



School Improvement Plan

Huntington Elementary School

Riverview Community School District

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Abbreviated Goals and Plans template has been uploaded	Stakeholder Feedback Diagnostic Student Performance Diagnostic Abbreviated 2016-2017

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?

Our School Improvement Process began with the C.N.A. This was based on the careful review and analysis of four types of data by the School Improvement Team, whose members include a kindergarten teacher, two second grade teachers, two third grade teachers and the school principal. The four types of data, Demographic, Process/Program, Perception, and Achievement, were examined. The demographic data included community and school demographic information. The achievement data included student performance data from NWEA and M-Step in the areas of math, reading, writing, science and social studies. The program/process data was garnered by examination of the External Review results. Perception data had been collected from the parents, students and staff using surveys taken from the Advanc-Ed website and administered with e-mail blasts and school newsletter links. The achievement data from NWEA and M-Step, in combination with demographic, process/program and perception data, was analyzed by the School Improvement Team. The team then shared the results of the analyses with the entire staff in staff meetings. The conclusions arrived at after data analysis and review were, with the input of parents and other stakeholders, used to determine the focus of the School Improvement Plan which will lead to improved instruction and student achievement at Huntington Elementary School.

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?

Information was collected as part of the comprehensive needs assessment process. In demographic data, declined last year, but for the 2017-2018 school year, the total number of students increased to a number exceeding the 2015-2016 enrollment. Attendance remains at a high rate, the School of Choice population has remained fairly steady for the last three and the number of students with disabilities been slightly increasing each year for the last three years. The number of students qualifying for free and reduced lunch is 55.6%, an increase of about 8% from the last school year. The staff at Huntington is well-qualified, experienced, with little turnover and the absentee rate due to professional development and/or scheduled absences days is not excessive.

In the area of school programs/process data, the results of last year's External Review were examined. In Standard 1 - Purpose and Direction, all indicators earned a 3, above the AdvancEd Network Average (AEN). In Standard 2 - Governance and Leadership, the highest indicator was 2.4 "Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction." with a score of 3.4, above the AEN of 3.03. The lowest indicator was 2.3 "The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively." with a score of 2.8, below the AEN 3.17. In the area of "Teaching and Learning", Indicator 3.8 "The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress." was a score of 4, well above the AEN of 2.97. The lowest indicator was 5.3 "Throughout the system professional and support staff are trained in the interpretation and use of data." with a score of 2, below the AEN of 2.15. In the area of "Student Performance Diagnostic", the highest Evaluative Criteria area was "Assessment Quality" with a score of 4, above the AEN of 3.33. The lowest area was "Equity of Learning" with a score of 2, below the AEN of 2.54. The Effective Learning Environments Observation Tool was used by the External Review Team. The highest rated area was the Well-Managed Learning Environment, with a rating of 3.48 on a 4-point scale. This compares with an AEN of 3.12 for this area. The Supportive Learning Environment was next highest, with a rating of 3.35, compared with an AEN of 3.05. The Active Learning Environment was third highest rated at 3.21, while the AEN is 2.93. The Digital Learning Environment received the Riverview Community School District lowest rating of 2.02, compared with an AEN of 1.86. The External Review Team indicated Improvements Priority areas. These areas are Indicator 3.9 "Design and

implement a documented practice whereby each student is known by an adult advocate who provides support and assistance through the establishment of a long-term relationship." and Indicator 3.2 "Develop and implement a systematic process for collecting, analyzing and using data from various assessments that focus on improving curriculum and instruction through professional development to increase student achievement.". The External Review Team also indicated a Powerful Practice, which was Indicator 3.8 "The Riverview Community School District intentionally communicates and effectively engages stakeholders in the learning process of students at all levels."

Surveys were given to students in grades 3-5, staff and parents for perception data. For students in grades 3-5, the highest areas were "In my school, my teachers want me to do my best work." with a score of 4.87, "My school has many places where I can learn, such as the computer lab and library." with a score of 4.86, and "My school has computers to help me learn." with a score of 4.83. The lowest scores were "My principal and teachers ask me what I think about school." with a score of 2.66, "In my school, students treat adults with respect." with 3.84. and "In my school, I am treated fairly." with a score of 4.01. For the staff surveys, the highest scores were in "Our school's building administrators expect staff members to hold all students to high academic standards." and "Our school's building administrators hold all staff members accountable for students learning, with 100% of responses as agree or strongly agree. The lowest scores were with the questions "In our school, staff members provide peer coaching to teachers." with 35% answering disagree or neutral and "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data." with 25% answering disagree or neutral. Parent surveys show high scores in the questions of "Our school shares responsibility for student learning with its stakeholders" with 184 responses for strongly agree and agree and "Our school provides qualified staff members to support student learning." with 127 responses for strongly agree and agree. The lowest scores were in the questions of "District administrators and the school board support the staff and administrators of our school." with 39 strongly disagree and disagree responses and "My child's teachers keep me informed regularly of how my child is being assessed." with 29 strongly disagree and disagree responses.

NWEA scores have been steadily improving for all students in most grades since its implementation in the 2014-2015 school year. In the area of math, from Spring of 2015 to Spring of 2017, Kindergarten scores increased 7.4 points, 1st grade increased 2 points, 2nd grade increased 8.1 points, 3rd grade increased 11.9 points, 4th grade increased 4.4 points and 5th grade increased 4.2 points. In the area of reading, from Spring of 2015 to Spring of 2017, Kindergarten scores improved 6.9 points, 1st grade improved 4.3 points, 2nd grade improved 3.1 points, 3rd grade improved 12.2 points, and 4th grade improved 2.4 points (5th grade decreased 2 points).

