



School Improvement Plan

Herrington School

Pontiac City 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	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

During the 2018-19 school year, this process was completed by groups of teachers and the principal as a Building Turnaround Network (BTN) and in professional learning communities (PLC). All Pontiac schools are a part of the Blueprint System supported by the State of Michigan. In this process, our school prioritizes academics, attendance and behaviors. Parents are part of our Coordinating Council which discusses the areas of concern, barriers, and new ideas for the School Improvement process. The Building Turnaround Network (BTN) meets weekly to review school-wide initiatives using the problem solving method. The team also reviews student assessment data including Fountas & Pinnell, NWEA, ILC/PLC pre/post tests and M-Step. Attendance data is collected at the district level by Yvette Williams and shared with Herrington staff. BTN and all-staff look at the data and discuss ways for improvement. Our behavior data is collected through MiSTAR and is analyzed by our Behavior Specialists and the principal. It is then shared to staff quarterly. In academics, 3rd through 5th grade teachers fully implemented the Fountas and Pinnell reading assessment. NWEA (math and reading) was administered to all students K-5 as our universal screener and IRIP plan indicator. The NWEA data will continue to be analyzed three times a year by the SI team to measure K-2 grade level progress. During the Instructional Learning Cycles (ILC), teachers use the data to establish learning targets. Grades 3-5 administer NWEA twice per year. Students set goals and reach for their goals during NWEA testing. Data is shared with students by their teachers. M-STEP is given in May and analyzed by staff as soon as available. Our ESL building coordinator, gives the WIDA to our 57 ESL students during the month of February. Data is shared with staff and students when available. During the 2018-2019 school year, Herrington teachers conducted 4 ILC's in reading and math. In their PLC's, the teachers reviewed their results, in order to assess student needs for further instruction. Behavior data is shared quarterly and is presented at a staff meeting to all members of Herrington. It is also analyzed by the Behavior team weekly to make adjustments and new plans for the Tier 3 students. The updates are shared with teachers who are involved with the individual students. Herrington also reviewed the Attendance data and discussed new ways to excite students to come to school. It has been determined that our attendance declines on our 1/2 days, so new focuses have been designed to increase student attendance on those days. The last area reviewed this year, during our comprehensive needs assessment, was our IST data. This is a committee that functions in the area of MTSS and supports interventions for teachers and students. The data reviewed was how many students became successful in their interventions and which students continued to the evaluation stage.

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?

During the 2017-18 school year, a review of Herrington's data indicates the following:

Demographic Data: Herrington Elementary's enrollment (553) has increased by 34 students since the Fall of 2016. This is becoming a trend, as enrollment has increased for the past 3 years. Our gender data is 231 females and 322 males. Our hispanic sub-group population has stayed consistent at 18-19%. Our Asian population remains at 1% and our white population is 5%. 71% of Herrington students are African American. Through the Community Eligibility Provision, Pontiac Schools is a 100% free lunch determined to be Schoolwide Title 1. The demographic data shows that Herrington serves 100% low income students predominantly African-American population, with a significant number of unique ESL needs.

Perception Data: Herrington administered surveys of students, parents, and staff at least one time per year. The perception data indicated areas of strengths and concerns. The student surveys revealed concerns student physical aggression, disorderly conduct in the classroom.
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and student respect for teachers. The parent surveys indicated an overall satisfaction with school climate, staff, and educational programs. Our parent perception data was collected by our administration office in December 2017. The majority of parents were very positive on their feedback, and included strengths such as: having DHS (Department of Human Services) onsite, good support staff, good teachers, staff is focused on important things, and teachers are willing to teach. Communication is thought to occur in a respectful and open manner. Families number one concern was "the students in my child's school are not well behaved."

Staff surveys indicate that teachers lack time for planning and that teachers and parents do not have common expectations for students. A concern by staff is also that students do not manage time effectively and teachers feel they spend a great deal of time with students' social/emotional issues. Positive statements by teachers are that they feel safe in their classrooms, positive feedback from principal regarding my teaching and students have a chance to work independently. When comparing the 3 surveys there is a disconnect regarding how safe students feel vs. teachers.

