



# **School Improvement Plan**

**Harwood Elementary School**

**Warren Consolidated Schools**

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## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

**Improvement Plan Assurance**

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

# **Title I Schoolwide Diagnostic**



## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

Harwood staff collaboratively participated in the comprehensive needs assessment throughout the year during PLCs, data dialogue and staff meetings during the 2016-2017 school year. Data reports were accessed either electronically or on paper from Data Director, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings. Staff identified achievement gaps in math, reading, and writing for all students and sub groups. Staff then looked for trends in the data, based on the demographics. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals. The school improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. We used our Unpacking Tool to monitor the progress of newly implemented data protocols that are used to identify student progress on grade level common formative assessments and intervention meetings data dialogue discussions.

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The results, gathered from student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments, Title I Program Review/Evaluation), perception data (various stakeholder surveys), and demographic data, were shared and examined during PLC and staff meetings.

What was examined:

The team examined school enrollment by grade and ethnicity/racial groups; attendance data by grade/race/ethnicity; discipline data and mobility trends.

What was discovered/concluded: (May 1, 2017)

Demographics Data:

In regard to enrollment trends, we discovered that Harwood's overall enrollment decreased from 374 students to 358, the decrease was attributed to lower kindergarten enrollment.

In regard to attendance, we discovered that Harwood's daily attendance rate increased from 89% to 95%, we believe the increase is attributed to monitoring excessive absences and tardies and meeting with parents throughout the year. In regard to mobility trends, we discovered that Harwood had 33 students enter after the start of the first day of school and 15 students leave after the first day of school.

In regard to disciplinary data we had 86 minor infraction office referrals and 17 major infraction office referrals which resulted in out-of-school suspensions. Although the referral rate is high, 5% of the student population are repeat offenders, which indicates that our Positive Behavior Intervention Support Program is effective for the majority of our student population. The majority of all incidents occur on the playground or bus.

Perception Data:

SY 2017-2018

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16 parents, 13 teachers, and 156 students completed the survey.

The parent survey was conducted throughout the 2016-2017 school year online. A summary of the results demonstrates that less than 70% parents believe they receive adequate information regarding their child's academic performance. 80% or more of parents feel that Harwood provides a safe, friendly environment that promotes academic excellence. The majority of parents feel that Harwood disciplines students fairly. Nearly all parents conclude that teachers meet individual student needs. They believe that teachers have an awareness about their child's learning deficits. 93% of parents believe that their child has been prepared for the next grade.

The staff believes that Harwood's collective commitments and working agreements contribute to efficiency and productivity during collaborative work time. A large majority of staff agree that grade level intervention meetings with support staff are beneficial and effective to support the school-wide MTSS model. The survey shows that the best aspects of our school is the staff and administration. The greatest concerns of the staff are student motivation/effort and parental support/participation.

Of the 156 students who answered the survey, 53% feel their teachers know when they are struggling, know extra help is available and that small group instruction helps them do better. 80% or more of the students feel that they are putting forth their best effort and are encouraged by their teacher. They understand the academic expectations in the classroom. Although 75% of the students surveyed know the behavior expectations, nearly 60% feel that student behavior is the biggest problem at school. The majority of student feel that Harwood is a safe place.

### Program/Process Data:

Our team examined the findings of the AdvancED Interim Self Assessment and our Title I program evaluation. Our self assessment found that school-wide student achievement and subgroup gaps are areas in need of improvement. We feel our strengths are in the areas of leadership, district approved resources, and effective communication. Our Title I program evaluation found areas that needed improvement are program documentation and parent education/involvement. Our strengths are found in available resources such as Leveled Literacy Intervention (LLI), Reading Mastery, Title I nights, and teacher student relationships. Therefore, we need to continue to fund these activities. The team believes Harwood staff would benefit from content rich leveled reader libraries in teacher's classrooms to support curriculum.

### Student Achievement Data

#### 1st Grade

Based on the results of the of the 2016-2017 Spring NWEA, the following percentages indicate students that are at or above District Grade Level Mean RIT scores:

Reading: 71%

Math: 64%

#### 2nd Grade

Based on the results of the of the 2016-2017 Spring NWEA, the following percentages indicate students that are at or above District Grade Level Mean RIT scores:

Reading: 51%

Math: 46%

3rd Grade Based on the results of the of the 2016-2017 Spring NWEA, the following percentages indicate students that are at or above District Grade Level Mean RIT scores:

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Reading: 41%

Math: 53%

Language: 57%

### 4th Grade

Based on the results of the of the 2016-2017 Spring NWEA, the following percentages indicate students that are at or above District Grade Level Mean RIT scores:

Reading: 36%

Math: 59%

Language: 39%

### 5th Grade

Based on the results of the of the 2016-2017 Spring NWEA, the following percentages indicate students that are at or above District Grade Level Mean RIT scores:

Reading: 37%

Math: 42%

Language: 31%

DRA2 Results: Kindergarten- 33% on or above level; Grade.1 - 39% on or above level; Grade 2- 61% on or above level; Grade. 3 - 57% on or above level; Grade. 4 - 60% on or above level and Grade. 5 - 62% on or above level.

Additional Kindergarten Student Achievement Data:

MLPP Letter and Sound Identification Spring 2017: 84% of the students were able to identify all of their letters and sounds.

### **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.**

Our School Improvement Plan has strategies that focus on two areas:

Our first strategy is to strengthen our core curriculum implementation. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement. Our second strategy establishes a Multi-Tiered Support System (MTSS) process. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision.

Goal 1:

All students will improve in the area of reading according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that reading is a significant area of deficit based on achievement results and staff and parent surveys. The subgroup with the largest gap is English Learner students in 3rd, 4th, and 5th grades.

Goal 2:

All students will improve in the area of writing according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that writing is a significant area of deficit based on achievement results and staff and parent surveys. The sub group with the largest gap is English Learner students in 4th grade. In

addition, our students performed the lowest on the WIDA in the area of written expression in comparison to the other domains.

Goal 3:

All students will improve in the area of mathematics according to local and state standards.

This goal is connected to our priority needs and the needs assessment based on our data. It shows that math is a significant area of deficit based on achievement results and staff and parent surveys. Specific sub groups with the largest gaps are: English Learner students in 3rd, 4th, and 5th grades.

**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?**

Each goal has been clearly written to identify the needs of all students and identified subgroups. The goals are aligned to reflect the conclusions drawn from the comprehensive needs assessment. Students identified as disadvantaged due to significant achievement gaps have been identified by their non-proficient status on State Assessments, NWEA, district writing assessment and DRA2.