In analyzing 2016-2017 M-Step data, scores in reading and math increased in the last school year, although improvements are inconsistent in the last three years. The M-Step ELA scores went up 3.6% for 3rd grade, 17.5% in 4th grade and 9.1% in 5th grade. In math, the M-Step scores improved by 24.1% in 3rd grade, 16.7% in 4th grade and 5.5% in 5th grade. The Science M-Step decreased only .5% and the Social Studies M-Step improved by 5.5%. However, these improvements are inconsistent for the last three years, and in addition, gender gaps exist in ELA and math. In ELA, for 3rd grade, the percentage of females earning advanced/proficient outscored males by 23%, in 4th grade by 8% and in 5th grade, by 13%. In the area of math, the percentage of females earning advanced/proficient outscored males by 42% and in 4th grade by 6%. However, in 5th grade, males outscored females by 25%. In looking at 2016-2017 M-Step data for economically-disadvantaged students, achievement gaps exist also. In ELA, the number of non economically-disadvantaged students scoring proficient or advanced in 3rd grade outscored economically-disadvantaged students by 24%, in 4th grade by 14% and in 5th grade by 28%. In the area of math, the number of non economically-disadvantaged students scoring proficient or advanced in 3rd grade outscored economically-disadvantaged students by 36%, in 4th grade by 7% and in 5th grade by 41%.

Conclusions can be drawn from this data. There are strengths and challenges identified with the four kinds of data. In the area of demographics, students are consistently coming to school, the size of the school population is consistent from year to year, there have been no trends with increasing student behavior data, and staff and administration have a high level of experience. In the area of school program/process data, the External Review Team rated the Riverview Community School District as above their AEN in many areas. Perception data indicated a high level of satisfaction with the stakeholders of staff, students, parents and community. Achievement/outcome

data showed strong performance in the NWEA scores for most grades in many core areas and there have been improving scores in almost subject areas with the M-Step Assessment.

Some challenges were identified in the four kinds of data. Demographic data indicated that the numbers of Hispanic students is increasing, so that group will need to be monitored as a subgroup. Process data indicated a need for support services and consistent data review. Achievement/outcome data shows that while most M-Step scores improved, there needs to be a focus on decreasing the performance gap for gender and economically-disadvantaged students. Perception data indicated

These challenges will be addressed in the School Improvement plan with differentiation in all content areas, using strategies of technology, formative assessment, Response to Intervention and professional development with activities to address all learners.

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

The school goals are connected to priority needs and the needs assessment process. A detailed analysis of NWEA scores and M-Steps was conducted to select the goals. Huntington created goals in the areas of science, social studies, math and language arts with an over-arching strategy of differentiated instruction. The science scores for M-Step were the only area that did not improve and are below state average. In order to improve those scores, teachers will attend any available professional development to fully understand, implement and assess NGSS standards. In addition, staff will receive professional development in implementing non-fiction reading strategies. Technology will be utilized with a subscription the Discovery Learning website for core curricula, as well as BrainPOP and BrainPOP Jr. website to provide background information and curricular support on scientific concepts. Curricular and supplemental materials will be purchased to assist staff in increasing student achievement in the area of science. Formative assessment strategies will be used to identify any students having difficulty mastering concepts.

Social Studies M-Step scores indicate that Huntington students are improving, but still slightly below the state average. However, discrepancies exist there is a large gender gap that continues to increase, with males performing better than females. A gap between economically-disadvantaged is slightly increasing also. To address this need, interventionalists assist these students in understanding of social studies concepts as well as non-fiction reading strategies. All students will also use the BrainPOP and BrainPOP Jr. subscription to build background information and curricular support. Formative assessment strategies will be used to identify any students having difficulty mastering concepts and staff will receive training on current developments in MC3, as well as professional development in non-fiction reading strategies. While curriculum will follow MC3, supplementary curricular material will be explored.

Math M-Step data shows that Huntington students greatly improved in this area. However, large discrepancies exist between males and females and between economically-disadvantaged students and non economically-disadvantaged students. Professional development will continue to take place from the district and in PLCs/CTMs following the new standards for mathematical practice, with supplementary curricular materials used from the professional development. Interventionalists will be used to assist these students, and teachers will use formative assessment to determine any students in need of interventions and materials will be purchased to assist in improving existing achievement gaps. Technology will be used in the form of websites such as zearn.com, Khan Academy and splashmath.com to increase student achievement.

As previously mentioned, NWEA scores have been steadily improving for all students in most grades since its implementation in the 2014-2015 school year.

Program/process

The school goals will focus on continued growth in ELA, math, science and social studies. Data analysis, especially in the M-Step, show that there are achievement gaps between males and females, as well as economically-disadvantaged and non-economically disadvantaged students. Huntington's School Improvement Plan will use differentiated instruction, supported with formative assessment, Response to Intervention, technology, curriculum and professional development to decrease these gaps.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals address the needs of the whole school population with the use of differentiated instruction. Special recognition is given to children who are economically-disadvantaged with strategies incorporated into all the goals.

Component 2: Schoolwide Reform Strategies

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

Our overarching school reform strategy is differentiated instruction. Using this research-based strategy staff will provide individualized instruction tailored to the needs of the individual students. Not only will this methodology close the gaps of economically disadvantaged students and gender gaps, it will provide an opportunity for an enriched or accelerated curriculum for all students.