Over the last 2 school years, most initiatives have shown growth in implementation. Strongly implemented initiatives are ILC's in reading and math, use of MAISA Reader's workshop, implementation of the Science and Social Studies curricula. Areas new to implementation growth are the PBIS program, student goal setting, and addressing Tier 2 and 3 level students .Herrington depends on the the Instructional Support Team process to prioritize the student needs and focus areas (academic, attendance ,behavior).

Student Achievement: This year all reviews were given at the Building Turnaround Network meetings (BTN). The staff strongly feels that shared planning for ILC's, continued support for MAISA units and continued work on assessments should be the Instructional focus. CHAMPS and PBIS were established, communicated, and implemented to all parents and students. Goal setting, student engagement, and vision for learning are now implemented. Our School improvement goal is reading comprehension, prioritizing informational reading and differentiated instruction for all students. The gap between the State and School M-Step results indicate a significant improvement.

Herrington is 4% above in progress of test scores when compared to schools with like demographics. Herrington improved by 9%. Our ESL population M-STEP progress is at or equal to similar schools and 2% below the state average. When analyzing the 2016-17 M-STEP data,Herrington has improved on progress toward state test success. When comparing to schools of similar demographics, Herrington shows a 31% improvement. Other schools similar are at 27% progress and the state average is at 40% improvement. Overall in the last 3 years, (2014 to Spring 2017 scores) Herrington has moved 8% of student to passing. Our relative strength is English Language Arts; progress at Herrington

is at 39% (similar schools = 32% ,State =47%). In Math our MSTEP progress score is 23% (similar schools = 23%, state = 35%) When looking at our English Language Learner M-STEP data, 43% are making progress on M-STEP (similar schools = 42%, state= 45%).

Herrington's participation on M-STEP is above 95%. Using the 2017 School Index Report Key Performance indicators, Herrington Elementary's overall score is 63.59%. Our growth index is 64.28% and our proficiency overview is 50.75%.

Herrington Elementary continues to assess student growth by using the NWEA assessment. All grades K-6 administer the Math and ELA portion in September and again in May. When reviewing the testing cycle from 2017 Fall to 2018 Spring testing grades 3-6 increased RIT scores in reading by 14 points, which is more that one Standard Deviation. In Math, Fall to Spring RIT growth was 13 points in grades 3rd-6th. Kindergarten - Second grade grew from Fall 2017 - Spring 2018 by 13 RIT points in Reading and 16 RIT points in Math.

The following percentages represent the percent of students who scored average to high at each grade level:

Grade Math % Reading %

Kindergarten 50 52

First 23 34

Second 14 10

Third 39 24

Fourth 21 24

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Fifth 30 42

When analyzing NWEA reading goal areas, reading comprehension (informational text) continues to be our area of instructional focus. Students' spring of 2017 percentage scores for 3rd grade through 6th grade in the area of informational text was 27% (scoring average to above average). Our K-2 Literature and Informational goal area Spring score was 32% average-High score. NWEA RIT scores are measured 2 times per-school year.

As part of the progress monitoring for K-3, NWEA map skills are administered 3 times per year. When analyzing NWEA math goal area results, Numbers and Operations continues to be an area of instructional focus. As the results of the NWEA and MEAP/M-STEP in math guided the selection of School Improvement Objective that focuses on Numbers and Operations and Algebraic Thinking. When looking at NWEA, continued concentration on Numbers/Operations and Algebraic thinking is recommended on our School Improvement Plan. M-Step scores for Science at 4th grade revealed 0% proficient. Grades K-5 measure science by their pre/post tests as taught using grade level MAISA units. After reviewing the results in science, (pre and post tests reveal less than 75% benchmark attainment), it was determined that teachers should be instructing science lessons at least 2 days per week and using the MAISA units to help create in depth plans with hands on activities. In grades 3-5, Herrington has GM STEM science enrichment to address the STEM objectives and to increase the scientific process.