EL students receive Tier 2 and Tier 3 instruction from our Language Acquisition teachers, Title I teacher and Para Professionals and differentiated instruction within the classroom. General education teachers also provide Tier 2 interventions to the most at-risk students in the classroom in both language arts and math.

The needs of the economically disadvantaged students are addressed by intervention support within the classroom Tier 2 model as well as Tier 3 support from the Title 1 teacher.

## **Component 2: Schoolwide Reform Strategies**

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

All students will benefit from our first strategy to strengthen our core curriculum implementation. Alignment of our curriculum, instruction, and assessment practices, while maximizing instructional time is needed to decrease variance in curriculum implementation, which will increase student achievement.

All students will benefit from our second strategy which establishes a Multi-Tiered Support System (MTSS) process. This process will focus on identifying student deficits, providing tiered instruction at each ability level, timely progress monitoring, and collaboratively analyzing data results to assess gains and develop instructional plans. Our MTSS model will align with our Professional Learning Community vision.

In the area of reading, the staff will implement a variety of strategies in order to increase achievement for all students. Strategies include: Balanced literacy utilizing guided reading and individual and small group interventions to reinforce whole group instruction. Science resources are available in our literacy library to K-5 teachers to integrate science into our literacy blocks. These resources allow the teachers to provide students instruction aligned to their grade level content using a range of leveled readers that meet the needs of their students. We will begin the Instructional Learning Cycle (ILC) process at the onset of the school year. Grade level teams, as well as our intervention team, has developed Language Arts power standards with established learning targets. Instructional learning plans will be developed for each unit, which will include grade level common assessments.

In the area of writing, staff in grades 1st-5th and intervention teams will continue utilizing writing to complex text to support the common core standards. The focus is on identifying and utilizing key vocabulary terms which enables students to write to complex texts. All writing responses support the development of informational, opinion and narrative writing. Strategies include small group instruction with the use of thinking maps, and Writer's Workshop strategies.

In the area of mathematics, the staff will implement a variety of strategies in order to increase achievement for all students. Strategies include: Direct instruction utilizing district approved curriculum, summative/formative assessments, differentiated math instruction, individual, and small group interventions to reinforce whole group instruction. Teams work in collaboration to revisit Power Standards and unwrapped learning targets for each unit of study. Through the use of pre-assessments, teachers identify prerequisite skills that students need support with and address those needs in mini lessons and small group instruction. Grade level common formative assessments continue to be developed and used to assess the students at the target level. Data outcomes are used to identify mastery level and support those in need of additional Tier 2 instruction.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

All methods and strategies in Harwood Elementary's School Improvement Plan address an increase in either quality or quantity of instruction.

Students who are disadvantaged or are an identified subgroup, will receive an increase in quality, supplemental instruction implementing brain-based, research supported activities and programs in order to bridge the gap in achievement. From McRel's Classroom Instruction that Works, all teachers will have identified learning targets for math and language arts instruction. Strategies such as non-

linguistic representations, advanced organizers, and cooperative learning are included in the administrator's walk through evaluation tool.

Tier 1 instruction has been adjusted to incorporate oral language by providing students the opportunity to use oral discourse to enhance their vocabulary, speaking skills, and ability to explain their thinking and reasoning when problem solving. Additionally, our whole group instruction is aligned at each grade level and from grade to grade, to support the scaffolding of skills that students develop in reading and writing.

Students will be exposed to an increase in the quantity of instruction through our Multi-Tiered System of Support program. This supplemental instruction provides additional time for students to receive reading instruction in comprehension, fluency and decoding strategies.

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

The comprehensive needs assessment findings indicate achievement gaps for English Learners across grade levels. To address the significant needs of this sub-group, staff utilizes research based reform strategies such as Balanced Literacy to provide direct instruction for all learners. Small group instruction is provided to address the needs of English Learners in all subject areas. Students also receive additional support from Title 1 staff and Language Acquisition staff using guided reading and balanced literacy through Leveled Literacy Intervention at students' instructional reading levels. Our strategies support our students' deficits in the areas of reading comprehension, fluency and written expression. Our increase in oral discourse and strengthening of our Tier 1 instruction and Tier 2 interventions provide our students with the necessary intentional modeling and exemplar student examples needed to support their development.

### **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.**

Strategies in the schoolwide plan that provide interventions for students who need the most instructional support include:

- Small group interventions in all academic areas given by the Classroom Teacher,
- Title I Teacher - Small group support that targets specific skill deficits including the use of the Leveled Literacy Intervention program and Reading Mastery.
- Language Acquisition Teachers - Small group support that targets specific skill deficits, oral language and decoding skills including the use of Mondo Oral Language, Leveled Literacy Intervention and Reading Mastery.
- Language Acquisition Para Professional - Supports development of Oral Language and specific skill deficits with kindergarten and newcomers using Mondo Oral Language and Reading Mastery.
- Teacher led after-school literacy and math family nights.
- Instructional staff - Utilizes multiple measures of data including formative/summative assessments, DRA2, and district/state assessments in order to identify students who need additional instructional support.
- Intervention team meetings are held each trimester for classroom teachers and support staff to communicate the effectiveness of the intervention strategies and discuss progress monitoring outcomes. This is also where staff communicates the next step in the students' plan for intervention.

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

Student data is monitored throughout the year during the PLC process, grade-level meetings, intervention team meetings and school improvement meetings. The building administrator, Title I staff, EL staff, special education staff, and general education staff examine a variety of student-level data. The District's Data Management System provides state assessments, NWEA, DRA2, and common formative assessment data. This is supplemented with classroom grades accessible through Power School. Data analysis is a regular part of PLC and staff meetings where intervention staff and general education staff come together to determine the academic impact for students, and make mid-course adjustments for students.



### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resource Department monitors the personnel files for accuracy.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>All staff (teachers and paraprofessionals) have met the criteria for Highly Qualified. Personnel files include a signed statement by each staff member attesting to their status of "highly qualified". The Human Resource Department monitors the personnel files for accuracy.</p>	

## Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for this school year was 13%.

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

12% of Harwood's staff has 0-4 years of experience.

28% of Harwood's staff has 5-10 years of experience.

44% of Harwood's staff has 11-15 years of experience.

16% of Harwood's staff has 16-20 years of experience.

0 % of Harwood's staff has 20+ years of experience.