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).

The research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction, therefore accelerating and enriching curriculum. Using differentiated instruction will address the needs of each student. Professional development received and use of curriculum materials in the goal areas will increase the quality of instruction for all students. The use of formative assessment will increase both the quality and quantity of instruction as this leads to targeted interventions for students needing help mastering concepts. Technology will not only increase the quality of instruction as it is used to supplement curriculum, but will increase the quality of instruction as it is used to target students' skills in specified areas.

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

The research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment. The CNA determined that the needs of some students were not being adequately met, especially with Economically-Disadvantaged students in all areas and male/female students in certain areas. Differentiation of Instruction will enable the needs of all learners to be addressed in a timely and effective manner.

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.

In the schoolwide plan, strategies will be put in place which will provide interventions to students who need the most instructional support. The delivery of quality curriculum with sufficient professional development will address the entire class. Using formative assessment, teachers will be able to determine students needing support and can target these students' skills in small group instruction themselves, assigning appropriate technology to improve lacking skills or enable students to work with interventionists in Tier 2 or Tier 3 interventions. The economically-disadvantaged students will be focused upon with these interventions, as well as male and females in certain grades and subjects.

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

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The school determines if these needs of students are being met in several ways. One way is the use of Formative Assessment and authentic assessment. In this strategy, teachers and students determine if the academic needs of students are met, which can be confirmed with summative common assessments, as well as standardized test scores. If needed, timely and effective support is given within the classroom. If these Tier 1 levels of instruction in the classroom are not effective, students will be referred to Tier 2 in the Response to Intervention program. This tiered program allows for targeted interventions given from interventionists working with at-risk students in an efficient and timely manner, with data examined in six to eight week cycles.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

For this school year, there were minimal changes. A fourth-grade teacher became the physical education teacher, a third-grade teacher became a fourth-grade teacher and the gym teacher returned to her third-grade position. Therefore the teacher turnover rate was none, although job titles for certain staff members changed.

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

There is a wide range of the experience level of key teaching and learning personnel. Zero staff members have been teaching 1-5 years, five with 6-10 years of experience, two staff members with 11-15 years of experience, six members have been teaching 16-20 years and seven staff members have over 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.

the district level, Riverview Community Schools attracts and keeps high-quality, highly qualified teachers. A competitive salary and benefit package is in place. Regular district-sponsored professional development for teachers is scheduled, as well as opportunities and funding for teachers to attend professional development activities of their choosing. New teachers are supported with assigned mentors. Enrollment trends in the Riverview Community School District have remained stable or increased, allowing for greater job security. At the school level, Huntington attracts and keeps high-quality, highly qualified teachers. The staff members enjoy a family-like atmosphere in which each team member plays vital role in the school. Staff members are welcoming, supportive, and friendly, and social activities outside the school day occur to further cement relationships. Professional opinions and ideas are valued and regularly shared. Parents are supportive and involved in the education of their child/children and create an outstanding Parent Club.

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

Riverview Community Schools does not have a high turnover rate and attracts and retains highly qualified teachers because of the competitive salary with benefits, the supportive community and professional and welcoming staff members.

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?

There is not 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.

Riverview Community School staff members will receive professional development throughout the school year that is aligned with the comprehensive needs assessment and the goals of the School Improvement Plan. Technology, mathematics, language arts, NGSS Science, Discovery Learning Science Techbook, MC3 Social Studies, Professional Learning Communities, common assessments and common core curriculum alignment will be some topics of professional development.

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

Professional development activities are "sustained and ongoing" within our building. Specific activities from professional development activities have been implemented in Huntington classrooms. Future professional development is planned to learn, review and maintain activities and strategies. Periodic district professional development is provided to staff. Monthly staff meetings are used to introduce, review and sustain professional development and monthly Professional Learning Communities are used for idea sharing, report card standards determination, common assessments, as well as vertical and horizontal curriculum alignment.

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

Component 6: Strategies to Increase Parental Involvement

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

While developing the School Improvement Plan, the principal consults with parents to develop components of the plan. Parents are members of both the Huntington School Improvement Team, as well as the District School Improvement Team. In addition, the principal presents updates during Parent Club meetings and solicits parent input there, as well as in informal venues such as the hallway or during dismissal times. Parent surveys are analyzed and contribute to the development of the goals, strategies and interventions outlined in the plan. Insights and perceptions shared by parents are also utilized in the improvement plan for academics, discipline and school functioning. In addition, the Title I Parent Compact is reviewed at the beginning of each school year with stakeholders.

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

The Huntington Parent Club is comprised of a board of elected members. Parents of all students are invited to attend monthly meetings. In addition, staff members frequently attend meetings. The Parent Club serves as the Parent Advisory Board and provides academic support in the following ways: advisory panel for School Improvement and Safe Schools Committees, purchasing supplemental materials and equipment for classrooms and school, organizing, planning and implementing enrichment programs and family activities which includes enrichment assemblies, Book Fairs, and other activities. They sponsor various fund-raisers each year in order to provide financial support for purchasing assemblies, daily planner books for third-fifth grade students, and Huntington folders for all students. Purchasing of motivational items for the media center are done by the Parent Club. The Huntington Parent Club fully funds the school Science Lab. In addition, members of the Parent Club volunteer in classrooms. Family Education Nights, funded by Title I, are offered to parents also to further support the School-Wide program.

