



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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	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, a third grade teacher, gym teacher and the school principal. The four types of data, Demographic, Achievement, Process/Program and Perception 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 Accreditation Report and Self-Assessment. 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?

Perception data from Spring 2016 showed that in grades K-2 had a high overall level of satisfaction in the areas of " My teacher wants me to learn." and "My school has books for me to read." both with a score of 2.98 and "I am safe at school." with a score of 2.9. In grade Third-Fifth, higher scores in the surveys were for the questions "My school has computers to help me learn. ", scoring 2.98, "In my school my teachers want me to do my best work. " with a score of 2.96 and "My school has many places where I can learn, such as the library.", scoring 2.94.

Lower overall levels of satisfaction for Kindergarten-2nd grade students were " My family likes to come to my school." with a score of 2.54, "I know what to do every day in school." and "Other teachers know me.", both with a score of 2.68. Lower areas of satisfaction for 3rd-5th graders were for "In my school students treat adults with respect." with a score of 2.29, and " In my school I am treated fairly." and "My principal and teachers ask me what I think about school.", both scoring 2.53.

High levels of satisfaction among parents/guardians areas in Spring 2016 were "Our school provides a safe learning environment. " with a score of 4.44, "Our school provides students with access to a variety of information resources to support their learning." with a score of 4.41, and "Our school's purpose statement is clearly focused on student success." scoring 4.4.

Some of the lower level of satisfaction were "Our school provides excellent support services (e.g., counseling, and/or career planning)." with a score of 3.57, "Our school's governing body does not interfere with the operation or leadership of our school." and "Our school shares responsibility for student learning with its stakeholders.", both with a score of 3.99.

Teachers/staff higher satisfaction areas in Spring 2016 were "Our school provides qualified staff members to support student learning.", which had a total score of 4.63, followed by "Our school's leaders expect staff members to hold all students to high academic standards." and "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.", both with an overall score of 4.6.

Some lower areas of satisfaction were "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership." with a score of 3.75, "Our school provides opportunities for students to participate in activities that interest them." with a score of 3.84 and "Our school provides a plan for the acquisition and support of technology to support the school's operational needs." with a an overall score of 3.95.

Student achievement data in the M-Step reading scores show that students are performing close to district averages for each grade, with 3rd grade having the largest gap. Winter 2015 NWEA Reading scores have Huntington outperforming the district except for 4th grade and improvements shown in all grades except 4th and 5th. Gender data for the 2015 M-Step showed males outperforming females, with a very large reversal of females outscoring males in 5th grade. For the 2015 Winter Reading NWEA, females scored higher than males except for 5th, and a year to year comparison shows large decreases in gaps, except for 2nd grade where gap of females over males changed by less than one. In another sub-group, economically-disadvantaged students, while scoring better than the previous year, did not score as well as non economically-disadvantaged students in most grades, with a large gap in 4th grade. Strategies need to be put in place to assist economically-disadvantaged students to improve their performance. In addition, strategies need to be made to address male underperformance, especially in 2nd grade.

In the sub-group of gender, no patterns are shown in M-STEP reading, but the mean RIT score for NWEA Reading data indicates that as students get older, females tend to perform more poorly. For the standardized testing, economically-disadvantaged students tend to score lower than the non economically-disadvantaged students. Economically-disadvantaged students tend to score below the non-economically for all grades. Strategies need to be put in place to address females in the upper grades, as well as economically-disadvantaged students in all grades. These challenges will be addressed in the School Improvement plan with differentiation of instruction, using activities of technology, formative assessment, Response to Intervention and professional development.

Student achievement data in the M-Step reading scores show that students are having some difficulty in the area of math. While 3rd grade students are performing above the Wayne county average, they are below the district and state average. Fourth and 5th grade students are performing below district, county and state averages. Gender data for math M-Step shows males outperforming females in 3rd and 4th grade, but females outscoring males in 5th grade math M-Step. Large gaps exist in economically-disadvantaged and non-economically disadvantaged in the math M-Step. For the Winter 2015 NWEA Math data.

Winter 2015 NWEA Math scores were analyzed and have Huntington students outperforming the district in the Grade-Level mean RIT, except for 5th grade, which was only .3 under the district. Many grades scored above the Norm Grade level mean RIT in math with improvements shown in all grades except 1st and 5th, which had small decreases. Gender data for the 2015 M-Step showed no particular pattern of outperformance, except a trend seems to be for females performing more poorly as they get older. In another sub-group, economically-disadvantaged students, constant scores or slight improvements are noted in grades K-2, but in grades 3-5, the gap between economically-disadvantaged and non-economically disadvantaged in the area of math is increasing.