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

Harwood Elementary School offers the following to attract prospective candidates:

1. Scheduled professional development offers the opportunity for staff members to develop and maintain the skills needed to address the needs of all our students.
2. Green School Emerald Status
3. Competitive salary and benefits package
4. Classroom computer interactive whiteboard projector system, Mediacast, and email system for each staff member
5. Curriculum specialists (CITS) to support classroom teachers
6. Positive school climate shared decision-making through the Professional Learning Communities (PLC) model of school improvement
7. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committees, Teacher Leader Academy at MISD, Teacher Union leadership
8. Media center with full-time media specialist
9. School is an early adopter of the MTSS (Multi-Tiered System of Supports) model
10. Full-time Instructional Technology department and tech support
11. Harwood teachers benefit from District and School-level Professional Development opportunities
12. "Teacher of the Year" Awards

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

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Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes Ventures Self-Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resource Dept. and the Superintendent.

In order to attract and retain highly qualified teachers, Warren Consolidated offers the following:

1. District Wide Accreditation by AdvancEd
2. Fifteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District mentoring System
4. New teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training
5. Competitive Salary and Benefits package
6. Classroom computer, interactive whiteboard projector system, Mediacast, and email for each staff member
7. Curriculum and Instructional Technology Specialists to support classroom teachers
8. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
9. Early Literacy Specialists
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at MISD, teacher Union leadership
11. Media centers with specialists in each building
12. Distance learning programs
13. Full-time Instruction Technology department and tech support
14. District and School-level Professional Development opportunities
15. District provided mentors

**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?**

This year we did not experience a high turnover rate.

## 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 learning the staff receives include:

- Differentiated Reading Instruction: Balanced Literacy
- Developing Collaborative Teams
- Writing Scoring Clinic for District Common Writing Assessments
- How to develop and implement a MTSS program in your school
- MISD principals and assistant principals series
- DRA2 refreshers to align with state reading law
- WIDA, understanding the data
- Corrective Reading
- Reading Mastery
- Easy CBM
- Instructional Learning Cycle (Balanced Assessment)
- Number Talks
- Common Core Writing to Complex Text
- Thinking Maps

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

All professional development within our School Improvement plan will be continued for any teachers who have not received training. Scaffolding of training will continue in the content areas of language arts and math. Sustainability will be achieved through the support of our District Content Specialists, early literacy specialists, support from the Macomb Intermediate School District, teacher leaders and outside sources when necessary. The scheduling for our professional development will be embedded into our school calendar through the use of Title I set aside funds, staff meetings and PLC meetings.

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

## **Component 6: Strategies to Increase Parental Involvement**

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

Throughout the school year, parents had numerous opportunities to provide input for the schoolwide plan. Through various written and online surveys, PTO meetings, Title I meetings, and Monthly English Learner parent meetings, parents gave feedback on issues regarding the school-wide plan such as:

School safety

Communication

Overall care of staff and students

Academic expectations

Behavioral expectation

MSTEP, WiDA, NWEA assessment questions/feedback

Parent representative(s) are invited to be members of the School Improvement Team by the principal. The community is provided monthly updates at the PTO meetings. The parent feedback is helpful in providing the school staff with perspectives from parent stakeholders.

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

At Curriculum Night, parents received the Home-School Compact, the Parent Involvement Policy, and literature for Understanding the Common Core. The compact will be reviewed, signed and returned. All parents are invited to attend fall and spring Title 1 Informational / Evaluation Meetings. Parents will be invited to attend monthly parent meetings hosted by our Language Acquisition teachers and Title I teacher, where they will be provided with literacy strategies to support their children at home, as well as, outreach community programs. Parents are further encouraged to volunteer in the classrooms working on strategies within the plan. At home, parents are offered many opportunities to support the strategies implemented and communicated at school such as; classroom reading logs as a monitoring tool, and other take home literacy and math activities to extend learning.

In Spring of 2017, parents of incoming kindergartners for the 2017/2018 school year were invited to attend a Literacy Workshop. The workshop focus was on providing parents specific strategies to increase their children's ability to identify letters and sounds.

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

The plan is formally reviewed by stakeholders each spring using all four data measures (achievement, program/process, demographic and perception data). Parent input is provided throughout the year through a variety of surveys at parent events, and other informal meetings (parent involvement events, PTO meetings, conferences, open houses, etc.)

Additionally, all stakeholders have the opportunity to share their comments and offer suggestions for possible changes to improve the plan for the following year. A Title I Spring Evaluation Meeting is held, at which time all relevant data is shared with parents, in an understandable and accessible format, in order to fully inform them of the current status of the plan. The SIP team will consider all stakeholder ideas when  
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updating the plan for the new school year using feedback from this meeting, as well as, all other data measures.

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		Parent Involvement Plan

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

Harwood Elementary School provides activities outlined in the ESEA Section 1118 (e), Building Capacity for Involvement, in the following ways:

1. Provides assistance to parents to understand content standards, assessments, Title I programming, monitor child progress and how to work with educators. The district webpage provides a video on "Parent Portal" information (parent log-in to check student attendance, overall grades, and class progress).
2. Provides materials and training for parents. The district webpage link to parent resources is available through various websites, and content-specific video tutorial sites; summer preschool program provides training and materials on reading to young children. Parent online education classes are provided through the Title I program. In addition, the Title I teacher provides training to parents on how to use online programs to support the home-to-school connection. Translated vocabulary is used to support, math, science, and other schoolwide education initiatives and goals are provided to the EL parents by the Language Acquisition Staff. Harwood provides a variety of resources for the school community: books, Blessings in a Backpack, and Coats for Kids.
3. Follow the school model described in Joyce Epstein's "School Family Community Partnerships."
4. Coordinates with parent involvement in other programs. The other programs include: Green School Environmental Awareness Support, Title I, and English learners.
5. Provides information in a format that is understandable to parents. Warren Consolidated Schools (WCS) provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The district also uses Language Line, a real-time translator phone service. Included on the district webpage are video tutorials for accessing the service, and the site is translatable by selecting a language scrolled at the bottom.
6. Provides other reasonable support as requested. Harwood staff regularly makes accommodations to provide parental support. Parent teacher conferences are scheduled with flexibility; including before and after school, during prep periods, and phone conferences to accommodate parent schedules. Harwood Elementary School provides activities outlined in the ESEA Section 1118 (f), Accessibility for disabled parents, LEP parents, and parents of migratory children, in the following ways: Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services, which are provided to communicate student progress. Parents are invited to attend parent meetings providing them with resources, training, and home strategies to support the online programs implemented in the school. Parents are encouraged to share their suggestions with staff in

order to identify student and parent needs.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability to translate information immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families have transportation resources upon request.

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

During the Spring Title I Evaluation meetings (in addition to the review of all four data sets), the parent plan and compact are reviewed by parents. The achievement, demographic, program/process, and perception data being reviewed simultaneously with parent involvement components allows parents to have a voice in evaluating the current program. Parents may request or plan for revisions of the parent components for the following year.

