher will work with at risk students in grades 5-8. This program will focus on conflict resolution, hygiene, personal health, alcohol and tobacco use, and help students learn how to build strong relationships with others.	Behavioral Support Program	Tier 2	Getting Ready	09/06/2016	06/07/2017	\$0	Title I Part A	Elementary and Secondary principals, highly qualified health teacher
Activity - Love and logic	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Love and Logic classes were held at our elementary school. On teacher ran the class for four Mondays in March. These parent classes along with their children in grades K-8 did activities, crafts, games and snacks were provided. The parenting class used Jim Fay series which focuses on raising self-confident, motivated children who are ready for the real world. They learn how to parent effectively while teaching children responsibility and growing character.	Community Engagement, Parent Involvement	Tier 2	Implement	03/06/2017	04/03/2017	\$0	Other	Classroom Teacher Community Members Building Principal HISD
Activity - Recreating spaces in school	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spaces around the school will be recreated to be more friendly and warm. Examples would be the bathrooms, cafeteria, media center, hallways, and classrooms.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	06/04/2018	06/01/2019	\$0	Other	Model School Culture Committee Leadership Team Students Community Members Staff members
Activity - Go Grrrls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Go Grrrls is a program designed to promote healthy psychosocial development in female adolescents. The program is for girls in grades six through nine for 12 sessions outside of traditional school hours. A tea party was one of the activities held.	Behavioral Support Program	Tier 3		10/10/2017	01/16/2018	\$0	Other	Teacher to lead group Girls to participate

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Activity - School Wide Activites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school wide Dance to be held at the newly built Friends of Kinde Palace will be held. This will include elementary students pairing up with secondary students, walking to the palace, participating in dance, refreshments and a time of just having fun without any academic expectations. Building relationships with students and staff will be the benefit.	Teacher Collaboration, Extra Curricular, Community Engagemnt, Parent Involvement	Tier 1	Implement	10/19/2017	10/20/2017	\$0	Other	Model School Committe Leadership Team Staff and students Community members
Activity - Cross-Curricular topic Augment/Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post their unit topics "Year at a Glance" to one central Location to help identify cross-curricular connections between subjects. Also, staff members will create one unit using quandarant D rigor strategies in it.	Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/11/2017	06/11/2018	\$0	No Funding Required	All classroom teachers Leadership Team Model School Team
Activity - After School Room for Secondary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A room will be designated as a student lounge for secondary students after school hours. The room will be student friendly, relaxing and non threatening. It will supervised by a staff member at all times. Students waiting for school events to begin will find this most helpful instead of wondering the halls. Building relationships with students to students and staff will be a desired outcome.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Extra Curricular	Tier 1	Getting Ready	10/10/2017	06/01/2020	\$0	No Funding Required	Staff to supervise Staff to create room that is inviting and relaxing Student population Building principal
Activity - Elementary Parent Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers at the elementary along with the building principal have developed and created a list of Family engagement activities. Staff members signed up for an event and are responsible for running this event. Some of these events include: Fall Family Night, Writers Recognition Breakfast, Parent Academic Night Muffins for Mom Doughnuts for Dad Gram Crackers with Grandparents, Thanksgiving Dinner March is Reading Month Respect Assembly Learship Team School Spirit Christmas Concert Jog-a-thon/Jump Rope for Heart/ Field day	Academic Support Program, Teacher Collaboration, Community Engagement, Parent Involvement	Tier 1	Implement	10/19/2017	06/01/2018	\$0	Title I Part A	Staff members Elementary Building Principal Community members Students
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Activity - Michigan State Board of Education Model Local Wellness Policy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Huron School believes that schools should provide a campus-wide environment where students are taught healthy eating and physical activity knowledge, skills, and values. A local school wellness policy is a written document that guides our local district that promotes student's health, well-being, and ability to learn	Policy and Process, Direct Instruction	Tier 1	Monitor	09/05/2017	06/10/2019	\$0	Other	Wellness Committee and Policy Leadership Superintendent Physical Education Teachers Parent Food Services Physical Education/Health Teachers Principals

Activity - Habitudes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Habits set of 3 books for 30 students. The art of self leadership using memorable imagery, real life stories and practical experience to instill long lasting character qualities in students. Integrity, emotional security, self discipline, determination and initiative are all included in these books. The research-based approach to this flexible, proven character education curriculum empowers young adults to choose the core values of their lives and spark change in their school's culture.	Behavioral Support Program	Tier 1		08/28/2018	06/05/2019	\$310	Title I Schoolwide	Building principal, Model Schoolwide team, Highly qualified teacher

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Strategy 2:

Identifying and assisting Homeless Students - Informational forms will be sent to all families at the beginning of the year to update their family housing status.

The homeless liaison will communicate with those families that are identified as needing assistance.

Services will be provided as needed.

Category: Other - Homeless

Research Cited: • Homeless Liaison Toolkit | http://center.serve.org/nche/pr/liaison_toolkit.php

• NCHE Disaster Preparation and Response

webpage | http://center.serve.org/nche/ibt/dis_prep.php

• NCHE Enrollment webpage | http://center.serve.org/nche/ibt/sc_enroll.php

References

McKinney-Vento Homeless Assistance Act of 2001. 42 USC §§11431–11435. (2001).

Tier: Tier 1

Activity - School Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any identified homeless student will be provided with book bags and any school supplies that are needed. We will also provide clothing and make sure they are provided with free lunch for the school year. Transportation will be provided to any homeless student living outside the district that wishes to attend our school. This will be provided through the Thumb Area Transit system.	Academic Support Program	Tier 3	Monitor	09/05/2017	06/07/2019	\$0	Title I Part A	Homeless liaison

Strategy 3:

Parent Communication - Staff at North Huron School will increase parent communication by using social media and school events. This communication will improve student growth and help the school culture.