Social Studies: After looking at 5 years of MEAP assessment results and one year of M-Step assessment results for fifth grade we found that the results showed a consistent score of 10% as the number of proficient students in the area of social studies. After reviewing data for grades K-1 (ILC data), it was found that the majority of the students are working far below benchmark. It was determined that teachers should be instructing social studies lessons at least 2 days per week MAISA units to help create in depth plans. This continues for the 2019-20 school year.

Gap Statements: According to the State's Top to Bottom list (now replaced by the Parent Dashboard for School Transparency for Fall 2017, Herrington's overall index was 59.11), but we have been off the priority list for 3 years. Our scores continue to be well below average compared to other schools in the state. After reviewing the data, we found that the majority of our students performed below grade level in all academic areas. In 2024, the state percentage target and our target is 85% proficient in all areas. Our data indicates that for all students, we show a slight upward trend in all subject areas and all grades. School redistricting, turnover, and increase in class size has made for instability in the Herrington Elementary learning environment. Program/Process at the end of the 2017-2018 school year, (not required now but are still using the data) the staff was given the standards from the School System Review, and rated the strands with a rubric (fully implemented, partially implemented, or sustained) in cross grade level and ancillary staff groups. The results were compiled and shared at a School Improvement meeting to determine priority areas for the next school year. the standards (partially implemented became our priority areas which are: Standard 2 (Instruction), Standard 4 (Instructional Leadership) and Standard 5 (Culture for Learning). The staff strongly feels that shared planning for ILC's, continued support for MAISA units and continued work on assessments should be the Instructional focus. Goal setting, student engagement, and vision for learning remain a priority next year.

Perceptions: Herrington conducted one parent survey during fall conferences.

Our parent perception data was collected by office staff and parent group. The majority of parents were very positive on their feedback, and included strengths such as: having DHS (Department of Human Services) onsite; good support staff; good teachers; staff is focused on important things; teachers are willing to teach. There were some concerns noted, including: Parents think the office staff can improve; they want the teachers to have more access to supplies. The one concern that was stated with the most frequency was that parents feel they need to be more informed (and in a timely manner) from the district, the school, and the classrooms in regards to information about the district, school and classrooms. This shows us that our parents, overall, have confidence in Herrington's ability to be a safe school for their child to learn in. It also shows that there are areas that as a staff we need to improve. Communication is an area that we really need to focus

on.

Demographic: Attendance and discipline data were reviewed by the BTN and other staff over a three year period. We concluded that over the three year period, our average daily attendance was approximately 95%. Looking at the discipline, there are a higher number of referrals in upper elementary than there are in lower elementary. There are also a higher number of referrals written in spring than in the fall and the winter. In addition, there are more referrals written for males than for females.

We also studied the demographic profile of our staff including gender, race, years of experience, certifications, degrees earned. The data shows that 100% of the teaching staff is Highly Qualified. In addition, the majority of teachers have been teaching between 10-14 years or more. Herrington's teaching staff is diverse in race. The majority of the staff have a Masters' degree or higher. Herrington has areas to improve in daily attendance and discipline. In the beginning of the school year our attendance tends to be higher and begins to drop lower as the year goes on. Also, discipline referrals seem to be lower in the beginning of the school year and increases dramatically starting in the spring months until the end of the year. Discipline referrals also seem to be higher with the male population and might need to have more focus from staff.

Conclusions: Academically, the sub-groups performance is consistent with ALL students. Their scores are consistently low achieving. However, one subgroup concern that we have identified is in the discipline area, in which males are more of a behavior concern. This is an area that is identified as needing more focus and strategies. Overall, our parents are content with Herrington. One concern that we saw consistently was the lack of communication. This is an area that we will focus on. This concern is shared by staff members.

Demographically, we need to work on increasing daily attendance for our students. We need to focus on decreasing discipline issues, and decreasing physical aggression.

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.

As a result of our data analysis, the priority areas identified for establishing goals are academics, culture/climate, and high quality instruction. The sub-set of the School Improvement Team reviewed data, including: Student Achievement (Fountas and Pinnell, M-Step (and M-STEP), ILC Pre & Post Tests, NWEA, end of unit tests, WIDA); Process Data (School System Review); Perception Data (Multiple Surveys); and Demographic (MI-STAR) (Reference Component 1, Question 2), to identify the School Improvement plan goals.