This is one of two formal occasions that parents are asked to identify their needs relative to supporting the academic success of their students. These meetings are the Spring Evaluation meeting and the Fall Title I Informational meeting. This is combined with the perception data/feedback parents provide throughout the year regarding parent activities and needs (via surveys following each parent event, and planning meetings for future parent events). This data is compiled by the School Improvement Team and used to revise the parent programming, plan, and compact.

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

Staff will compile and analyze the evaluation results and create strategies to address the needs as identified in the survey results. Data will be shared and used at PLC and SIP meetings to improve and direct our instruction. In addition, results from the evaluation will also be used as agenda items and topics for the 2017-2018 monthly parent meetings hosted by our Language Acquisition Teachers and Title I teacher.

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

The plan was developed through a collaborative effort of all stakeholders including parents. It is reviewed at the Title I Spring Evaluation meeting at which time parents are given an opportunity to make further suggestions for improvement. The school-parent compact addresses the responsibilities of parents, students, and teachers, describing a true partnership for learning between the home and school. It represents the accountability that we each have to each other as stakeholders in the Harwood community.

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

The compact is given to parents and discussed at Harwood's Curriculum Night at the beginning of the school year. All stakeholders are asked to sign the compact. Staff revisits the compact at Fall Parent-Teacher Conferences in November while meeting with parents. Specific areas of concern, or need for support, are shared with parents in relation to their child's academic progress.

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

Does not apply.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School-Home Compact

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

Harwood provides translators at informational meetings: Meet the Teacher/Curriculum Night, Title I/EL parent meetings, conferences, and IEP meetings. In addition, the Family Resource Liaison provides translated assessment documents. Staff utilizes the Language Line on an as-needed basis for translation services. The Warren Consolidated Website has option for parents to select their native language to translate district information.



## **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?**

Harwood will provide informational meetings and learning opportunities for incoming kindergarteners. The principal will provide an opportunity for preschool students to learn about the Harwood school environment with a building tour. This year we have outlined in our budget to provide a kindergarten camp designed to assess our students' letter and sound identification and expose them to the routines of the classroom before school begins. At this time they will have the opportunity to meet the teacher, tour the school and become familiar with transportation and food service procedures. This allows an opportunity for students to participate in a school-wide setting and become familiar with daily routines and structure before school begins.

### **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?**

Head Start, Great Start Reading Program (known as "World of Fours") and preschool programs operate in several elementary schools. Parents of preschoolers are invited to school events and meetings. A district-level informational meeting is held on two evenings. Parents are invited through district mailings and through preschool programs. All kindergarten registration information is available on the district webpage and in elementary school offices. Registration is available daily and scheduled evening dates at our Administration Building. Interpreters are available to assist non-English speaking families. Our district offers literacy and oral language training to preschool parents during the summer and yearlong programs at various elementary school sites. If a parent feels their children may be a candidate for transitional kindergarten the district provides testing to assess the options of placement that will support the child's academic and social success.

## **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?**

Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders at Harwood. The SIP team, in conjunction with the staff, is involved in making decisions that help drive the direction of our school. Harwood teachers work in professional Learning Community (PLC) meetings to create and/or select formative and summative assessments to help drive instructional practice. This year two of our grade level teams participated in the Balanced Assessment/Instructional Learning Cycle training to enhance and develop our process of looking at data to guide our development of common assessments at each grade level. Staff will participate in surveys in order to reflect on the value of the teacher-made assessments and will ensure that the core standards are being prioritized and taught. The principal will monitor the implementation of these assessments and data outcomes.

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

The staff work individually and collectively to analyze data during our Professional Learning Communities (PLC) meetings, grade level, grade level intervention meetings and staff meetings. All staff members and support staff utilize this time to disaggregate and analyze data, collaborating with their grade level groups as well as multi-grade level groups. Instruction is driven by the information gained during PLC's and is based on the national, state, and district guidelines regarding curriculum. Moving forward in fully implementing the Instructional Learning Cycle building wide, we will prioritize our standards to create learning targets, develop pre and post assessments aligned to the learning targets, implement units of study and provide differentiated support to students who do not demonstrate 80% or better proficiency on the common assessment. Child Study Teams also review the data to determine additional intervention needs or possible testing for special education services. We will continue to use our data protocols to maximize the time we spend developing instructional plans based on the data outcomes.

## 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 school has a process in place to identify students experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

#### Reading

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to their DRA-2 levels (intervention/below level), M-STEP proficiency (not proficient), NWEA (not meeting growth target), classroom performance (teacher recommendation), and grade level summative assessments (teacher recommendation) are identified as at-risk.

#### Writing

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to, DRA-2 (Intervention/Below Level), classroom performance (teacher recommendation), District Writing Assessment and grade level summative assessments/performance tasks (teacher recommendation) are identified as at-risk.

#### Math

Grade Span: K-5

Identification/criteria for selection:

Students who fall below grade level expectations according to their M-STEP proficiency (not proficient), NWEA (not meeting growth target), classroom performance (teacher recommendation), and grade level summative assessments (teacher recommendation) are identified as at risk.

Students will exit support services when they meet the following criteria:

Title I: Students who reach their grade level according to the DRA2

EL: Students receive a WIDA level of 5 or higher

Resource Room: Students that no longer qualify for services, based on a thorough Special Education evaluation.

### 2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students receive interventions from a variety of sources including Title I, Language Acquisition, Para Professionals, Teachers, and the resource room.

## School Improvement Plan

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Interventions Include:

Reading

Grade Span: K-5

Title I: Students who have been given Title I services, as identified by their DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

EL: Students who have been given English language services, as identified by WIDA level 1,2 and 3, DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Resource Room: Students who have been given teacher consultant services through the IEP process will receive small group intervention two times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Resource Room: Students who have been given resource room services through the IEP process will receive small group intervention five times a week to provide intense intervention in the area of reading comprehension, fluency, and accuracy.

Writing

Grade Span: K-5

Title I: Students who have been given Title I services, as identified by their DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention where writing is provided as an extension activity to work on grammar and the writing process.

EL: Students who have been given English language services, as identified by WIDA level 1, 2, and 3, DRA-2 scores (intervention/below level) and MSTEP proficiency scores (not proficient/partially proficient), will receive small group intervention where writing is provided as an extension activity to work on grammar and the writing process.

Resource Room: Students who have been given resource room services through the IEP process will receive small group intervention in the focus area of grammar and the writing process.

Math

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through MSTEP proficiency scores (not proficient/partially proficient), NWEA (not meeting growth target), summative assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

Resource Room.: Students who have been given resource room services through the IEP process will receive small group intervention in the focus areas of math fluency, computation and applied problems.