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

Each year parents on the School Improvement Team are asked to evaluate the School Improvement Plan. At a Parent Club meeting, parents are asked to review and evaluate the School-Wide Plan and provide feedback on the results. The Parent Club also reviews the results of the parent survey. In addition, the School Improvement Plan is available for parent review in the office and on the school website.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

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

Huntington Elementary School is carrying out the activities in ESEA Section 118 (e) 1-5, 14 and (f) as outlined in our parent involvement component. Teachers and staff have provided assistance to parents, in parent-friendly language, in the understanding of the state's

academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor their child's progress. This assistance occurs via scheduled Parent Conferences, Meet the Teacher Night, progress reports and report cards, daily grade reports, and teacher conference periods available to meet and inform parents as needed.

When necessary, Huntington Elementary School has provided materials and training to help parents to work with their children. Materials and training takes place via Kindergarten Round-up, orientation for new students and their families, district-wide parent workshops and guest speakers, classroom, school and district newsletters, the school website, teacher recommended websites to supplement curriculum, PowerSchool (web-based grade book) and individual meetings between parents and teachers, administrator, and/or other support staff. Huntington Elementary School educates teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. In addition, Huntington educates the above stakeholders on parent communication, working with parents as equal partners, implementing and coordinating parent programs and building ties between the parents and the school. This takes place through transition orientations, monthly Parent Club Meetings, field trip chaperoning, school day volunteer opportunities, classroom observations upon request by parents, Parent Club fundraisers, orientation for new students and their families, monthly school newsletters and special school events such as HarvestFest, Daddy-Daughter Dance, Mother-Son Activity Night, Book Fair, Field Trips, Field Day, and Santa Shop/Holiday Night.

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

The evaluation of the parent involvement component will be addressed in a variety of ways. An AdvancEd parent survey was done with to give parents an opportunity to be heard on a variety of topics that impact their child's education. The Parent Club has time on their monthly agenda for discussion and feedback about the activities and events held at the school. There are also many opportunities for informal parent feedback to the principal and teachers as a result of the large number of parents that are at the school before, during and after school each day. The school website and e-mail provide further avenues for parents to evaluate the effectiveness of the school-wide plan. School staff will evaluate the Parental Involvement Components during staff meetings and in daily conversations to evaluate the effect of the parental involvement components on classroom performance. Students in grades 3rd-5th also participated in student surveys using AdvancEd. In addition, classroom discussions will be held to further evaluate the effectiveness of the parental involvement components.

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

Results from the parent surveys and informal discussions with parents will be analyzed during School Improvement Team meetings and staff meetings. Its implications are (will be) discussed and adjustments are made to the school wide program if needed.

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

Huntington Elementary School has jointly developed a compact with teachers, school administrators and parents. This Compact outlines how the entire school staff, parents and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

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

Formal elementary-level parent teacher conferences did not take place during the 2017-2018 school year. However, Huntington's Parent Compact was reviewed at "Meet the Teacher Night" and it was discussed as it how it relates to sharing an individual child's achievement,

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provides frequent reports to parents on their child's progress, affords parents reasonable access to staff, and gives opportunities to volunteer and participate in their child's class.

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

Huntington's Parent Compact is shared at least annually with our middle school and high school through District Improvement Team meetings. In addition, the Parent Compact was designed in union with the middle school and is accessible to middle school and high school personnel through the district network shared drive and the Schoology website.

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

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

Huntington Elementary School shall provide assistance to parents, in parent-friendly language, in the understanding of the state's academic content standards and state student academic achievement standards, state and local academic assessments, and how to monitor their child's progress through interactions and discussions that will enable them to work with educators to improve the achievement of their children. This assistance will occur via scheduled parent conferences, Meet the Teacher Night, progress reports and report cards, daily grade reports, Grade Level Content Expectations/Common Core Standards, and teacher conference periods available to meet and inform parents as needed. In addition, with the implementation of standards-based report cards, an informative letter is included with report cards and information about standard-based grading is available on the school website. In addition, an explanatory letter is provided with students' included NWEA scores.

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?

Several preschool transition strategies and training opportunities are in place for preschool parents that are offered several times throughout the year. Each spring, parents are invited to attend an afternoon or evening session of "Kindergarten Round-Up". When the school year begins, parents attend the first school day with their kindergarten student, and participate in fun readiness activities to build skills and assist with the transition to kindergarten. This program allows preschool families to become more comfortable in the building. Families with preschool children are given tours of Huntington upon request. Families can come during school hours and walk through the hallways and classrooms to become familiar with the facilities and staff of their future school.

Each year, Riverview Schools hosts a parent information workshop. During these workshops, speakers present parenting and learning strategies to families in the area. All families; including those with preschool aged children, are encouraged to attend. Services for speech and language are provided for qualifying preschool students by our district's speech and pathologist. Refinement of expressive and receptive language, articulation, fluency and parent training are some topics addressed. Preschool Early Childhood Developmental Delay (ECDD) students that have been identified are referred to other local districts for applicable services.

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?