Goal 1: All students will improve their reading comprehension.

Goal 2: All students will improve their math proficiency in the areas of numeration and operations.

Goal 3: Herrington Elementary School will create a climate and culture of achievement and personal growth for every child.

Goal 4: Herrington will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Goal 5: All students will demonstrate proficiency in Social Studies.

Goal 6: All students will demonstrate proficiency in Science.

All students will benefit from the focus of objectives and interventions. Tier 2 and Tier 3 will receive interventions in small groups provided by our Interventionists and Special Education staff. Also, English Language Learners will continue to get support for academics from the ELL teacher and ELL teacher assistants. All goals have a focus on giving high quality instruction to improve academic results. High Quality instruction is supported by Instructional Rounds, Instructional coaching, goal setting, and Professional Development. Together our BTN team will be assistants. provide PD related to student engagement. Monthly, the School Improvement team surveys the progress of our school

improvement goals, strategies and initiatives. Adjustments and adaptations are made by consensus and are on going each month throughout the school year after discussions/and data analysis concluded.

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?

Goal 1: All students will improve their reading comprehension and improve their writing proficiency. A high priority at Herrington Elementary is to ensure that all students demonstrate a proficiency growth in reading. Teachers will continue to use assessments, such as Fountas and Pinnell and NWEA (learning continuum) to identify where students instructional levels are using the Multi-Tiered System. Teachers will continue to receive Professional Development in reading strategies to promote growth and quality instruction for all students. Students who were identified as Tier 2 or 3 are provided with small group instruction based on their needs, through their classroom teacher. They will also receive small group services from special education teachers and reading interventionists. All students were given the opportunity to attend and receive instruction in reading. Oakland Schools has provided Reading Coaches for all grade levels. This school year, the coaches professional development focused on Data Literacy Teams and taught teachers how to dig deeper into Fountas and Pinnell data. Student groups were created and re-assessed 3-4 times during the school year. The groups were formed based on needs for developing reading skills. During guided reading, the group needs were addressed, then re-assessed and students moved to the next skills needed based on the data.

Goal 2: All students will improve their math proficiency in the areas of numeration and operations: A high priority at Herrington Elementary is to ensure all students demonstrate a proficiency growth in the area of numeration and operations. Teachers utilize Everyday Math (EDM) pre and post assessments to assess student needs in numerations and operations as well as the other unit objectives chosen based on NWEA learning continuum skills and pre-test data. Teachers create and implement intervention groups based on 1, 2, and 3 Tiers. Teachers focus on instructing students to move their thinking from concrete to abstract, as aligned with our SIP Goal. Teachers evaluate post-test results in the PLC and create a plan for Tier 2 and 3 students who are still "Far From Proficient". All students were given the opportunity to attend and receive instruction in math.

Goal 3: Herrington Elementary School will create a climate and culture of achievement and personal growth for every child: A high priority at Herrington Elementary is to create an environment where parents and students feel as though they are partners in their education and that there will be a decrease in student behavior that results in referrals. All staff will implement and reinforce CHAMPS, and BEARS (positive reinforcement system completed weekly) tickets as a component of PBIS. As a Tier One strategy, our Behavior Interventionist and Counselor will facilitate Character Education strategies in each classroom. Tier 2 students participate in small group settings with the school counselors/Behavior Interventionist to address identified behaviors. If needed, behavior plans are created and implemented with the support of classroom teachers. Check-In and Check Out plans are another strategy used with Tier 2 students on a daily basis. In addition to the Tier 2 strategies our Tier 3 students (Special Education), receive individual support from the Special Education Social Worker. For 2018-2019 school year, the counselors are using the behavior data to decrease disorderly conduct, physical aggression, classroom disruption, and insubordination. Our male population continues to have higher behavior incidents than our female population.

Goal 4: Herrington will transform the system of teaching and learning to ensure that all students benefit from high quality instruction: A high priority at Herrington Elementary is to create a system of teaching and learning that will promote growth in all students. This is accomplished through the use of PLCs and ILCs in all subject areas. It is the expectation that 80% of teachers will receive an Effective or Highly Effective rating on their annual evaluation. Teachers are expected to complete all of the Professional Development offered by the school and the district. The Instructional Coach provides sustained professional development for all teachers as needed in all subject area. Staff learning this year has concentrated on Reading/Math strategies and student engagement(DOK, Everyday Math daily lessons, Student Engagement).