Science

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through M-STEP proficiency scores (not proficient/partially proficient), grade level assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

Social Studies

Grade Span: K-5

Instructional Staff: Teachers identify at risk students through M-STEP proficiency scores (not proficient/partially proficient), grade level assessments (teacher recommendation), and they will receive small group intervention where concepts are reviewed and retaught.

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

District provided curriculum resources contain guidance and materials related to differentiated instruction. Guided reading materials, manipulatives, and investigative activities are included. Currently, staff is using a variety of activities to meet the learning needs of their students including: DRA-2 leveled groups where guided reading is practiced (reading, science, social studies, writing). Words Their Way and Sitton Spelling are differentiated spelling and word study programs that are utilized at Harwood Elementary School. Thinking Maps are used to support independent student writing where students can work at their own level. Formative and summative assessments are used to create groups for small group activities geared toward different learning levels of understanding (math, reading, social studies, science, and writing). Additional small group intervention is provided daily by classroom teachers to reteach concepts and address prerequisite skill deficits. Online extension activities are set up at each student's ability level including, but not limited to: Raz-Kids, Xtra Math, Ten Marks.

## **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.**

Federal Resources: Title I, Title II, Title III, IDEA - (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff)

State Resources: State Per-Pupil Allowance (General Fund), GSRP (Great Start Readiness) - (K-12 Teachers, Counselors, Special Education Staff, World-of Fours Teachers)

Local Resources: Community Volunteers, WCS Educational Foundation

Harwood Elementary coordinates with the following community groups to provide programs and resources that support school-wide achievement:

Blessings in a Backpack

BOSCH

National Honor Society

Sterling Heights Fire Department

Detroit Institute of Arts

Henry Ford Museum

Detroit Zoo

DTE

Detroit Science Center

Sterling Heights Public Library

Our Title I teacher provides supplemental and timely instructional support to students during the school day that align with instructional strategies support the students' specific deficits. Parent involvement activities are designed and implemented throughout the school year. Parents have multiple opportunities for providing input into the school-wide SIP program.

Title IIa funds provide professional development to our teachers based on district and school improvement goals. Our teachers have participated in Balanced Literacy, job embedded guided reading coaching support, diagnostic assessment learning (DRA2), Instructional Learning Cycle/Balanced Assessment PD, Number Talks, Math Strategy PD, Oral Language PD, and Common Core: Writing to Complex Text. Additionally, our school receives an annual allocation to support school improvement activities such as literacy workshop/training and math training aimed at supporting school improvement goals.

Title III, Federal Grant funds, provide supplemental instruction support to eligible students. Family resource assistants work directly with EL families at meetings and by phone to support parents as they learn about the American school system.

Building level budgets also provide resources for additional instructional materials.

## School Improvement Plan

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Blessings in a Backpack is a district initiative whereby staff and community volunteers provide weekend backpacks of food for eligible students. This program is supported 100% by donations.

### **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.**

#### 1. Comprehensive Needs Assessment:

General Fund -

- Professional Learning Community meetings; SIP Team meetings, Grade Level Intervention Meetings and Staff Meetings

#### 2. Schoolwide Reform Strategies:

General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

- Specific Title I strategies for the building

#### 3. Highly Qualified Staff:

#### 4. Attract and Retain Highly Qualified Staff:

General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified
- District/School level mentoring system
- New teacher academy provided by the Macomb Intermediate School District (MISD)
- Competitive Salary and Benefits package
- Classroom computer, e-mail system, interactive white boards in all classrooms
- Curriculum specialists to support classroom teachers
- Positive School Climate - shared decision making through the PLC model of School Improvement
- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBIS
- Staffed media centers; distance learning capabilities, building WIFI
- Full time Instructional Technology Department

#### 5. Professional Development:

General Fund -

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

General Fund and Title II -

- District level professional development in core areas (writers workshop, guided reading, DRA(2), science, math, social studies, Differentiated Instruction, Classroom Instruction that Works, MTSS, Number Talks

Title II -

- PLC and School Improvement Training

Title I

- Monthly Grade Level Meetings and Grade Level Intervention Meetings three times annually

Title III

- Differentiated Instruction for ELs

## School Improvement Plan

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- Oral Language Development (and assessment)
- Writing

Title I -

- Differentiated Instruction
- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)
- Reading Mastery
- Math: Differentiated Instruction, Number Talks, Oral Discourse
- Building Level Title I Professional Development Plan:

6. Parental Involvement:

General Fund -

- District web page with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication
- ELL Parent Advisory Committee (meet 3x/year)
- ELL Parent Involvement Meetings (6-8x/year at different schools)
- ESL Classes through Community Services
- ELL Parent Education DVDs
- "Language Line", on-demand interpretation service via phone system
- Spring and Fall Parent-Teacher Conferences
- "PowerSchool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups
- Title I Parent Workshops: Literacy and math

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Blessings in a Backpack
- Sterling Heights Fire Department
- Detroit Institute of Arts
- Henry Ford Museum
- Detroit Zoo
- DTE
- PTO Leadership; District School Improvement Team; ELL Parent Advisory Committee

7. Preschool Transition:

Title I, IDEA, General Fund -

- Kindergarten Orientations



## School Improvement Plan

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- GSRP - World of Fours - preschool program for at-risk students

### 8. Assessment Decisions:

General Fund -

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committee
- Instructional Learning Cycle/Weekly collaborative grade level meetings

### 9. Timely & Additional Assistance:

Title I, Title III, General Fund -

- Title I Teachers
- Title I Aides;
- Before/After-school/Extended Programs
- Language Acquisition teachers, aides
- Family Resource Assistant

General Fund -

- Genesee ISD Program GEN NET

General Fund, IDEA -

- Resource Room Teachers
- Teacher Consultants

General Fund, Sec. 107/WIA Core Grants -

- Adult ESL Program

### 10. Coordination & Integration of Federal, State & Local Resources:

Title I, General Fund -

- Administrator of State and Federal Programs
- Central Office Administrators
- Building Staff

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The plan coordinates and integrates the following federal, state, and local programs and services in a manner applicable to the grade level:

Our Department of Nutrition Services provides Federally subsidized, nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

## **Evaluation:**

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

We evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources: MSTEP, NWEA, District and building common assessment, staff, parents and students perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the staff on a regular basis through a review of instructional plans, monthly monitoring logs, grade level dialogue and strategy implementation guides to ensure strategies are being implemented with fidelity. Our staff has the opportunity to discuss the results during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction. At-risk students will be monitored monthly by the intervention staff to determine the appropriateness and effectiveness of interventions, as well as, collectively with classroom teachers during grade level intervention meetings that will occur every 7-9 weeks.