Each spring, parents are invited to attend an afternoon or evening session of "Kindergarten Round-Up". Students spend time with the kindergarten teachers while parents attend an informative meeting about the school and kindergarten readiness skills. Attendees receive a bag containing educational activities, parent educational articles and a checklist of skills students are expected to know when entering kindergarten at Huntington. When the school year begins, parents attend the first school day with their kindergarten student, and participate in fun readiness activities to build skills and assist with the transition to kindergarten. Upon request, preschool parents are able to tour Huntington Elementary School. The principal shows them around the building, including the kindergarten classrooms and gives the parent information about the kindergarten program. Each year, Riverview Schools hosts a parent information workshop. During these workshops, speakers present parenting and learning strategies to families in the area. All families; including those with preschool aged children, are encouraged to attend. Preschool teachers in the area, including those from the nearby Head Start programs, are encouraged to communicate with the Huntington kindergarten teachers and information about desired readiness skills is distributed to the local preschools. Head Start and other preschools are contacted to share the date and time of Kindergarten Roundup that takes place at Huntington.

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?

Huntington teachers and other stakeholders actively participate in making assessment decisions. A District Improvement Team assessment sub committee meets approximately once a month through the school year. This committee, made up of teachers, parents, community members and administrators, determine a timeline of appropriate assessments. These assessments include the M-Step, taken in the spring for grades 3-5. For some grade levels, an assessment given is the Developmental Reading Assessment (D.R.A.) or running records via the Raz-Kids+ website, which takes place in the fall and spring for all students and in the winter for students reading below grade level. The NWEA is given in Fall, Winter and Spring for grades K-5. Teacher-developed district-level common assessments for grades K-5 are given throughout the year according the district assessment calendar, and authentic assessment is used daily. Participation in professional development is built into the school calendar with the use of monthly building-level staff meetings, during which times teachers may analyze student achievement data which can be used to guide classroom instruction. In addition, Professional Learning Communities (PLCs)/Collaborative Team Meetings (CTMs) take place approximately twice a month during the school year, as well as during district professional development days. In these PLCs/CTMs, additional training and time is provided for teachers to collaborate in the creation and/or selection of common assessments for classroom use and to be trained in the use of formative assessment to provide immediate data on student achievement, which can then guide classroom instruction. All student data from school-based academic assessment is used to guide instruction and plan needed interventions, refer students for support programs, such as Rtl where additional interventions can be determined and implemented. Student data is shared with progress reports, report cards, forms included in student files, teacher collaboration, and during professional development times.

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

To improve the academic achievement of all students, teachers constantly and systematically review their own classroom data, including authentic assessment, formative assessment and common summative assessments. After standardized test results such as M-Step and NWEA data are received, teacher review their data and staff meetings are used to further analyze and discuss data. School Improvement Team members meet and take additional time to thoroughly examine data and communicate their in-depth analysis with the staff at a later time for further discussion. Areas of growth are determined collectively and become included in the School Improvement Plan, along with strategies to improve those curricular areas. Professional development days may also be used to further examine data, including time given to meet in PLCs/CTMs. These multiple analyses are used to guide instruction and improve the academic achievement of all students.

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.

Huntington teachers will identify students not mastering the State's academic achievement standards through the use of formative and summative assessments. Students at Huntington are assessed with a variety of common assessments and standardized assessments throughout the year, according to the District Assessment Calendar and classroom schedules.

During the course of the school year teachers use formative assessments, summative assessments and the standardized assessment of NWEA, a web-based program for data analysis and tracking, to identify children who are working below grade level in the content areas of reading, writing, math, science and social studies. Once data is analyzed, teachers further evaluate the progress of students in the following ways to determine what, if any, interventions are necessary: authentic assessment, conferencing, formative assessments, common classroom assessments, Developmental Reading Assessments (DRA)/running records and NWEA testing. Children working below grade level in content areas as indicated by these measures are then targeted for timely and additional assistance using the RtI framework. Student progress data is examined in a consistent and timely manner. Once classroom work and assessments are observed to be at grade level, children are exited from interventions.

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?

Teachers use continually use formative and summative assessments to identify a need for the re-teaching of a lesson or concepts to the whole class. As a need is determined from these assessments, cross-curricular lessons, small groups or one-on-one teaching are used to re-teach needed academic skills to students who are experiencing difficulty mastering standards. If noting academic difficulties after these targeted interventions, students may be referred to Tier 2 in the RtI program. The RtI Team is an important part of Huntington School's effort to ensure the success of every student. With teacher input, this team determines what, if any, additional strategies, evaluations, and or interventions should be implemented to assist students in mastering standards. Push-in/pull-out interventionists assist teachers in re-teaching teacher-designated core concepts during the school day at scheduled times. These specialists will provide individualized instruction and re-teaching to the identified students individually or in small groups. Data from these intervention is examined at six to eight week intervals to determine mastery of the standards.

For students in grades K-2 who are performing well below the norm for NWEA scores in the area of reading receive an IRIP (Individual Reading Improvement Plan). With an IRIP, a special parent-teacher conference takes place, where the plan is reviewed and signed by all stakeholders. This plan includes specific reading interventions for school and home. Progress monitoring takes place at school to determine the student's growth in this deficit area.

Huntington also uses Raz-kids, Zearn, Zearn, SplashMath, Khan Academy, Front Row and other educational websites to provide extra or remedial practice for core content. These programs can be used during computer lab time, classroom time, as well as at home, if needed.

In addition to these in school interventions, Huntington teachers also discuss student performance with parents and provide parents who

have children not mastering the state standards with extra work packets for home. These packets are designed to focus on the student's areas of weakness and are completed at home and returned to school. Parents and students are also give information to access educational websites, such as those listed earlier to provide effective additional assistance in the home environment.

If the above interventions prove unsuccessful and a student is still not mastering the State's standards, Huntington teachers will refer students to the Rtl team to receive continued or additional assistance in Tier 2 or Tier 3. If students are unsuccessful with these more frequent and intense interventions, students may receive a special education referral.