Category: School Culture

Research Cited: www.centerforpubliceducation.org/Main.../Parent-Involvement/Parent-Involvement.htm...

Tier: Tier 1

Activity - Twitter Account/Facebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A twitter account #Success at NHS will be created for parents to communicate with staff members. Facebook account will also increase parent involment with student activies and events.</p>	<p>Academic Support Program, Behavioral Support Program, Teacher Collaborati on, Community Engageme nt, Parent Involvemen t</p>	<p>Tier 1</p>	<p>Implement</p>	<p>10/02/2017</p>	<p>10/31/2017</p>	<p>\$0</p>	<p>Other</p>	<p>Model School Members Monitors of Facebook Staff members Student population</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Head Start

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Secondary Will or Skill?	The MTSS system 6-12 has started. There are monthly staff meetings. Each staff member will be assigned to a grade level team. The team will look at academics, behavior and attendance data for students. The team will identify those in need of intervention. A staff member, from the team, will make a connection with the student and parent. Increased intervention options consist of : positive mentor (adult or peer), intervention class one hour a day, taking a class twice.	Academic Support Program	Tier 2	Implement	09/18/2017	06/11/2018	\$0	Secondary Principal Secondary Teachers Parents

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Habitudes	Habits set of 3 books for 30 students. The art of self leadership using memorable imagery, real life stories and practical experience to instill long lasting character qualities in students. Integrity, emotional security, self discipline, determination and initiative are all included in these books. The research-based approach to this flexible, proven character education curriculum empowers young adults to choose the core values of their lives and spark change in their school's culture.	Behavioral Support Program	Tier 1		08/28/2018	06/05/2019	\$310	Building principal, Model Schoolwide team, Highly qualified teacher
Dream Box	Dreambox learning subscription- Dreambox Learning Math is a personalized learning software program which builds on problem solving strategies, critical thinking skills and develops math fluency. It will be used in grades K-5.	Academic Support Program, Technology	Tier 2		08/28/2018	06/07/2019	\$1000	K-6 Math teachers, technology director, curriculum director

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Secondary Tutoring	Highly qualified teacher will provide before and after school tutoring for at risk students needing additional assistance in core curriculum content areas. 4 hrs per week X36 weeks. This is for grades 6-12	Academic Support Program	Tier 2	Monitor	08/28/2018	06/07/2019	\$5000	Highly qualified staff member, building principal, secondary staff members
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Agri-Science Literacy Highly Qualified Paraprofessional	One highly qualified agricultural paraprofessional will work with the K-5 science teachers and students to assist with reading literacy and relating it to science and agricultural content.	Teacher Collaboration	Tier 2	Implement	08/27/2018	08/26/2019	\$0	High School Agriculture Science Teacher, and highly qualified paraprofessional, Title I Director, Elementary Science Teachers
Summer School	Highly qualified Paraprofessionals and highly qualified teachers will provide direct instruction to students through this discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments. Science related books will be used in this curriculum and will be sent home with students for family engagement. At the end of this session, students will produce their own books via i-pads with audio components that read the books aloud for practice. Those at risk of not meeting the state academic benchmarks will be involved in high interest activities provided by staff members and community members.	Academic Support Program	Tier 2	Implement	06/30/2017	06/30/2017	\$100	Highly qualified teachers, paraprofessionals and community members

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Elementary Parent Engagement	Teachers at the elementary along with the building principal have developed and created a list of Family engagement activities. Staff members signed up for an event and are responsible for running this event. Some of these events include: Fall Family Night, Writers Recognition Breakfast, Parent Academic Night Muffins for Mom Doughnuts for Dad Gram Crackers with Grandparents, Thanksgiving Dinner March is Reading Month Respect Assembly Learship Team School Spirit Christmas Concert Jog-a-thon/Jump Rope for Heart/ Field day	Academic Support Program, Teacher Collaboration, Community Engagement, Parent Involvement	Tier 1	Implement	10/19/2017	06/01/2018	\$0	Staff members Elementary Building Principal Community members Students
STEAM Night	Highly qualified teachers will provide direct instruction to students on discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments provided by staff members and community members. All classroom K-8 and all higher level science classes will produce projects/displays to be utilized during STEAM Night. Supplies and materials for Parent/Community engagement along with reading month activities and kindergarten parent brochures. Books will be purchased for all students to take home to increase reading motivation. Parent engagement activities to be used at home and school will be included. Supplies and materials for STEAM Open House for K-8. Students will demonstrate science, math and art projects which will be based on inquiry and project based learning.	Academic Support Program, Teacher Collaboration, Direct Instruction, Parent Involvement	Tier 2	Monitor	09/06/2016	06/07/2019	\$0	Math and Science Committee members Building principals Technology Director Classroom Teachers Community members
Reading Intervention time	All first and second graders will have a designated time to practice reading at their instructional level.	Academic Support Program	Tier 2	Implement	09/05/2017	06/07/2019	\$111923	One highly qualified first and second grade reading teacher.