The final evaluation submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, prior to the end of the school year, addresses both questions of academic impact, as well as questions regarding strategy selection and implementation, as outlined in the MDE Program Evaluation Tool.

### **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.**

Quarterly monitoring reports are submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs for review and utilized during discussion at administrator meetings. The final year-end evaluation report, also submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs, will include data from multiple sources, MSTEP, NWEA, District and Building Common Assessments as well as staff, parent, and student perception surveys. Through the evaluation process all stakeholders, including parents, have the opportunity to share comments and offer suggestions for possible changes to improve the plan for the following year. This occurs during school improvement meetings, PTO meetings, and also by attending a Title 1 Spring Evaluation Meeting. The SIP team will review all data, including academic impact data, and consider all ideas during this evaluation process, updating the plan for the upcoming school year. The final evaluation addresses both questions of academic impact, as well as questions regarding strategy and implementation, as outlined in the MDE Program Evaluation Tool.

### **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.**

Through Data Director, we have the ability to monitor progress of groups of students relative to all of the achievement data housed in the system (MSTEP, NWEA, District and Building Common Assessments). These reports are used by staff at PLC meetings, as well as the School Improvement Team during the final program evaluation process. Beginning of the year data is examined together with end of year data in order to determine growth and academic impact. Additionally, at risk students will be monitored monthly by the intervention staff, in collaboration with the classroom teachers as part of our MTSS process, to determine the appropriateness and effectiveness of interventions.

The results of this progress monitoring process is also used within the final evaluation process (completed by the school improvement team SY 2017-2018

following the Title I Spring Evaluation Meeting to which all parents are invited) in order to fully answer questions of academic impact, strategy selection and implementation, as outlined in the MDE's Program Evaluation Tool.

#### **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?**

As instructional leaders, the SIP team, along with all school staff members, review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) have the opportunity to attend the SIP meetings and provide valuable input regarding student and family needs. All families are invited to attend the Title 1 Spring Evaluation Meeting as another means of providing further input or suggestions. Families are updated monthly on our progress through our school newsletter, website and at PTO meetings, and are encouraged to provide feedback which is documented and maintained by the School Improvement Team. All four types of data are examined during the evaluation and revision process, and revisions to the plan are made by the team. The revised School Improvement Plan is then submitted to the WCS Executive Director of School Improvement and the Administrator of State and Federal Programs at the conclusion of each school year via the ASSIST platform.

# **2017-2018 School Improvement Plan**

## Overview

### Plan Name

2017-2018 School Improvement Plan

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Math: All students will meet or exceed state and local standards in math.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	Reading: All students will meet or exceed state and local standards in reading.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$103256
3	Writing: All students will meet or exceed state standards in writing.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
4	Behavior: All students will demonstrate appropriate behavior throughout the school campus.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Social Studies: All students will meet or exceed state standards in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	Science: All students will meet or exceed state standards in science.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: Math: All students will meet or exceed state and local standards in math.

### Measurable Objective 1:

66% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that will meet or exceed state standards in Mathematics by 06/14/2018 as measured by state assessments. In addition, 80% of all students will meet the growth target as measured by the NWEA..

### Strategy 1:

Balanced Math Instruction - Harwood staff will provide all students with a daily ninety minute block of balanced math instruction utilizing research-based strategies and district-provided curriculum. Components will include but won't be limited to: number talks, common core mathematical practices, and problem solving tasks.

Category: Mathematics

Research Cited: "Improving Student Achievement in Math" by Growse and Cebulla "Classroom Instruction That Works" by Marzano Instruction focused on math skills that are developmentally appropriate for each student or small group. Burns, M. (1992). About Teaching Mathematics a K-8 Resource. Sausalito, CA: Math Solutions Publications.

Tier: Tier 1

Activity - Monitoring Balanced Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching Staff will use multiple common assessments to continuously evaluate student learning as it relates to balanced math instruction. As part of the school improvement plan; the use of instructional unit plans, monitoring logs, formative assessments, target walls, and walkthroughs will be part of the monitoring process.	Evaluation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Harwood Instructional Staff

### Strategy 2:

Small Group Math Intervention - Students identified through common formative assessments will receive targeted small group instruction by the classroom teacher two to three times per week to address skill deficits.

Pending Title I resources, a Title I aide will also provide targeted small group interventions.

Category: Mathematics

Research Cited: Burns, M. (1992). About Teaching Mathematics a K-8 Resource. Sausalito, CA: Math Solutions Publications. About Teaching Mathematics gives teachers an even better guide for making appropriate and effective instructional decisions. It is an essential resource for all teachers of K -- 8 Mathematics.

Tier: Tier 2

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

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Students use computer-based programs to practice math problem solving, computation, and fluency skills. These programs include but are not limited to: Xtra Math, TenMarks, Moby Max, and Interactive White Board games.	Technology	Tier 2	Implement	09/05/2017	06/14/2018	\$0	Other	Harwood Instructional Staff
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## Goal 2: Reading: All students will meet or exceed state and local standards in reading.

### Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/14/2018 as measured by state assessments. In addition, 80% of all students will meet the growth target as measured by the NWEA assessment.

### Strategy 1:

Balanced Literacy Instruction - Harwood teachers will implement 180 minutes of balanced literacy instruction five days a week in order to increase student achievement in reading.

Category: English/Language Arts

Research Cited: Avalos, M., Plasencia, A., Chavez, C., & Rascón, J.. (2007). Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning. *The Reading Teacher*, 61(4), 318-21,323-326,328-329. Retrieved January 26, 2010, from Research Library. (Document ID: 1397136471).

Ford, M., & Opitz, M.. (2008). A National Survey of Guided Reading

Practices: What We Can Learn from Primary Teachers. *Literacy Research and Instruction*, 47(4), 309-331. Retrieved January 26, 2010, from Research Library. Document ID: 1588845171). 1500 K-2 teachers describing understandings and practices related to guided reading. Results focused on five questions: What is the purpose of guided reading groups? What grouping techniques should be used? What texts should be used? How is instruction planned with and away from the teacher? And how are learners assessed during guided reading? Responses indicated confusion about the purposes of guided reading, variability in grouping techniques, static membership in groups, over reliance on narrative texts, inconsistent use of instructional level texts, extensive use of centers and independent seat work to engage learners away from the teacher, and frequent use of informal assessment.