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PLC's provide opportunities for in-depth discussions and sharing of strategies that are working to improve all instruction.

Goal 5: (All students will demonstrate proficiency in Social Studies.) A high priority at Herrington Elementary is to ensure that all students demonstrate an 80% proficiency growth in Social Studies. Teachers will analyze and interpret data collected from the end of unit tests. Using this data, lessons will be planned accordingly. Students who do not meet expectations will receive more extensive instruction.

Goal 6: (All students will demonstrate proficiency in Science.) A high priority at Herrington Elementary is to ensure that all students demonstrate an 80% proficiency growth in Science. Teachers will analyze and interpret data collected from the end of unit tests. Using this data, lessons will be planned accordingly. Students who do not meet expectations will receive more extensive instruction. During 2018-19 school year, an outdoor classroom will be used. Teachers and small focus groups can take students outside to deliver Science lessons.

Component 2: Schoolwide Reform Strategies

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

All the strategies in Herrington's school improvement plan are focused on helping all students reach the State's standards.

Our school wide Tier One reform strategy is the implementation of the Instructional Learning Cycle process which is performed within the structure of Professional Learning Communities. Herrington's Professional Learning Communities are configured as follows:

K-2, 3-5 for both math and reading.

During the 2019-20 school year, our 4th-5th grades will be departmentalized, therefore changing the focus of PLC time. Our school uses the research-based instructional process from DuFour's Leadership and Learning Center and the blueprint for rapid turnaround. It ensures consistency of instruction among grade level content teachers through their development of common formative and summative assessments. This process provides a learning-focused model where the needs of learners drive instructional efforts. The district ELA team created district common assessments which will be given as pre/post test aligned with MAISA units. The PLC Teams monitor individual student performance, develop differentiated instruction for students not meeting benchmarks, and enrichment opportunities for students performing above benchmarks. This process provides increased understanding of student needs, timely information about individual, and collective student performances. Data is collected, monitored, and analyzed by PLCs and the BTN (Building Turnaround Network) formally known as the School Improvement Team. Herrington uses collected formative data (also aligned to MAISA units) to inform next steps for instruction. Summative data (data to assess the state of the school) is used by the BTN. Math and Reading ILCs will be implemented every 6-8 weeks. All PLC meetings use the problem solving structure of: What will the data say (hypothesis), What does the data say (analyze data), What to do about the data (solutions).

The procedure is as follows:

1. Review learning targets, based on Common Core Standards, identify, select pretest developed or to be developed, based on those learning targets.
2. Students are given the pretest. Teachers meet to discuss pre-test results. Students are identified as scoring at benchmark, close to benchmark, or far from the benchmark.
3. The teachers then group students and discuss strategies for each group. Strategies for classroom differentiated instruction, is discussed at the meetings. Teaching time is identified and post-test is selected.
4. Teachers meet after the post-test to discuss results and to determine if re-teaching is necessary based on the results.

Herrington Staff consists of: 16 general education, 1 ESL, 1 ASD, 3 EI, and 2 Resource Room teachers, 2 Interventionists, 1 Instructional coach, and Principal. The 2018-2019 school year addressed our Tier One instruction using the Instructional Learning Cycle model. The MAISA units continue to be the resources for our standards and teaching targets. We used our K-5 NWEA data, and Fountas and Pinnell data, classroom formative assessments, and pre/post test data to address Tier 1, 2 and 3 student needs. During the 2019-2020 school year the same process will continue with the addition of District Common Assessments for the ELA~ MAISA units as many of our pre/post tests. The BTN will continue to analyze the summative data and monitor the implementation of school wide strategies. The gathering and analysis of NWEA data occurs a minimum of two times a year and M-Step data is analyzed in September. Literacy Data committees will be conducted after the Fountas and Pinnell Assessment is administered in the Fall 2018. This meeting will determine the differentiated groups for Guided Reading instruction and data boards will be created to monitor student growth during the school year. MI-STAR data is used 4 times per year to monitor behaviors and suspension data.