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School Supplies	<p>Any identified homeless student will be provided with book bags and any school supplies that are needed. We will also provide clothing and make sure they are provided with free lunch for the school year. Transportation will be provided to any homeless student living outside the district that wishes to attend our school. This will be provided through the Thumb Area Transit system.</p>	Academic Support Program	Tier 3	Monitor	09/05/2017	06/07/2019	\$0	Homeless liaison
ESL intervention	<p>As needed, a highly qualified English speaking teacher will assist with ESL students needing academic support in all content areas. This staff member will work in the classroom and pull out as needed along with communication to families of these children. When needed, an additional English Speaking teacher will assist with assisting ESL students with the social and basic English communication. He will also assist with parent communication and involvement. Language Support Cards for ELL students have been provided to classroom teachers. The cards use real photographs to pre-teach critical skills and support a variety of ELL vocabulary needs; promote oral language and develop high utility words and academic language. WIDA CAN DO Descriptors by grade level cluster will be used in classrooms The WIDA CAN DO Descriptors are used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners. The Relationship among Performance Definitions: In addition staff will have access to the the The WIDA Standards Framework and its Theoretical Foundations book.</p>	Academic Support Program, Direct Instruction	Tier 2		09/06/2016	06/07/2017	\$0	Classroom teachers Building Principal Curriculum Director Title I Director ESL highly qualified teacher/liaison

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<p>Step Up to Writing Fourth Edition Common Core</p>	<p>Every Step Up to Writing strategy is now built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening. The new edition has four grade bands making the proven Step Up to Writing strategies targeted to students' grade levels and subject-area learning in specific grades. Implementing Step Up to Writing in every grade establishes a common writing language across grade levels and content areas. Professional Development will be held on learning about the new edition along with emphasis being placed on using the SUTW program with fidelity in grades K-12. In grades 6-12 the types of writing will be designated as an emphasis in each grade level; examples are narrative writing, persuasive writing, creative writing. These writing passages will be developed and expanded as the student progresses through the grades.</p>	<p>Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/07/2017</p>	<p>\$0</p>	<p>Classroom Teachers Building Principals Curriculum Director Writing Teachers</p>
<p>Agriculture and Stem Discoveries</p>	<p>A highly qualified agricultural Science Academic Assistant will work in the extended day program with K-5 students. The program will allow for discovery in science, agriculture and stem activities.</p>	<p>Field Trip, Academic Support Program, Extra Curricular, Career Preparation /Orientation</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/07/2017</p>	<p>\$2000</p>	<p>Title I director, elementary principal, extended day director, Agricultural Science teacher</p>
<p>Health teacher</p>	<p>One highly qualified health teacher will work with at risk students in grades 5-8. This program will focus on conflict resolution, hygiene, personal health, alcohol and tobacco use, and help students learn how to build strong relationships with others.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/07/2017</p>	<p>\$0</p>	<p>Elementary and Secondary principals, highly qualified health teacher</p>
<p>extended day</p>	<p>After school tutoring will be offered to all K-5 students at risk of not meeting the state standards. Highly qualified paraprofessionals and teachers will work with these students. Computer programs and one on one assistance with reading fluency skills and all other content areas. Project based hands on academic activities will be implemented incorporating building teams and cooperative learning.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Evaluate</p>	<p>09/11/2017</p>	<p>06/11/2018</p>	<p>\$4000</p>	<p>Building principal, Title I director, highly qualified paraprofessionals, highly qualified teachers, NHJNHS students.</p>

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Small Group Work	Students will work in small groups with a highly qualified paraprofessional who will encourage and assist the students in a positive manner using research based strategies. Step Up To Writing strategies will be the primary intervention plan.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/01/2017	\$200	Classroom teachers, highly qualified paraprofessionals, administration
Reading Toolkit	Journeys reading Tool Kit Intervention program. This tool kit will provide instructional routines to close the gaps in phonemic awareness, vocabulary, fluency and text comprehension with struggling readers in grades K-5.	Academic Support Program, Materials, Direct Instruction	Tier 2	Implement	09/11/2017	06/11/2018	\$0	K-5 classroom reading teachers, highly qualified paraprofessional, Literacy Coach
Reading Month Parent Engagement	Parent Academic nights will be held throughout the school year focus on EBLI training, access to SKYWARD, Literacy Nights, and Standard Based Grading. Supplies and materials for Parent/Community engagement along with reading month activities and kindergarten parent brochures. Books will be purchased for all students to take home to increase reading motivation. Parent engagement activities to be used at home and school will be included.	Academic Support Program, Materials, Community Engagement, Parent Involvement	Tier 2	Implement	09/11/2017	06/11/2018	\$0	Elementary Principal, Classroom Teachers, curriculum director
Summer Agriculture Science Program	One highly qualified teacher will work with at risk students with a focus on student lead projects either plant or animal based. They will have a final assessment to monitor progress made throughout the summer. Students will develop skills that will be life long skills, responsibility, leadership and communication.	Academic Support Program, Career Preparation /Orientation	Tier 2	Getting Ready	06/13/2016	08/08/2016	\$0	Secondary Principal, Agriculture Science Teacher.
After School Tutoring for grades 6-12	A highly qualified teacher will provide before and after school tutoring for students in grades 6-12 that are not meeting the state common core standards.	Academic Support Program	Tier 2	Monitor	09/11/2017	05/24/2018	\$5000	Building principal, highly qualified teacher, Title I Director