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

Teachers at Huntington provide instruction at individual skill levels to support the needs of all students in all core areas; reading, writing, math, social studies and science. A variety of instructional delivery methods and materials are used to enhance classroom learning for all types of learners. Cooperative and small group learning is used to provide assistance to students who are identified as having similar learning deficits and or similar learning styles. Teachers at Huntington use observation and assessments as part of Formative Assessment to determine which children and or groups of children are at the most need of assistance and then provide that assistance to those targeted students during classroom time. The Daily 5 reading framework is used K-5 to allow teachers more time to address student needs through differentiated instruction and guided reading is utilized by teachers to further address the individual needs of each student. In addition, the eSpark program addresses each student's individual learning needs in the areas of reading and math as identified with their NWEA scores. If necessary, teachers will also provide students who are not meeting the standards extra work time to ensure mastery of skills in the core content areas of reading, writing, math, social studies and science.

In addition to regular classroom instruction, students in Kindergarten, first and second grade participate in the eSpark program. This online resource is accessed by students with iPads during the school day for approximately an hour per week in the areas of reading and math. The eSpark program directs students to educational websites as determined by their NWEA scores to provide students instruction at their individual level. Students' progress is monitored by teachers, with remediation and reinforcement given as needed.

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.

All programs and resources are coordinated and integrated toward the achievement of schoolwide goals with the use of Federal, state and local programs. Huntington uses the Federal resources of Title Ia and Title IIa and Federal Nutrition Program. On the state level, Huntington uses the Early Childhood Initiative. Huntington uses Riverview Community Schools General Funds on the local level, as well as Huntington Parent Club funds and volunteers. Some local partnerships include Wayne County RESA, Kiwanis, and Alpha Delta Kappa. Huntington has used Title Ia to fund the salaries of Intervention Specialists, as well as to purchase materials to fund parent involvement activities. Resources are also used to provide professional development that support goals indicated in the SIP. Title IIa funds are used for professional development for goals indicated in the SIP. Riverview Community Schools provides funds on the local level to support our goals. The Huntington Parent Club also financially supports school programs and initiatives. Other resources that are coordinated to support schoolwide programs and initiatives in our plan include are Kiwanis, Alpha Delta Kappa and Goodfellows.

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 with Riverview Community Schools General Funds and School Improvement Team Work
2. Schoolwide Reform Strategies with Riverview Community Schools General Funds, Title Ia, Title Iia, School Improvement Team Work, Professional Development
3. Highly Qualified Staff with Title IIa
4. Attract and Retain Highly Qualified Staff with Title Ia, Title Iia, Huntington Parent Club, New Teacher Orientation Program, Mentoring and Training, District Professional Development, Conferences to support continual learning, Appreciation gifts, End of Year Appreciation Luncheon, Christmas Appreciation Luncheon, Money for classroom use
5. Professional Development with Title Ia, Title IIa, Riverview Community Schools General Funds
6. Parental Involvement with Title Ia, Riverview Community Schools General Funds, Parental Involvement, Huntington Herald, Monthly Parent Club Meeting, HarvestFest/ Trunk or Treat, Daddy-Daughter Dance, Mother-Son Activity Night, Field Day, Book Fair, Classroom volunteers including Watch D.O.G.S. Program
7. Preschool Transition with Title Ia, Riverview Community Schools General Funds, Early Childhood Initiative, Kindergarten Round Up, Meet the Teacher Night, Meet and Greet, Speech and Language Pathologist, mailings
8. Assessment Decisions with Title IIa -Riverview Community Schools General Funds, Professional Learning Communities, Staff Meetings
9. Timely and Additional Assistance with Title Ia, Riverview Community Schools General Funds, Paraprofessional, Intervention Specialist, Speech and Language Pathologist, Rti, Student Study Team Meetings, Parent Volunteers, Huntington Parent Club, donated supplies from various community organizations, such as Kiwanis, Alpha Delta Kappa
10. Coordination and Integration of Federal, State and Local Resources with Riverview Community Schools General Funds, Federal Nutrition Program, Title I and Title II funds, Huntington Parent Club, nutrition

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.

Huntington provides a Federal Nutrition Program for grades K-5. Our housing program is through Wayne County RESA and access to Great Start Readiness Program is available. Huntington has implemented PBiS, a violence prevention program.

Evaluation:

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

Huntington staff annually evaluates the implementation achieved by the schoolwide program as well periodic review during the school year. Time is allowed at staff meetings and professional development to determine how well the plan in being implemented and needed adjustments are addressed.

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.

Huntington staff annually evaluates the results achieved by the schoolwide program. Huntington staff reviews and analyzes academic data including data from the Developmental Reading Assessment (D.R.A.)/Running Records data, as well as data gathered from other local common assessments. Standardized academic testing data from NWEA and the M-Step is analyzed once it is available. Demographic data is examined to note any changes in the school population that may need to be further examined. In addition, program/process and perception data is reviewed and analyzed on areas that need improvement. These four data areas are all used to gauge growth in content areas as identified in the School Improvement Plan, to compare data to previous years, look for areas of growth and success, and to compare data to that of surrounding districts. Grade level meetings as well as committee meetings are also used to analyze data as it pertains to the School Improvement Plan.

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.

The School Improvement Team analyzes data from state and other identified assessments to determine whether the schoolwide program has been effective in increasing the achievement of the students who had been furthest from achieving the standards. This information is then used to determine direction of the future School Improvement Plan.