READING STRATEGIES: To meet the reading goals set for Herrington, teachers will consistently implement Readers Workshop. Readers Workshop is a research based, tier one teaching method, in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all students. Readers Workshop helps to foster
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a love of reading and gives students chances to practice reading strategies independently, with their peers, and with teacher guidance. There are four major components to Readers Workshop. Mini lessons are taught whole group and are based on the learning targets identified in the ILCs. Following the mini lesson, students are provided time for independent reading. During this time, they are to complete a task which is assigned during the mini lesson. Following independent reading time, students are allotted time to share with a partner or a book club, and talking about the task that they were given. Guided reading is also a component of Readers Workshop and may occur before, during, or after independent reading. Guided reading is a differentiated small group lesson focused on a particular skill or reading strategy. The groups are determined after the Literacy Data Team meeting and deep analysis of running records is conducted. Herrington School students, Tier 2, meet with our Reading Interventionist 4 times per week in a small group. The Interventionist uses a combination of strategies from Center for Reading Excellence (CORE) and known reading strategies.

MATHEMATICS STRATEGIES: In order to meet the mathematics goal set for Herrington, PLCs were and will continue to be held three times per ILC. Pre tests will be analyzed by PLCs to help determine differentiated groups of students based on specific need. Teachers use whole group and small group instruction to move students from concrete to pictorial to abstract representation as level appropriate. Math talk, deeper questioning, and Everyday Math (EDM) games have supported the program.

SCIENCE STRATEGIES: All students consistently receive Science instruction at least two days per week. All teachers used the MAISA Science units and research based instructional strategies (scientific process, hands-on experiments, turn and talk strategies, graphic organizers, predictions and Bloom's questioning) to enhance student engagement and learning. Continued support in implementing the MAISA units is needed during the 2019-2020 school year.

SOCIAL STUDIES STRATEGIES: All student consistently receive Social Studies instruction at least two days per week. All teachers used research based instructional strategies to enhance student engagement and learning. Scholastic News is used as a resource for all students with instruction with opportunities to engage with informational text and to look at CLOSE reading strategies in Upper Elementary. Scholastic allows our students to find vocabulary words, in the text answers, and learn text features while they read. Lower Elementary embeds Social Studies concepts into their reading program and daily message. Social Studies MAISA units are implemented and many of the strategies are also instructed to support our Informational text reading objective to improve comprehension. Continued professional development is needed to fully implement the units designed by Oakland Schools.

To help increase attendance, DHS has a permanent office in our school. Staff refers students with five or more unexcused absences to DHS. They reach out to parents to see if there are barriers that stop students from getting to school. After going through DHS, if attendance does not improve, teachers report the absences to the attendance officer at the district level. All classroom teachers are required to keep up to date attendance records. A reward system has been implemented for students who meet certain attendance requirements. Herrington provides venues to invite active participation of family and community members in the educational programs of the school.

CLIMATE AND CULTURE STRATEGIES: To meet the school improvement goal of safe and supportive environment and engaged learners, for students. All students are taught the CHAMPS routines to support positive classroom expectations. Positive behavior weekly and monthly celebrations, Herrington Bear tickets, are instituted by the Behavior Interventionist (BI). The BI also support Tier 2 students. In addition to the Tier 2 services, our Tier 3 students are supported by the Special Education Social Worker. Our surveys revealed that our male population have more discipline issues than our female population. The counselors address the gap by providing small group, individual and classroom support for students with repeated discipline issues. They provide check-in and check-out supports, parent contacts/meetings, added time to counsel, and role playing opportunities to reflect on behaviors. The behaviors are recorded in our MISTAR system and results are measured for continuous improvement and monitoring.

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).