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Dave Ramsey's Personal Finance	Dave Ramsey's foundations in Personal Finance (Digital). This secondary online program teaches students to enter adulthood without debt, worry or stress. Ramsey Education allows Educators to teach their students how to successfully manage their money and their lives. The curriculum covers critical terms and concepts that provide students with practical ways to help apply proven principles.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/06/2019	\$1000	Math department, building principal and curriculum director, technology director
Dr. Michael Heggerty Phonemic Awareness	The phonemic awareness curriculum by Dr. Michael Heggerty will be used in grades K-2. The literacy coach from HISD will model lessons on phonological awareness while working with letter/sound correspondences. Students will work with reading and writing letters according to their sounds, spelling patterns and phonological structure. These 20 minute lessons are fun filled with students' experiencing feelings of success. Three of these lesson plan books will be purchased to be used by classroom teachers in large groups and in small group settings.	Academic Support Program, Curriculum Development	Tier 2	Implement	11/06/2017	07/01/2019	\$0	Huron Intermediate Reading Coach, North Huron's Literacy coach, kindergarten, first and second grade classroom teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross-Curricular topic Augment/Awareness	All teachers will post their unit topics "Year at a Glance" to one central Location to help identify cross-curricular connections between subjects. Also, staff members will create one unit using quadrants D rigor strategies in it.	Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/11/2017	06/11/2018	\$0	All classroom teachers Leadership Team Model School Team
After School Room for Secondary Students	A room will be designated as a student lounge for secondary students after school hours. The room will be student friendly, relaxing and non-threatening. It will supervised by a staff member at all times. Students waiting for school events to begin will find this most helpful instead of wondering the halls. Building relationships with students to students and staff will be a desired outcome.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Extra Curricular	Tier 1	Getting Ready	10/10/2017	06/01/2020	\$0	Staff to supervise Staff to create room that is inviting and relaxing Student population Building principal

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SUTW Strategies	Students will incorporate step up to writing strategies when writing about the science content. The secondary Step Up To Writing facilitator will oversee these strategies.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/07/2017	\$0	Classroom Teachers, Step Up to Writing Facilitator
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Highly qualified teacher will be available before and after school to offer assistance to at-risk students needing support. This position will be 4 hours/week, for 36 weeks.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/06/2019	\$0	Highly qualified teachers
Extended Day	After school tutoring will be offered to all K-5 students at risk of not meeting the state standards. Highly qualified paraprofessionals will work with students in the area of science.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/06/2017	\$0	Highly qualified paraprofessionals Classroom teachers Title I Director Elementary Building Principal
Tools of the Mind	Tools of the mind is a research-based early childhood model combining teacher professional development with a comprehensive innovative curriculum that helps young children to develop the cognitive, social-emotional, self-regulatory, and foundational skills they need to succeed in school and beyond. This program has been started in the early childhood center with our preschool and during Professional Learning Community time collaborating with the K,1, and 2 teachers is in place. This continuum of skills from pre-k through third grade is a priority in order to assist our students and their needs. Several teachers and the elementary principal have been trained in this program. We intend to have more staff members trained in the future.	Academic Support Program, Behavioral Support Program, Curriculum Development	Tier 1	Implement	09/04/2017	06/01/2020	\$0	Pre-K through second grade teachers Elementary Principal Highly Qualified paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Rocket Math	Rocketmath is a program which helps students develop math fluency. Rocket Math is 12 minutes a day math fact practice. It uses worksheets to practice 2 facts and their reverse in a carefully controlled sequence which enables mastery at an individualized pace. Students practice orally with a partner every day. One minute timings assess when students are ready to move to the next set of facts.	Supplemental Materials, Academic Support Program, Technology	Tier 2	Monitor	09/06/2016	06/04/2018	\$2999	Classroom math teachers After school programs
Building Common Core Common Assessments	Staff have met in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency will be determined. These standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards will be based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.	Academic Support Program, Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	09/06/2016	06/07/2017	\$0	Curriculum Director Building Principals Administration Classroom Teachers
Professional Development	Highly qualified paraprofessionals and teachers will be involved in ongoing and sustainable professional development in the development of technology, blended learning, common core state standards, assessment, data, and school improvement.	Professional Learning	Tier 1	Monitor	09/06/2016	06/07/2017	\$0	Highly qualified teachers
Professional Development	Science teachers have attended the MSTA/NSTA conference to help develop STEM PLTW, and project based learning. On-going PD will be attended by our 6-8 science teacher to provide an exposure and awareness of the Framework, the MI Science Standards, and the NGSS and be provided websites regarding NGSS. Our secondary science teacher attended a 3 week course this past summer on Physics:Mechanics which supports the new Michigan Science Standards. Guided Inquiry and cooperative learning were stressed.	Professional Learning	Tier 1	Implement	07/01/2016	06/01/2017	\$0	Science teachers, and curriculum director

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Professional development on Teaching with Poverty in Mind	Kay Balcer will provide professional development at our August PD days. She will present research based concrete tools and strategies to help our community prevent, reduce and alleviate poverty in our community. This training will be on going as she will return for 2-2hour training sessions throughout the year to work with students and staff.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/07/2019	\$0	Leadership team along with consultant, Kay Balcer
Professional Development	<p>Administrators, principals, instructional staff and technology director will attend ongoing and sustainable professional development by attending conferences and workshops. The 4 staff members that attended the Model Schools Conference in Nashville, Tennessee along with staff members that have previously attended the Model School Conference will provide leadership and direction build around the Rigor and Relevance Model and the Daggett system of effective instruction. Units will be implemented by teachers based on the Using Rigor and Relevance to Create Effective Instruction by the International Center for Leadership in Education. All teachers will have a copy of this book to help generated rigor and relevance in their instructional lessons and assignment.</p> <p>On going professional development will be held on the use of technology. The district technology director and ISD technology instructor will hold monthly workshops on the use of smart boards, apps, and blended learning in the classroom.</p> <p>A book study will be held on the book and Unshakable by Angela Watson and A Framework for Understanding Poverty: A Cognitive Approach will be ongoing and sustaining. These books will assist in understanding our clients and will offer strategies to use with this population to help them become successful learners.</p> <p>Principals, curriculum director and teachers will attend conferences on leadership, assessment, special populations and MDE school improvement state and federal updates.</p> <p>The lower elementary and the upper elementary Step Up To Writing facilitators will oversee writing techniques and strategies to be developed within the context of reading.</p>	Teacher Collaboration, Curriculum Development, Professional Learning	Tier 1	Implement	08/21/2017	06/11/2018	\$5000	Principals, teachers and curriculum director, book study leaders, support staff, special presenters on topics