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principal verifies the activity is being implemented in all classrooms. These fidelity checks include walkthroughs, master schedules, monitoring logs and Professional Learning Communities' (PLC) discussions/agendas. The Harwood staff will analyze and evaluate student progress by utilizing DRA2, Easy CBM, common formative assessments, MSTEP, and NWEA.	Monitor	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	School Principal and Harwood staff
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a variety of technology-based programs that provide students with leveled reading practice. These programs include Raz-kids, Reading A-Z and Bookflix. The programs can be accessed both at school and at home.	Technology	Tier 1	Implement	09/05/2017	06/14/2018	\$1200	Title I Schoolwide	Classroom Teachers, Title I and Title III staff

Activity - Learning at Home Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be provided to parents to help support their children in reading. This will include an evening event to present literacy activities to families. In the Spring of 2017, parents of incoming Kindergartners for the 2017-2018 school year will be provided with literacy training activities that focus on letter/sound identification.	Parent Involvement	Tier 1	Implement	06/09/2017	06/14/2018	\$1000	Title I Schoolwide	Harwood Instructional Staff

### Strategy 2:

Title I Intervention - Harwood Title I Staff will meet with targeted students providing supplementary reading instruction in order to increase student achievement in reading.

Category: English/Language Arts

Research Cited: Foorman, B. R., Francis, D. J., Winikates, D., Mehta, P., Schatschneider, C., & Fletcher, J. M. (1997). Early interventions for children with reading disabilities.

Scientific Studies of Reading, 1, 255–276.

Examines effectiveness of three different reading interventions in reading disabled second and third graders. Compares growth in phonological and orthographic processing and word reading. Finds the most significant mediator of intervention effects was initial differences in phonological and orthographic processing skills.

Concludes that synthetic phonics facilitates skill in phonological analysis relative to analytic phonics and sight-word methods, but it does not transfer to gains in reading.

Tier: Tier 3

Activity - Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Assign Title I Teacher and Paraprofessional to provide additional reading instruction to targeted students.	Academic Support Program	Tier 2	Evaluate	09/05/2017	06/14/2018	\$101056	Title I Schoolwide	Building Principal, Title I Staff
Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups 5 times a week to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Easy CBM, Core Phonics, and running records.	Academic Support Program	Tier 3	Implement	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Title I staff

### Strategy 3:

English Learner Support - The Language Acquisition teachers provide additional small group direct instruction to identified English Learners (EL) five times a week.

Category: English/Language Arts

Research Cited: Al-Hazza, Tami Craft & Abha Gupta. (2006). Reading Tutor Checklist: A Guide for Supplemental Reading Support for Volunteer Tutors. Preventing School Failure, 50(4), 15-22. Retrieved January 26, 2010, from Research Library. (Document ID: 1121760671).

Tier: Tier 1

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Easy CBM and running records.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Language Acquisition Staff
Activity - MONDO Oral Language	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students participate in oral language activities to promote and encourage oral language development.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Language Acquisition staff

## Goal 3: Writing: All students will meet or exceed state standards in writing.

### Measurable Objective 1:

## School Improvement Plan

Harwood Elementary School

69% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/14/2018 as measured by state assessments. .

### Strategy 1:

Differentiated Writing Instruction - Instructional Staff will utilize the district adopted curriculum in order to provide all students with differentiated writing instruction in narrative, opinion, and informational writing.

Category: English/Language Arts

Research Cited: Units of Study for Writing by Lucy Calkins

Calkins: Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures and supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction

Being a Writer (Allington, Graves, Calkins, Fletcher)

by Developmental Studies Center

National Council of English Teachers (2008) Writing Now. Pages 1-8

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in writing instruction for all staff who need training.	Professional Learning	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Harwood Instructional Staff

### Strategy 2:

Title I Supplemental Support - Students receive small group instruction to reinforce the writing strategies taught within general education classroom; with the focus on writing to the text.

Category: English/Language Arts

Research Cited: Units of Study for Primary Writing Gr. K-2 and Units of Study for Teaching Writing Gr. 3-5. Heineman

Allington, R, and S. (1995). No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools. New York: Teachers College Press.

This comprehensive book, edited by Richard Allington and Sean Walmsley, contains essays that provide suggestions for improving literacy instruction for all children.

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The introduction dispels six commonly held beliefs about reading development in children.

Tier: Tier 2

Activity - Writing Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Implementation	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Title I Teacher

Activity - Shared Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-facilitated writing activity in which all students collaboratively work on a single writing piece.	Implementation	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Title I Teacher

### Strategy 3:

EL Supplemental Support - Students receive additional small group instruction to reinforce the strategies taught in the general education classroom; with the focus on writing to text.

Category: English/Language Arts

Research Cited: Units of Study for Primary Writing Gr. K-2 and Units of Study for Teaching Writing Gr. 3-5. Heineman

Tier: Tier 2

Activity - Writer's Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Language Acquisition staff

Activity - Shared writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-facilitated writing activity in which all students collaboratively work on a single writing piece.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	No Funding Required	Language Acquisition staff

**Goal 4: Behavior: All students will demonstrate appropriate behavior throughout the school campus.**

**Measurable Objective 1:**

demonstrate a behavior that reflects the positive behavior objectives of our SOAR program (Safety, Attitude, Respect, Responsibility) on a daily basis by 06/14/2018 as measured by office referrals.

**Strategy 1:**

Positive Behavior Support - Harwood Staff will continue to utilize S.O.A.R. as a school wide Positive Behavior Support program. Students are taught the behavioral expectations throughout the school year.

S: Stay Safe

O: Outstanding Attitude

A: Always Respectful

R: Ready to be Responsible

Students are given explicit instruction on expected behavior at the beginning of each school year. The SOAR program is reinforced daily through the use of SOAR cards recognizing appropriate behavior. Monthly SOAR reward activities are held to recognize students who demonstrate exemplary behavior throughout the month.

Category: Other - Behavior

Research Cited: Turnbull, A., Edmonson, H., Griggs, P, et.al. (2002). A Blueprint for Schoolwide Positive Behavior Support: Implementation of Three Components. Exceptional Children, Vol. 68, 2002.

Crone,D.A. and Horner, R.H. (2003). Building Positive Behavior Support Systems in Schools: Functional Behavior Assessment. Guilford Press: NY

Tier: Tier 1

Activity - SOAR Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are taught the behavioral expectations throughout the school year. An incentive program provides rewards for positive behavior.	Behavioral Support Program	Tier 1		09/05/2017	06/14/2018	\$0	No Funding Required	Harwood Instructional/Support Staff

**Goal 5: Social Studies: All students will meet or exceed state standards in social studies.**

**Measurable Objective 1:**

56% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency that will meet or exceed state standards in Social Studies by 06/14/2018 as measured by state assessments. .

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### Strategy 1:

Direct Instruction - Harwood staff will provide all students with direct instruction utilizing district-provided curriculum in Social Studies.