Herrington has and will continue to focus on increasing the quality of instruction. All of our teaching staff are highly qualified based on state standards. The majority of our staff have been teaching 10-14 or more years. All teaching staff have current teaching certificates, and the majority of the teaching staff hold a Masters degree or higher. Over 90% of teachers were rated Effective or Highly Effective for the 2015-2016 school year. For the 2017-2018 school year 63% of the staff are highly effective and 25% of the staff are effective. The quality of core instruction is increased by the decisions made from the ILC data as discussed in the PLCs. ILCs result in more targeted teaching for students based on their needs from the NWEA Learning Continuum which is aligned to Common Core Standards. Teachers met across grade levels (K-2; 3-5) at least three times per ILC. Each ILC lasts 4-6 weeks. Our ILC process is. For the 2019-2020 school year, teachers will meet K-2, 3-5 reading and math will meet 3 times per PLC/ILC. There will also be a school wide PLC once per month.

Meeting one - *Look at the next curriculum units to be taught

- *Discuss the Common Core standards to be mastered
- *Review the Learning Continuum skills in relation to the standards taught
- *Identify the standards that are most important based on student need
- *Develop pre- and post-assessments

Meeting two - *Analyze pre-assessment results based on MTSS (Multi-Tiered System of Support) criteria

- *Create differentiated groups based on academic performance on pre-assessment (proficient, close to proficient, not proficient)
- *Discuss teaching strategies for each group of students
- *Set date for post-assessment and meeting three

Meeting three - *Analyze post-assessment results

- *Discuss strategies for students who are not proficient in that Common Core standard (these student may receive Tier Three assistance - reading and math intervention via the instructional support team)
- *Look forward to next unit to repeat the ILC process. During the 2017-2018 school year, teachers have completed 4 ILCs for Reading and ILCs for Math.

All staff have received embedded Professional Development on how to use PLCs and ILCs effectively and efficiently. To build capacity, PLC teacher facilitators have been identified and trained. In the 2019-2020 school year ILC's will continue. Staff will complete at least 4 ILCs for Reading and 4 ILCs for Math.

During the 2017-2018 school year the district designated half days have been used by teachers to create differentiated plans that were focused on the instructional strategies decided on during their PLC/ILC work. For the 2018-2019 school year, intervention services have been provided for students during the school day. In addition, special education teachers have provided pull-out interventions for intensive students based on Fountas & Pinnell and NWEA (K-5). For the 2019-2020 school year intervention services will continue to be provided for students during the day and special education teachers will continue to provide pull-out interventions for students based on Fountas & Pinnell for grades K-5.

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

From the Comprehensive Needs Assessment, School System Review, and our Initiative Progress survey information, Herrington is aligning

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the research-based reform strategies of PBIS, CHAMPS, ILC/PLC, MAISA units, (Readers Workshop etc), Everyday Math program, and Informational text strategies into the schoolwide plan. Based on NWEA, M-STEP, Instructional cycles, and Fountas and Pinnell testing. Herrington has grown when compared to schools of similar demographics during the years 2016-2017 and 2017-2018 (state 40%; Herrington 31%).

For all academic subjects, teachers will show planning using the PLC/KUD Planning Template. (Beasley, J. G., 2011). "A precursor to sustained, effective differentiation is the use of the KUD which assists in determining what is essential for students to know, understand, and do (KUD) as the result of a unit. Developing those understandings will enable students to recall, retrieve, and transfer what they learn. The concept-based approach to curriculum helps teachers focus their curriculum planning, and subsequently their plans for differentiation, on essential knowledge, understanding, and skills for all students to master while adhering to the requirements of state standards." (Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez, 2008.)

In addition, all staff has and will continue to receive job-embedded training given by Oakland Schools consultants to enhance instructional strategies in the classroom. One of the supplements that can be used across curriculum will be back in place for the 2019-2020 school year is Scholastic News for Kindergarten through 5th grade. These will be used in conjunction with the ILC work.

In an effort to create a climate and culture of achievement and personal growth for every child, teachers will implement PBIS (US Department of Education Office of Special Education Program) as a student management system to ensure a safe, secure learning environment where all members are respected and responsible. Once Tier 1 behavior systems are in place in each classroom, students who need additional intervention can be identified. Students are identified by referrals and teacher/parental concerns through the Student Support Network (SSN; formerly Instructional Support Team).