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STEM Night	Highly qualified teachers will provide direct instruction to students on discovery based math and science experience. Activities will include math, science and writing activities which will involve hands on projects and experiments provided by staff members and community members. All classroom K-8 and all higher level science classes will produce projects/displays to be utilized during Stem Night.	Parent Involvement	Tier 1		09/06/2016	06/07/2017	\$0	Math and Science Committee Classroom teachers Building Principals Community Members
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Recreating spaces in school	Spaces around the school will be recreated to be more friendly and warm. Examples would be the bathrooms, cafeteria, media center, hallways, and classrooms.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	06/04/2018	06/01/2019	\$0	Model School Culture Committee Leadership Team Students Community Members Staff members
CTE Woodworking	Cte classes with Karen Romcek are being pursued. This would be a General Woodworking Program having students be Participants, Concentrators, and Completers of the Program. This would bring Federal Perkins Funding as well as possibly serving as a Senior Math Credit. Articulation with local colleges is a possibility along with on the Job Training/Work-Based Learning.	Academic Support Program, Technology, Teacher Collaboration, Career Preparation /Orientation	Tier 1	Getting Ready	01/15/2018	06/01/2019	\$0	Woodworking Teacher Staff Members Huron Technical Center Staff

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Michigan State Board of Education Model Local Wellness Policy	North Huron School believes that schools should provide a campus-wide environment where students are taught healthy eating and physical activity knowledge, skills, and values. A local school wellness policy is a written document that guides our local district that promotes student's health, well-being, and ability to learn	Policy and Process, Direct Instruction	Tier 1	Monitor	09/05/2017	06/10/2019	\$0	Wellness Committee and Policy Leadership Superintendent Physical Education Teachers Parent Food Services Physical Education/Health Teachers Principals
Twitter Account/Facebook	A twitter account #Success at NHS will be created for parents to communicate with staff members. Facebook account will also increase parent involvement with student activities and events.	Academic Support Program, Behavioral Support Program, Teacher Collaboration, Community Engagement, Parent Involvement	Tier 1	Implement	10/02/2017	10/31/2017	\$0	Model School Members Monitors of Facebook Staff members Student population
Love and logic	Love and Logic classes were held at our elementary school. On teacher ran the class for four Mondays in March. These parent classes along with their children in grades K-8 did activities, crafts, games and snacks were provided. The parenting class used Jim Fay series which focuses on raising self-confident, motivated children who are ready for the real world. They learn how to parent effectively while teaching children responsibility and growing character.	Community Engagement, Parent Involvement	Tier 2	Implement	03/06/2017	04/03/2017	\$0	Classroom Teacher Community Members Building Principal HISD
Go Grrrls	Go Grrrls is a program designed to promote healthy psychosocial development in female adolescents. The program is for girls in grades six through nine for 12 sessions outside of traditional school hours. A tea party was one of the activities held.	Behavioral Support Program	Tier 3		10/10/2017	01/16/2018	\$0	Teacher to lead group Girls to participate

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English 500	College bound 9 graders which have a solid academic standing based on their GPA and earning a score of 1050 or higher on the PSAT test and a score of 500 or higher on the Evidenc-Based Reading and Writing component of the PSAT test will be enrolled in this class. The purpose of the course is to help students develop critical/analytical thinking skills which will help them to develop logical critical writing skills The course will be taught by Judy Beam a retired college professor who is committed to helping these students grow so that they work toward their maximum potential.	Academic Support Program, Career Preparation /Orientation	Tier 3		10/10/2016	06/05/2017	\$0	Secondary English Teacher Curriculum Director Judy Beam Barb Polega Secondary High School Principal Trusted Advisor to help commuicate with families of these students
Employability Skills Assessment Rubric	A North Huron Secondary School Employability skills Assessment Rubric has been created for the 2017-18 school year. This doument will be filled out by every teacher for every child four times a year. The criteria of this rubric includes, responisiblity, being respectful and being resilient	Academic Support Program, Teacher Collaborati on, Career Preparation /Orientation	Tier 1	Getting Ready	09/11/2017	06/04/2018	\$0	All secondary grades 9-12 staff members Secondary Principal
Early Childhood Trusted Advisor	A staff member will work as a Early Childhood Trusted Advisor. She focuses on sharing information about the importance of early childhood learning and development. She will also inform parent of services available to support families with young children and where families can find high-quality child care or preschool. This is done for both our school families and community. Contacts will be made by phone, creates and distributes newsletters both to school families and the community. A monthly Story Hour Time is being implemented which be held in our school library beginning in early December. The goal of the Trusted Advisor is to reach those families that are difficult to reach in the community and to share information and parenting strategies with those already in our preschool and daycare.	Academic Support Program, Community Engageme nt, Parent Involvemen t	Tier 2	Implement	08/27/2018	06/06/2019	\$0	Elementary Principal Early Childhood Center Director North Huron Early Childhood staff and director