For the 2015 Science M-Step for 4th graders, Huntington's scores were quite low. Not only did only 5.5% score advanced or proficient, this was well below the district, country and state average. However, there appear to be no significant gender or economically-disadvantaged gaps. In the NWEA 2015 Winter Science data, all grades perform similarly to the district similar to the norm. Gender gaps appeared with females scoring lower in upper grades, with the gap narrowed in 3rd and 4th grades, but reversed in 5th as females scored higher than males the previous year. No significant gaps between economically-disadvantaged students and those not exist at this time. Strategies need to be put in place to improve science scores in all grades, with close attention paid to ensure the success of female students. In addition, the needs of economically-disadvantaged students need to be addressed. These challenges will be addressed in the School Improvement plan with differentiation in science, using strategies of technology, formative assessment, Response to Intervention and professional development.

For the 2015 M-Step Social Studies test, Huntington performed quite well, outscoring the district, county and state by significant numbers. There does appear to be a small gender gap with females outperforming males. Discrepancies also exist between economically-disadvantaged students and non economically-disadvantaged students, with the former being outscored by 9.6%. Strategies need to be put in place to continue current curriculum and strategies, with close attention to be sure males do not increase the gender gap. In addition, strategies need to be put in place to insure economically-disadvantaged students have a priority in the classroom. These challenges will be addressed in the School Improvement plan with differentiation in social studies, using strategies of technology, formative assessment, Response to Intervention and professional development.

In the area of school programs/process data, in the Interim Self-Assessment, the highest-scoring areas were Standard 1: Purpose and Direction and Standard 2: Governance and Leadership with average ratings of "4". While highly scored also, some lower areas in the Interim Self-Assessment was Standard 5: Using Results for Continuous Improvement.

In demographic data, the amount of students have been increasing slightly each year for the past three years, attendance is at a high rate, the School of Choice population has remained fairly steady for the last three and the number of students with disabilities is getting close to 10% of the school population. The number of students qualifying for free and reduced lunch is 50% of the school population, which has been slowly increasing the last three years. 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.

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, there have been no trends with increasing student behavior data, staff and administration have a high level of experience, and staff do not have attendance problems. In the area of school program/process data, high ratings were given in most areas in the Interim Self-Assessment. Achievement/outcome data showed strong performance in the NWEA scores for most grades in most core areas. Perception data indicated a high level of satisfaction with the stakeholders of staff, students, parents and community.

Some challenges were identified in the four kinds of data. Demographic data indicated that the numbers of students with disabilities is increasing, so that group with need to be monitored as a subgroup. Process data indicated a need for support services and consistent data review. Achievement/outcome data shows a need to improve M-Step scores, with a focus geared toward improving scores of economically disadvantaged students in all areas and grades, as well as reading scores of males in lower grades and females in upper grades in the areas of math and science. Perception data indicated a need for additional support services, respectful behavior and technology integration .

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.

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The science scores for M-Step have been quite low, with only 5.5% of Huntington scoring advanced or proficient in 2015 and 6.8% scoring advanced or proficient in 2016. In order to improve scores, teachers will attend professional development to fully understand the new NGSS standards and be trained using the technology of the Discovery Learning website, which is the science curriculum recently adopted by the Riverview Community School District at the elementary level. In addition, to improve the low science scores, teachers in grades 2 and 3 will departmentalize, with one teacher teaching science to all second grade students. In 4th and 5th grade, one teacher will teach science to all 4th grade students and all 5th grade students. These changes will be implemented with the belief departmentalization will improve test scores. In addition, all staff will receive professional development in implementing non-fiction reading strategies. Curricular and supplemental materials will be purchased to assist staff in increasing student achievement in the area of science. Formative assessments and summative assessments will be used to identify any students having difficulty mastering concepts and interventionists may be used to address needs of identified students.

Social Studies M-Step scores indicated in 2015 that Huntington students are doing fairly well in this area with 34.6% of 5th grade students scoring advanced or proficient, but there was a significant drop in 2016 with only 14.5% scoring advanced or proficient. Discrepancies exist between economically-disadvantaged students and non economically-disadvantaged students. Formative assessment and summative assessments will be used to determine students having difficulty with academic concepts. To address students' need, interventionists may be used to assist these identified students in understanding of social studies concepts as well as non-fiction reading strategies. Staff will receive professional development in non-fiction reading strategies and on current developments in the MC3 curriculum, with supplemental materials purchased if needed. Technology will be used in the form of teacher-designated websites in social studies and informational reading, and adopting an online social studies curriculum may be piloted.