Category: Social Studies

Research Cited: Priorities in Practice: The Essentials of Social Studies, Grades K-8, Effective Curriculum, Instruction and Assessment (2008) by Kathy Checkley

Tier: Tier 1

Activity - Content Supported Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate content-specific literacy materials within each unit that support the social studies curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Harwood Instructional Staff
Activity - Supplemental Social Studies Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will choose from a variety of resources to supplement their instruction including but not limited to: Time For Kids, Scholastic News, Bookflix, BrainPop, Adventures to Fitness.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Harwood Instructional Staff

## Goal 6: Science: All students will meet or exceed state standards in science.

### Measurable Objective 1:

53% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to meet or exceed state standards in Science by 06/14/2018 as measured by state assessments. .

### Strategy 1:

Direct Instruction - Harwood staff will provide all students with direct instruction utilizing district-provided curriculum in Science.

Category: Science

Research Cited: Citation: Husty, S., & Jackson, J.. (2008). Multisensory Strategies for Science Vocabulary. Science and Children, 46(4), 32-35. Retrieved January 26, 2010, from Research Library. (Document ID: 1629163471). Seeing, touching, smelling, hearing, and learning! The authors observed that their English Language Learner (ELL) students achieved a deeper understanding of the properties of matter, as well as enhanced vocabulary development, when they were guided through inquiry-based, multisensory explorations that repeatedly exposed them to words and definitions in context. In this article, they describe their experiences using a multisensory approach with a group of third-grade students who are classified as ELL.

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Tier: Tier 1

Activity - Content Supported Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate content-specific literacy materials within each unit that support the science curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	No Funding Required	Harwood Instructional Staff
Activity - Supplemental Science Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a variety of science supplemental resources including but not limited to: Discovery Education, Bookflix, BrainPop, Adventures to Fitness.	Implementation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Harwood Instructional Staff

**Strategy 2:**

Green Schools Environmental Education - Teachers and students participate in a schoolwide program to promote environmental awareness.

Category: Science

Research Cited: [http://www.macombcountymi.gov/macomb\\_gov/GreenSchools.htm](http://www.macombcountymi.gov/macomb_gov/GreenSchools.htm)

Tier: Tier 1

Activity - Green Schools Environmental Education Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will participate in a variety of activities including but not limited to: Harwood School Garden, school-wide vermicomposting, school-wide recycling programs, community cleanup activities, school beautification activities.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	Title I Schoolwide	Harwood Instructional Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Balanced Math Instruction	Teaching Staff will use multiple common assessments to continuously evaluate student learning as it relates to balanced math instruction. As part of the school improvement plan; the use of instructional unit plans, monitoring logs, formative assessments, target walls, and walkthroughs will be part of the monitoring process.	Evaluation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
Leveled Literacy Intervention	Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Easy CBM and running records.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Language Acquisition Staff
Monitoring	Principal verifies the activity is being implemented in all classrooms. These fidelity checks include walkthroughs, master schedules, monitoring logs and Professional Learning Communities' (PLC) discussions/agendas. The Harwood staff will analyze and evaluate student progress by utilizing DRA2, Easy CBM, common formative assessments, MSTEP, and NWEA.	Monitor	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	School Principal and Harwood staff
Writer's Notebooks	Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Direct Instruction	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	Language Acquisition staff
Writing Notebooks	Student notebooks will be utilized as part of the intervention to reinforce strategies from daily lessons.	Implementation	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	Title I Teacher
Shared writing	Teacher-facilitated writing activity in which all students collaboratively work on a single writing piece.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Language Acquisition staff
MONDO Oral Language	Identified students participate in oral language activities to promote and encourage oral language development.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Language Acquisition staff



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Shared Writing	Teacher-facilitated writing activity in which all students collaboratively work on a single writing piece.	Implementation	Tier 2	Monitor	09/05/2017	06/14/2018	\$0	Title I Teacher
Content Supported Literacy	Teachers will incorporate content-specific literacy materials within each unit that support the science curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
SOAR Program	Students are taught the behavioral expectations throughout the school year. An incentive program provides rewards for positive behavior.	Behavioral Support Program	Tier 1		09/05/2017	06/14/2018	\$0	Harwood Instructional/Support Staff

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Social Studies Resources	Staff will choose from a variety of resources to supplement their instruction including but not limited to: Time For Kids, Scholastic News, Bookflix, BrainPop, Adventures to Fitness.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
Green Schools Environmental Education Activities	Teachers and students will participate in a variety of activities including but not limited to: Harwood School Garden, school-wide vermicomposting, school-wide recycling programs, community cleanup activities, school beautification activities.	Implementation	Tier 1	Implement	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
Professional Development	Professional development in writing instruction for all staff who need training.	Professional Learning	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
Leveled Literacy Intervention	Leveled Literacy Intervention (LLI) is a researched-based reading intervention program used to supplement the general education balanced literacy program. Identified students will be working in small groups 5 times a week to help increase literacy skills. Students' progress is monitored every six to eight weeks by DRA2, Easy CBM, Core Phonics, and running records.	Academic Support Program	Tier 3	Implement	09/05/2017	06/14/2018	\$0	Title I staff
Content Supported Literacy	Teachers will incorporate content-specific literacy materials within each unit that support the social studies curriculum. Practices and materials include; guided reading using leveled literacy library books, writing across the curriculum, mentor texts, web-based materials, and trade books.	Implementation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff

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Learning at Home Activities	Opportunities will be provided to parents to help support their children in reading. This will include an evening event to present literacy activities to families. In the Spring of 2017, parents of incoming Kindergartners for the 2017-2018 school year will be provided with literacy training activities that focus on letter/sound identification.	Parent Involvement	Tier 1	Implement	06/09/2017	06/14/2018	\$1000	Harwood Instructional Staff
Supplemental Science Resources	Staff will use a variety of science supplemental resources including but not limited to: Discovery Education, Bookflix, BrainPop, Adventures to Fitness.	Implementation	Tier 1	Monitor	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff
Targeted Interventions	Assign Title I Teacher and Paraprofessional to provide additional reading instruction to targeted students.	Academic Support Program	Tier 2	Evaluate	09/05/2017	06/14/2018	\$101056	Building Principal, Title I Staff
Technology	Students will use a variety of technology-based programs that provide students with leveled reading practice. These programs include Raz-kids, Reading A-Z and Bookflix. The programs can be accessed both at school and at home.	Technology	Tier 1	Implement	09/05/2017	06/14/2018	\$1200	Classroom Teachers, Title I and Title III staff

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Students use computer-based programs to practice math problem solving, computation, and fluency skills. These programs include but are not limited to: Xtra Math, TenMarks, Moby Max, and Interactive White Board games.	Technology	Tier 2	Implement	09/05/2017	06/14/2018	\$0	Harwood Instructional Staff