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School Wide Activites	A school wide Dance to be held at the newly built Friends of Kinde Palace will be held. This will include elementary students pairing up with secondary students, walking to the palace, participating in dance, refreshments and a time of just having fun without any academic expectations. Building relationships with students and staff will be the benefit.	Teacher Collaborati on, Extra Curricular, Community Engageme nt, Parent Involvement	Tier 1	Implement	10/19/2017	10/20/2017	\$0	Model School Committe Leadership Team Staff and students Community members
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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-2 Core Reading Series	K-2 is piloring a county-wide reading series, CKLA, to address the concerns of state assessment data trends since the common core standards were implemented. K-2 teacher and lead teacher/literacy coach will be trained at the HISD with other local districts. This cross-county implementation will provide PLC opportunities as teachers address ongoing concerns of implementation and ensuring fidelity of use. The reading program will support students with two components.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/07/2019	\$14397	K-2 teaching and support staff, building principal, lead teacher/literacy coach, curriculum director

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Counseling/Coop Advisor	A support staff member will work with students to identify areas that they are interested in and seek out possible job shadowing opportunities in the Thumb area. They will facilitate out of district visits to colleges, technical schools etc.. Resume writing , applying for jobs will be developed along with Career exploration and using the Career Cruising soft ware program.	Recruitmen t and Retention, Academic Support Program, Career Preparation /Orientation	Tier 1	Getting Ready	09/06/2016	06/01/2017	\$0	Building Principal Staff members Career Advisor

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<p>Early Childhood Teaming</p>	<p>In order to ensure all students are prepared and are fluent in reading and writing prior to third grade, first and second graders will be instructed by highly qualified teachers that are teaming together for collaboration in all core content areas. Platooning for these grades will have the 3 teachers having all students for a specific content area and will collaborate on the progress of each child together. Monitoring the progress of all students will be shared by these teachers. A 45 minute intervention time will be built into the schedule daily for students to be instructed at their individual instructional level, both remediation and acceleration will take place.</p>	<p>Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/05/2017</p>	<p>06/05/2018</p>	<p>\$0</p>	<p>Classroom teachers Curriculum Directory/ Building principals</p>
<p>Early Literacy Teaming</p>	<p>In order to ensure all students are prepared and are fluent in reading prior to third grade, first and second graders will be instructed by highly qualified teachers that are teaming together for collaboration in all core content areas. Platooning by 3 teachers will have all students for a specific content area and will collaborate on the progress of each child together. Leveled readers will be used to meet the reading skill level of all students. Monitoring the progress of all students will be shared by these teachers. A 45 minute intervention time will be built into the schedule daily for students to be instructed at their individual instructional level, both remediation and acceleration will take place during this intervention time. Learning A-Z, a text leveling system, will be used to insure accurate and reliable leveling results. Evidence-Based Literacy Instruction "Sight Words Made Easy" apps will be implemented and used on classroom I-pads.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/11/2017</p>	<p>06/11/2018</p>	<p>\$0</p>	<p>Literacy Coach, Elementary principal, curriculum director, HISD Literacy Consultant, MAISA and GELN Leadership team.</p>
<p>Large Instructional Learning lab</p>	<p>A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how the lesson went for them.</p>	<p>Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>03/20/2018</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>Agriculture Teacher, Students and Community members</p>

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The Learning Environment reflects a strong commitment to literacy	Literacy will occur throughout the day and will be integrated into daily science, math and social studies learning. Children will have access to the school library, media center that will provide an student friendly environment to support motivation to read.	Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/05/2017	06/11/2018	\$0	All Staff Members, Building Principals, Curriculum Director, Library Consultant, Early Literacy Coach
Develop Technology Literate Students	Teachers will develop student technology skills in grades K-12. These skills are broken down into grade level clusters and will be taught to students by classroom teachers. Some of the skills include basic skills, word processing/writing, creating presentations, research skills and use of digital media to enhance understanding.	Academic Support Program, Direct Instruction, Career Preparation /Orientation	Tier 1	Getting Ready	09/06/2016	06/07/2017	\$0	Classroom Teachers Technology Coordinator HISD staff member Building Principals
PSAT/SAT Practice Test Khan Academy	On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2018. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores.SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.	Academic Support Program, Technology , Teacher Collaboration	Tier 1	Implement	09/01/2016	06/07/2017	\$0	Classroom Science teachers Administration Curriculum Director Technology Directory
Attendance and Truancy	We will continue to work with the Attendance Officer and Truancy Officer to help lower our high number of absences.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/04/2017	06/06/2018	\$0	Secondary building principal, teachers and curriculum director

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PSAT/SAT Practice Test books and Khan Academy	On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2018. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores. SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/11/2018	\$300	Building principal, teachers and highly qualified paraprofessionals, technology director, curriculum director
Rolling Research Papers	Rolling research papers will be introduced. A topic is selected by the student. This is a living action research paper which will be built on a continuum basis for several years. Each year the paper will expand eventually preparing them to produce a senior project. In 10th grade students will pursue more in depth research and prepare for a senior project. This project is like Star Farmer, where a student picks an area of interest and action to research ie, honey bees, bats, etc.	Academic Support Program, Teacher Collaboration, Career Preparation /Orientation	Tier 1		01/15/2018	06/01/2020	\$0	All Secondary Teaching Staff
Instructional Learning Lab	A large instructional learning lab will be built for all K-12 science that is an environmental self sustaining building. They will do soil sampling, wet labs, looking at animal farrowing and large animal science. This teaching space will provide opportunity for students to experience hands on projects. Students will write lab reports, community presentations, create source documents for public communication and express how the lesson went for them.	Academic Support Program	Tier 1	Getting Ready	05/14/2018	06/01/2020	\$0	Agriculture Teacher Woodworking Teacher Building Principal Curriculum Director
Writers Recognition Breakfast	The Platoon writing teacher will host a Writers Recognition for students at the elementary. This even celebrates and recognizes the importance of writing not only at school but in everyday life. Breakfast is served along with special recognition of individual writing pieces.	Academic Support Program, Community Engagement, Parent Involvement	Tier 1	Monitor	05/24/2017	03/01/2019	\$0	Elementary Building Principal Elementary Platoon Writing Teacher Community Students