Math M-Step data shows that Huntington students are underperforming in this area. Third grade students made a 5% gain from 2015 to 2016 and are they now performing 2.1% above the state average. However, 4th grade students not only performed 3.9% lower in 2016 than in 2015, the number of students scoring advanced or proficient are 21.4% below the state average. Fifth graders scored 9.1% worse and their scores are 10.2% lower than the state average of students scoring advanced or proficient. Professional development will take place from the district and in PLCs to determine how to increase student achievement. Discrepancies again exist between economically-disadvantaged students and non economically-disadvantaged students in 4th and 5th grade, as well as significant gaps between male and female students. Interventionists will be used to assist these students, and teachers will use formative assessment and summative assessment to determine any students in need of interventions. Modifications of the Eureka Math curriculum may take place in professional learning communities and supplementary materials may be purchased to assist in improving achievement gaps. Technology in the form of websites that track student data, such as Zearn, Splashmath and Khan Academy, will be used to increase student achievement in the area of math.

Language Arts M-Step scores also showed poor performance in some grades. While 3rd grade students went from scoring 5.9% below the state average in 2015 to 4.9% above the state average in 2016, 4th grade students dropped 7.9% from 2015 to 2016 and 19.9% below the state average of students scoring advanced or proficient. Fifth grade students also dropped 27.4% from 2015 to 2016 and went from scoring 16.8% above the state average to scoring 10.6% below the state average. Restructuring or supplementing the writing curriculum and exploring/piloting new reading curriculum will take place to improve student achievement with additional supplementary materials purchased if needed. Professional development will be provided in the area of language arts for these new implementations. Although no large gender gaps showed in the 2016 M-Step for 4th and 5th grade, a significant gender gap appeared in 3rd grade with females scoring 23.8% better than males, and the gap between economically-disadvantaged students widened for 3rd, 4th and 5th grade. Formative assessment and summative assessments will be used to determine students not mastering language arts concepts and with interventions being provided using technology or interventionist staff.

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. To meet the needs of economically-disadvantaged students, formative assessment strategies are incorporated into all the curriculum goals, with staff closely monitoring this population.

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 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 third-grade teacher became the physical education teacher when that position was vacated and her position was filled by a new hire. Therefore the teacher turnover rate was minimal.

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. Six staff members have been teaching 1-5 years, one with 6-10 years of experience, four staff members with 11-15 years of experience, five members have been teaching 16-20 years and four 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.

At 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.

Huntington does not have a high turnover rate and attracts and retains highly qualified teachers because of the competitive salary with benefits and the supportive community and district 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.

Huntington staff will receive professional development throughout this 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, 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		Huntington Projected Professional Development Plan

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		Parent Involvement Plan

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, Parent-Connect (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. A parent survey has been done through AdvancEd 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 have 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 are 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. It was noted that while parents were overall satisfied with the schoolwide program, a few minor areas of improvement needed were: lack of support services and sharing responsibility for student learning with stakeholders. To improve the schoolwide program of support services, the Response to Intervention team created specific procedures to address identified student needs. Many efforts have been made to invite stakeholders to be involved in student planning, as well as providing school newsletters and Parent Information Nights to better support their child.

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

Huntington Elementary School has jointly developed a compact with teachers, a school administrator 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.

Huntington's Parent Compact is reviewed at "Meet the Teacher Night" and at Parent-Teacher Conferences, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement, provide frequent reports to parents on their child's progress, afford parents reasonable access to staff, and 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.

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

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

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, as well as an explanatory letter 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.) 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) take place approximately once a month during the school year, as well as during district professional development days. In these PLCs, 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 RTI 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 monthly 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. These multiple analyses are to guide instruction to 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, Accelerated Reader scores, Developmental Reading Assessments (DRA) 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.

Huntington also uses Raz-kids, Zearn, Spelling City, 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 RtI 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. 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.

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 and Relay for Life.

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, Formative Assessment Professional Development, PBIS Professional Development, RTI Professional Development, Common Core Professional Development, Guided Reading Professional Development
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, Mom-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

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8. Assessment Decisions with Title IIa -Riverview Community Schools General Funds, Formative Assessment Training, 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.) 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.

Final School Improvement Plan for 2016-2017

Overview

Plan Name

Final School Improvement Plan for 2016-2017

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 monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$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. 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. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$4000	Title I Part A, 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

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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. An interventionist (2.66 people = \$56,977) and/or classroom teacher will provide supplementary lessons to enable concept mastery with identified students. In addition, a Science Lab paraprofessional (\$10,710) will set up activities as directed by teachers. During science lesson implementation, classroom teacher will work with identified Tier 2 or 3 students while paraprofessional directs science activity.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$67687	Title I Part A	Principal, staff
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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.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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 the Michigan K-12 Science Standards using existing and new materials (\$1000).	Curriculum Development, Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$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.