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?

At staff meetings, building School Improvement Team meetings and District School Improvement Team meetings, the School Improvement Plan is thoroughly examined and evaluated. The staff may revise the plan, as necessary, based on the results of the evaluation. These revisions are discussed with stakeholders to to ensure continuous improvement of students in the schoolwide program.

School Improvement Plan for 2018-2019 (Final)

Overview

Plan Name

School Improvement Plan for 2018-2019 (Final)

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Huntington Elementary students will demonstrate increased proficiency in Science.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$73187
2	Huntington Elementary students will increase proficiency in Social Studies.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$61477
3	Huntington Elementary students will show increased competency in mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$63977
4	Huntington Elementary students will demonstrate increased proficiency in Language Arts.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$62977

Goal 1: Huntington Elementary students will demonstrate increased proficiency in Science.

Measurable Objective 1:

A 18% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade White and Economically Disadvantaged students will demonstrate a proficiency of knowledge and skills in Science by 06/15/2018 as measured by a State Approved Standardized Assessment.

Strategy 1:

Differentiated Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve achievement for all students.

Category: Science

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities and Differences; Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and Professionalism) Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Curriculum Director, principal, staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. In addition, the Discovery Science Techbook will be utilized as a tool to assist with science education instruction.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$4000	General Fund, Title I Part A	Technology Department, Principal, Staff

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huntington Elementary School

Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$67687	Title I Part A	Principal, staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce scientific concepts will be purchased to enable identified students to master science concepts.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Title I Part A	Principal, staff
Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement NGSS Learning Standards with the use of the Discovery Education website. Supplemental materials may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$1000	Title I Part A	Curriculum Director, Principal, Staff

Goal 2: Huntington Elementary students will increase proficiency in Social Studies.

Measurable Objective 1:

A 18% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade White and Economically Disadvantaged students will demonstrate a proficiency knowledge and skills in Social Studies by 06/15/2018 as measured by a State Approved Standardized Assessment..

Strategy 1:

Differentiated Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve achievement for all students.

School Improvement Plan

Huntington Elementary School

Category: Social Studies

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities and Differences; Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and Professionalism) Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of social studies education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Curriculum Director, principal, staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$4000	General Fund, Title I Part A	Technology Department, Principal, Staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce social studies concepts will be purchased to enable identified students to master social studies concepts.	Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Title I Part A	Principal, staff
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Huntington Elementary School

Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Title I Part A	Principal, staff
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Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Michigan Citizenship Collaborative Curriculum (MC3) Learning Standards with the use of the supplemental materials. New materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	No Funding Required	Curriculum Director, Principal, Staff

Goal 3: Huntington Elementary students will show increased competency in mathematics.

Measurable Objective 1:

A 12% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade White and Economically Disadvantaged students will demonstrate a proficiency knowledge and skills in Mathematics by 06/15/2018 as measured by the state standardized test.

Strategy 1:

Differentiated Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve achievement for all students.

Category: Mathematics

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities and Differences; Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and Professionalism) Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Huntington Elementary School

Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Title I Part A	Principal, staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Supplemental math websites such as Zearn, Khan Academy, Front Row Ed and Splash Math will be used. Students in grades K-3 will participate in the eSpark Learning program via iPads to target each students' deficit areas in the area of math.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$5500	Title I Part A, General Fund, Other	Technology Department, Principal, Staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce mathematical concepts will be purchased to enable identified students to master concepts. Students having difficulty mastering certain mathematical concepts, as noted by teacher when examining data from the eSpark Learning program, will receive one-on-one or small group instruction by the teacher in that concept.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Title I Part A	Principal, staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of mathematics education instruction. Training will be provided in the area of backward design to effectively streamline mathematics curriculum.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Curriculum Director, principal, staff

School Improvement Plan

Huntington Elementary School

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement Common Core Learning Standards with the use of the Eureka Math/Great Minds curriculum. Supplemental websites such as Zearn and Khan Academy may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/27/2018	06/14/2019	\$1000	Title I Part A	Principal, staff

Goal 4: Huntington Elementary students will demonstrate increased proficiency in Language Arts.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade White and Economically Disadvantaged students will demonstrate a proficiency knowledge and skills in English Language Arts by 06/15/2018 as measured by M-Step, DRA, and NWEA..

Strategy 1:

Differentiated Instruction - Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve achievement for all students.

Category: English/Language Arts

Research Cited: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, by Robert Marzano 2001 (Identifying Similarities and Differences; Summarizing and Note Taking; What Works in Schools: Translating Research into Action, by Robert Marzano 2003 (Guaranteed and Viable Curriculum; Challenging Goals and Effective Feedback; Parent and Community Involvement; Safe and Orderly Environment; Collegiality and Professionalism) Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback)

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of ELA education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Curriculum Director, principal, staff