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<p>All students in North Huron Schools will be engage in the new Next Generation Science Standards</p>	<p>All students in grades K-12 will be developing the Next Generation. This will involve learning facts and terminology while developing explanations and designing solutions supported by evidence-based solutions supported by evidence-based arguments and reasoning. Students will conduct investigations, solve problems and engage in discussions with the teachers' guidance. Students will also discuss open-ended questions that focus on strength of evidence to generate claims. Students writing of journals, reports, posters and media presentations that explain and argue will also be used. Supports will be provided so that all students can engage in sophisticated science and engineering practices.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2017</p>	<p>06/10/2019</p>	<p>\$0</p>	<p>All K-5 Classroom teachers and Secondary Science teachers.</p>
<p>Building Common Core Common Assessments</p>	<p>Staff will meet in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency will be determined. The standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards will be based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.</p>	<p>Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/07/2017</p>	<p>\$0</p>	<p>Building Principals Curriculum Director Classroom Teachers</p>
<p>Collaboration with families in promoting literacy</p>	<p>Staff members will engage in helping families with strategies for promoting literacy at home. This will be accomplished by hosting family and community events that will focus on engaging families to read with children. The literacy coach will provide a at home reading plan for those students identified as needing additional support. Books that children can borrow or keep will be available. Visits to the community library to obtain library cards will be available.</p>	<p>Academic Support Program, Community Engagement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/11/2018</p>	<p>\$0</p>	<p>Building Principals, Staff members, curriculum director</p>

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Professional Development	Administrators, principals, instructional staff and technology director will attend ongoing and sustainable professional development by attending conferences and workshops. The 4 staff members that attended the Model Schools Conference in Orlando, FL. will provide leadership and direction build around the Rigor and Relevance Model and the Daggett system of effective instruction. On going professional development will be held on the use of technology. The district technology director and ISD technology instructor will hold monthly workshops on the use of smart boards, apps, and blended learning in the classroom. A book study will be held on the book "Classroom Management Secret" and "Happy Teacher Habits" by Michael Linsin. These books will assist in classroom management and help you to discover how to be one of the happiest teachers on earth. Principals, curriculum director and teachers will attend conferences on leadership, assessment, special populations and MDE school improvement state and federal updates. The elementary and secondary Step Up To Writing facilitators will oversee writing techniques and strategies to be developed within the context of Social Studies.	Curriculum Development	Tier 1	Implement	09/06/2016	06/07/2017	\$900	All Social Studies Teachers, Administrators, building administrators, Step Up To Writing Facilitators
PSAT/SAT Practice Test Khan Academy	On going teaching will take place in preparation for PSAT & SAT testing in the Spring of 2017. On line training through Khan Academy will provide students with practice timed tests and develop learning paths to improve scores. SAT study guides have been provided to the teachers. These along with Khan Academy, practice tests and Step Up To Writing strategies will be used in all content areas. 8, 9, and 10th will take PSAT in the spring and 11th graders will take the SAT and MME test in the Spring. This will provide opportunities for both staff and students to become familiar with the SAT test and identify content areas that need to be worked on.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/06/2016	06/07/2017	\$0	Building Administrators Classroom Teachers Curriculum Director
History Connect Ed	Students in History class will use Connect Ed for more digital use and technology which engages students to their preferred style of learning. More charts and graphs along with map reading will increase learning how to decipher and conclude rather than memorize. More open ended questions will be used and students will continue to present information in the forms of speeches or presentations as of way of demonstrating knowledge.	Academic Support Program, Technology	Tier 1	Implement	09/18/2017	06/01/2020	\$0	Technology Director Curriculum Director History Teacher Willing students

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Building Common Core Common Assessments	Staff have met in professional learning groups to create agreed upon criteria for consistent essential expectations within a grade level course or department. Levels of proficiency have been determined. These standards will be the essential skills required to be successful to exit from one grade/class to the next level. The standards are based on the year at a glance pacing guide which divides all standards to be covered in a content level by marking periods. These guides will be monitored by administration throughout the year. Timelines will be established on when these assessments will be given throughout the year along with strategies be used to help differentiate instruction for those that are at risk of not meeting these academic standards. Standard based report cards will reflect student progress on grade level common core state standards.	Academic Support Program, Teacher Collaboration, Curriculum Development	Tier 1	Getting Ready	09/06/2016	06/07/2017	\$0	Building Administrators Classroom Teachers Curriculum Director
Small Group Literacy Instruction	The North Huron elementary literacy coach has attended a four day conference put on the Michigan Department of Education. At this conference she was able to select research based practices that support reading growth. She has shared her information with all elementary staff. During her support of small groups she will be using EBLI, Heggerty Phonic, Guided Reading, Reading A-Z, Phonemic Awareness and Phonics activities and strategies and Universal Cue Systems for readers.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/04/2017	06/04/2018	\$0	Elementary Principal Classroom Teachers Curriculum Director Local ISD support