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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 monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$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. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$4000	Title I Part A, General Fund	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	08/28/2017	06/15/2018	\$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

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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. An interventionist (2.66 people = \$56,977)and/or classroom teacher will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$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 the Michigan Citizenship Curriculum (MC3).	Supplemental Materials, Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$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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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. An interventionist (2.66 people = \$56,977) and/or classroom teacher, and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$56977	Title I Part A	Principal, staff
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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. Funds will be used to purchase headphones (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as math support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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 monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction. In addition, district professional development will be provided in the area of mathematic teaching.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	No Funding Required	Curriculum Director, principal, staff

Activity - Curriculum	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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Staff will continue implementation of the Eureka Math Program using materials prescribed by the program (\$1000).	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/31/2016	06/15/2017	\$1000	Title I Part A	Principal, staff
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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 monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of Language Arts education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$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

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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. District-provided subscriptions to SpellingCity.com and Raz-Kids Play will be utilized. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as literacy support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$5500	General Fund, Title I Part A, Other	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. An interventionist (2.66 people = \$56,977), and/or classroom teacher, and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$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 Language Arts concepts will be purchased to enable identified students to master concepts.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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 Lucy Calkins Units of Study for Teaching Reading, Starfall and use Guided Reading/Daily 5 in their classrooms for literacy instruction. In addition, staff will use the Write Steps curriculum for writing instruction.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$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 monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of Language Arts education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Curriculum Director, principal, staff
Curriculum	Staff will implement Lucy Calkins Units of Study for Teaching Reading, Starfall and use Guided Reading/Daily 5 in their classrooms for literacy instruction. In addition, staff will use the Write Steps curriculum for writing instruction.	Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Principal, Staff
Professional Development	Teachers will attend a monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction. In addition, district professional development will be provided in the area of mathematic teaching.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Curriculum Director, principal, staff
Professional Development	Teachers will attend a monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Curriculum Director, principal, staff
Professional Development	Teachers will attend a monthly Professional Learning Community (PLC) to improve their professional knowledge, competence, skill, and effectiveness in the area of science education instruction.	Professional Learning	Tier 1	Implement	08/28/2017	06/15/2018	\$0	Curriculum Director, principal, staff
Curriculum	Staff will implement the Michigan Citizenship Curriculum (MC3).	Supplemental Materials, Direct Instruction, Materials	Tier 1	Monitor	08/28/2017	06/15/2018	\$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. Funds will be used to purchase headphones (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as math support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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. District-provided subscriptions to SpellingCity.com and Raz-Kids Play will be utilized. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as literacy support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$1500	Technology Department, Principal, Staff

General Fund

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. Funds will be used to purchase headphones (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as math support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$2000	Technology Department, 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. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$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. 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. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$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. District-provided subscriptions to SpellingCity.com and Raz-Kids Play will be utilized. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as literacy support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$2000	Technology Department, Principal, Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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. An interventionist (2.66 people = \$56,977) and/or classroom teacher will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$56977	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. 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. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$2000	Technology Department, Principal, Staff
Curriculum	Staff will implement the Michigan K-12 Science Standards using existing and new materials (\$1000).	Curriculum Development, Supplemental Materials, Direct Instruction, Materials	Tier 1	Implement	08/28/2017	06/15/2018	\$1000	Curriculum Director, 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 scientific concepts will be purchased to enable identified students to master science concepts.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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 social studies concepts will be purchased to enable identified students to master social studies concepts.	Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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. Funds will be used to purchase headphones (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as math support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$2000	Technology Department, 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. An interventionist (2.66 people = \$56,977) and/or classroom teacher, and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$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. An interventionist (2.66 people = \$56,977) and/or classroom teacher will provide supplementary lessons to enable concept mastery with identified students. In addition, a Science Lab paraprofessional (\$10,710) will set up activities as directed by teachers. During science lesson implementation, classroom teacher will work with identified Tier 2 or 3 students while paraprofessional directs science activity.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$67687	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.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$500	Principal, staff
Curriculum	Staff will continue implementation of the Eureka Math Program using materials prescribed by the program (\$1000).	Supplemental Materials, Direct Instruction, Materials	Tier 1	Evaluate	08/31/2016	06/15/2017	\$1000	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 Language Arts concepts will be purchased to enable identified students to master concepts.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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. District-provided subscriptions to SpellingCity.com and Raz-Kids Play will be utilized. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development and the Imagine Learning website (provided with district funds) as literacy support.	Supplemental Materials, Technology, Materials	Tier 2	Monitor	08/28/2017	06/15/2018	\$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. Headphones will be purchased (\$2000) to attain full use of this technology. The supplemental resource of Flocabulary.com will be used for vocabulary development.	Supplemental Materials, Technology, Materials	Tier 2	Implement	08/28/2017	06/15/2018	\$2000	Technology Department, 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. An interventionist (2.66 people = \$56,977), and/or classroom teacher, and/or Special Education staff will provide supplementary lessons to enable concept mastery with identified students.	Academic Support Program, Supplemental Materials, Direct Instruction, Materials	Tier 3	Monitor	08/28/2017	06/15/2018	\$56977	Principal, staff