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

Huntington Elementary School

Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Students will access the website Raz-Kids+ on a regular basis to improve informational and literary reading skills with titles on their own learning level as determined with the teacher's use of the website's running records.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$5500	Title I Part A, Other, General Fund	Technology Department, Principal, Staff
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students. Students performing below a designated point score in the NWEA test will receive an Individualized Reading Intervention Plan (IRIP), which assigns tasks to staff, student and home to assist the student in mastery of ELA concepts.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Title I Part A	Principal, staff
Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce ELA concepts will be purchased to enable identified students to master concepts. Students having difficulty mastering certain ELA concepts, as noted by teacher when examining data from the eSpark Learning program, will receive one-on-one or small group instruction by the teacher in that concept.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Title I Part A	Principal, staff
Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will teach Common Core Learning Standards by using the Guided Reading/Daily 5 format for literacy instruction. Some grade will implement the Lucy Calkins Units of Study for Reading. All grades will implement the Lucy Calkins Units of Study in Writing for writing instruction. Supplemental materials may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, ELA common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	No Funding Required	Principal, 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
Professional Development	Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of social studies education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Curriculum Director, principal, staff
Professional Development	Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of mathematics education instruction. Training will be provided in the area of backward design to effectively streamline mathematics curriculum.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Curriculum Director, principal, staff
Curriculum	Staff will implement Michigan Citizenship Collaborative Curriculum (MC3) Learning Standards with the use of the supplemental materials. New materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Monitor	08/27/2018	06/14/2019	\$0	Curriculum Director, Principal, Staff
Curriculum	Staff will teach Common Core Learning Standards by using the Guided Reading/Daily 5 format for literacy instruction. Some grade will implement the Lucy Calkins Units of Study for Reading. All grades will implement the Lucy Calkins Units of Study in Writing for writing instruction. Supplemental materials may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, ELA common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Principal, Staff
Professional Development	Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Curriculum Director, principal, staff

School Improvement Plan

Huntington Elementary School

Professional Development	Teachers will attend a bimonthly Collaborative Team Meeting that can be used to improve their professional knowledge, competence, skill, and effectiveness in the area of ELA education instruction.	Professional Learning	Tier 1	Implement	08/27/2018	06/14/2019	\$0	Curriculum Director, principal, staff
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Students will access the website Raz-Kids+ on a regular basis to improve informational and literary reading skills with titles on their own learning level as determined with the teacher's use of the website's running records.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$1500	Technology Department, Principal, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Supplemental math websites such as Zearn, Khan Academy, Front Row Ed and Splash Math will be used. Students in grades K-3 will participate in the eSpark Learning program via iPads to target each students' deficit areas in the area of math.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$1500	Technology Department, Principal, Staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Students will access the website Raz-Kids+ on a regular basis to improve informational and literary reading skills with titles on their own learning level as determined with the teacher's use of the website's running records.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. In addition, the Discovery Science Techbook will be utilized as a tool to assist with science education instruction.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Supplemental math websites such as Zearn, Khan Academy, Front Row Ed and Splash Math will be used. Students in grades K-3 will participate in the eSpark Learning program via iPads to target each students' deficit areas in the area of math.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff

Title I Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce scientific concepts will be purchased to enable identified students to master science concepts.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Principal, staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Supplemental math websites such as Zearn, Khan Academy, Front Row Ed and Splash Math will be used. Students in grades K-3 will participate in the eSpark Learning program via iPads to target each students' deficit areas in the area of math.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. In addition, the Discovery Science Techbook will be utilized as a tool to assist with science education instruction.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Curriculum	Staff will implement NGSS Learning Standards with the use of the Discovery Education website. Supplemental materials may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Curriculum Development, Materials	Tier 1	Implement	08/27/2018	06/14/2019	\$1000	Curriculum Director, Principal, Staff

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Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Principal, staff
Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$67687	Principal, staff
Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students. Students performing below a designated point score in the NWEA test will receive an Individualized Reading Intervention Plan (IRIP), which assigns tasks to staff, student and home to assist the student in mastery of ELA concepts.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Principal, staff
Response to Intervention	Using a multi-tier approach, staff will use Response to Intervention to assist in the early identification and support of students with learning and behavior needs. Interventionists and/or classroom teachers will provide supplementary lessons to enable concept mastery with identified students.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 3	Monitor	08/27/2018	06/14/2019	\$56977	Principal, staff
Curriculum	Staff will implement Common Core Learning Standards with the use of the Eureka Math/Great Minds curriculum. Supplemental websites such as Zearn and Khan Academy may be used and new materials may be purchased to assist in standard mastery. During bi-monthly Collaborative Team Meetings, common assessments and grading procedures will be refined and later implemented in the curriculum.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/27/2018	06/14/2019	\$1000	Principal, staff

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Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology. Students will access the website Raz-Kids+ on a regular basis to improve informational and literary reading skills with titles on their own learning level as determined with the teacher's use of the website's running records.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
Formative Assessment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce social studies concepts will be purchased to enable identified students to master social studies concepts.	Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Principal, staff
Formative Assessment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce mathematical concepts will be purchased to enable identified students to master concepts. Students having difficulty mastering certain mathematical concepts, as noted by teacher when examining data from the eSpark Learning program, will receive one-on-one or small group instruction by the teacher in that concept.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Principal, staff
Formative Assessment	Staff will use a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student attainment. Materials to reinforce ELA concepts will be purchased to enable identified students to master concepts. Students having difficulty mastering certain ELA concepts, as noted by teacher when examining data from the eSpark Learning program, will receive one-on-one or small group instruction by the teacher in that concept.	Supplemental Materials, Academic Support Program, Direct Instruction, Materials	Tier 2	Monitor	08/27/2018	06/14/2019	\$500	Principal, staff

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Technology	Using observational and assessment data, teachers will use technology to differentiate instruction to students. This technology will make use of the existing laptop carts and iPod Touch cart. An iPad cart will be purchased to provide students with an additional avenue to access educational technology. Headphones will be purchased (\$2000) to attain full use of this technology.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/27/2018	06/14/2019	\$2000	Technology Department, Principal, Staff
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