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Elementary MTSS	<p>The Michigan Model of MTSS (Multi Tiered Support Systems) will be implemented to promote the third grade reading proficiency law. We have followed this law and developed a system of support systems. Core instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension must be provided. Universal screening must be given to all K-2 graders within the first 30 days of the beginning of the school year. Any student not meeting these benchmarks are then given a diagnostic test by the elementary reading coach. Those identified must have a IRIP (Individual Reading Improvement Plan) meeting with the principal, parent and the teacher. The IRIP must include the student's assessment results, A Read-At-Home Plan for parents with tools and training provided by the school. Documented efforts to engage the parent and whether or not efforts were successful. Documentation of any dissenting opinions about the plan. For grade 3, students with an identified reading deficiency, the plan will also include, an intervention program proven to accelerate achievement within the same year, more dedicated instructional, daily targeted, small-group or 1 on 1 guided practice, more frequent progress monitoring, supplemental instruction provided by someone with specialized reading training.</p> <p>Currently we will have 11 kindergarten IRIP's, 14 first graders, 15 second graders and 10 third graders.</p> <p>The literacy coach will help teachers with strategies to increase reading skills along with pulling these students to give small group instruction.</p>	Academic Support Program	Tier 2	Implement	10/02/2017	06/04/2018	\$0	Elementary Principal Elementary Class Teachers Curriculum Director
Provision of abundant reading material in the classroom and throughout the school	<p>A wide range of books and other texts, print and digital, including information books, poetry, and story books will be accessible to children. Books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences will be available.</p>	Academic Support Program, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/11/2017	06/11/2018	\$0	Classroom teacher, Building principals, highly qualified teacher working in the library

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Mystery Science and Science Dimensions will be implemented	Students in grades K-5 will be using Mystery Science to implement the NGSS. Each mystery is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and cross cutting practices. This on line program engages students by participating in hands on project based experiments. Science Dimensions will be implemented in grades 6-9. This program is built around the science content of the NGSS. Students will engage in true three-dimensional learning, think about engineering throughout the curriculum and participate in interactive digital activities.	Curriculum Development	Tier 1		09/04/2017	06/04/2018	\$0	All elementary and secondary science teachers.
Professional Development on the New Next Generation Science Standards	Elementary classroom teachers and secondary Science teachers will continue to attend NGSS professional development in the county and around the state. Modeling the phycis waves and cohorts of teachers have been meeting to learn how to lead and guide student thinking in this inquiry based method.	Curriculum Development, Direct Instruction, Professional Learning	Tier 1	Implement	03/13/2017	06/11/2019	\$0	All elementary classroom science teachers and secondary science teachers
School Wide Aggressive Behavior Program	This program focuses on how students can prevent or minimize mean behavior in our school. How they can welcome new students, treat each other respectfully, ensure they do not allow themselves to become a target for bullies, and what to do if they do become a target. The ultimate goal of preventing, mean/aggressive behavior or bullying is to fulfill the legal and moral objective we have to provide a non-threatening environment in which students can become risk takers and reach their fullest academic potential. This program will better enable us the opportunity to help each individual aware of his/her importance and the need for acceptance and cooperation among all people in our society. Clear expectations will assist students in understanding how to relate in the classroom, the playground, locker rooms, hallways, and outside the school setting. Both the secondary and elementary consequences rubrics will be used by all staff and building administrators. Parents will be notified per the consequence rubric.	Behavioral Support Program, Parent Involvement	Tier 1	Implement	09/06/2016	06/07/2017	\$0	All Classroom Teachers Support Staff Cafeteria Workers Bus Drivers Building Administration

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Professional development	All teachers will participate in two book studies to increase rigor, relevance and relationships with staff and students. Unshakable book study will be led by the leadership team and will be provided at the August 2017 Professional development days. We will revisit this throughout the year at staff meetings Using Rigor and Relevance to create effective instruction by Bill Daggett will be provided to teachers at our August PD day. The Model School Team will led this book study that will continue throughout the year at staff meeting..	Technology , Parent Involvement, Professional Learning	Tier 2	Getting Ready	08/22/2017	06/07/2019	\$0	Classroom Teachers Building Administrators All Staff
Professional Learning Communities	Teachers in grades K-5 meet weekly with the curriculum director. At this common prep time, teachers along with the curriculum director review progress of students, assessments, curriculum, parent teacher conferences, new state and federal laws, community engagement ideas and any new situations that come up. In addition staff meet on a monthly basis with meet with the elementary principal and the curriculum director with the PreK-2 and 3-5 staff members to collaborate and communicate strategies and programs being used. The early childhood center continues to expand and grow. Currently we have classrooms for infants 6 weeks through preschool. We are connecting to the pre-school and are now considered a Pre-K through 12 building. Staff meets in PLC's with the early childhood staff and our K-2 teachers to develop a continuum of skills and commitment to the development of the whole child.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 2	Monitor	09/11/2017	06/01/2018	\$0	Elementary Teachers Curriculum Director Elementary Principal Early learning center Staff members

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6 grade Journey Individual Study Path	In order to build confidence in reading, students in grades 6 need a flexible and individualized study path. Journey's core curriculum textbooks features complex, anchor texts that challenge students. Smart lesson plans let teacher target the needs of all students with assessments and digital tool that hlep track classroom progress.	Academic Support Program, Curriculum Development, Career Preparation /Orientation	Tier 1	Implement	08/28/2018	06/07/2019	\$310	English department teaching staff, building principal, curriculum director

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Reading Literacy Coach	In order to prepare our students for success on the third grade M-STEP summative assessment, one highly qualified teacher will become the reading literacy coach. This coach will work with K-3 teachers to model the research based Michigan Essential Instructional Practices to be compliant with the Michigan Law shw will administer assessments (both initial and extensive), instruction and curriculum. IRIP will be generated for all K-3 students that are identified through diagnostic testing.	Academic Support Program, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/28/2018	06/07/2019	\$0	Curriculum director, building principal, lead teacher/literacy coach
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