The BTN will work to develop and SSN protocol. Students who are identified will receive services from the Behavior Interventionist (Tier 1); Pride Counselor (Tier 2); or School Psychologist (Tier 3), as needed. Other content area strategies are in place, as listed in Component 2, Number 1.

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.

Herrington has continued to implement the strategies in the school wide plan which provide a level of interventions for students who need the most instructional support. Herrington has a continued to implement PLCs/ILCs. The quality of core instruction is increased by the decisions made from the ILC data as discussed in the PLCs. ILCs result in more targeted teaching for students based on their needs from the NWEA Learning Continuum which is aligned to Common Core Standards. Teachers meet across grade levels (K-2; 3-5) at least three times per ILC. Each ILC lasts 4-6 weeks. For the 2019-2020 school year teachers will meet across grade levels(K-2, 3-5 for both math and reading)

Our ILC process is:

Meeting one -

- *Look at the next curriculum units to be taught
- *Discuss the Common Core standards to be mastered
- *Review the Learning Continuum skills in relation to the standards taught
- *Identify the standards that are most important based on student need
- *Develop pre- and post-assessments

Meeting two -

- *Analyze pre-assessment results based on MTSS (Multi-Tiered System of Support) criteria
- *Create differentiated groups based on academic performance on pre-assessment (proficient, close to proficient, not proficient)

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*Discuss teaching strategies for each group of students

*Set date for post-assessment and meeting three

Meeting three -

*Analyze post-assessment results

*Discuss strategies for students who are not proficient in that Common Core standard (these student may receive Tier Three assistance - reading and math intervention via the instructional support team)

*Look forward to next unit to repeat the ILC process

During the 2018-2019 school year, teachers have completed 4 ILCs for Reading and 4 ILCs for Math. All staff has received embedded Professional Development on how to use PLCs and ILCs effectively and efficiently. To build capacity, PLC teacher facilitators have been identified and trained. Student groups are fluid based on performance on post-assessments.

To ensure high-quality differentiated instruction is happening in all classrooms, teachers have continued to receive ongoing, embedded, and direct professional development. Teachers have received and will continue to receive onsite professional development facilitated by Oakland Schools consultants and coaches. The type of professional development have included: PLC, ILC, Differentiated Instruction, Guided Reading, Readers Workshop, and any other professional development to meet teachers' needs.

READING:

GRADE SPAN: K-5

INTERVENTIONS:

* Project Excel - An after school program which assists students with their homework and provides enrichment opportunities. (provided by Project Excel employees) 4 days per week

* Bilingual/ESL tutors and teachers for identified ELL students for English Language Arts and Mathematics in grades K-5. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week

* Reading interventions for grades K-6 provided by special education teacher. (District employed Resource Room Teacher) 5 days per week

* Reading interventions for grades K-6 provided by reading interventionist (leveled books, CORE Teaching Resource Sourcebook, Early Reading Strategies, Writing, Guided Reading) 1-3 times per week

* Small Groups for differentiated instruction (Classroom teachers, special education teachers, tutors, volunteers) 5 days per week

* Teachers regularly progress monitor the targeted students to ensure the interventions are effective and the students are making timely progress toward benchmark. Adjustments in instruction are based on the students' progress. (Highly Qualified Teachers)

* PLCs - Teachers met across grade levels (K-2, 3-5) to discuss the different levels of students (far from proficient; close to proficient; at or above proficient) and the differentiated instruction for teaching each group of students to promote growth at their level. (Highly Qualified Teachers)

* ILCs - Instructional Learning Cycle that includes 3 meetings. At the meetings, a standard is identified and a pretest is selected based on the standard. Students are given the pretest. Teachers meet to discuss results and group students and discuss strategies for each group. Teaching time is identified and post test is selected. Teachers meet after the post test to discuss results and to determine if reteaching is necessary based on the results. (Highly Qualified Teachers)

MATH:

GRADE SPAN: K-5

INTERVENTIONS:

* Manipulatives and Thinking Maps are utilized in mathematics to deepen the understanding of key concepts, especially number sense and computation, for struggling students. (Highly Qualified Teachers)

* PLCs - Teachers met across grade levels (K-2, 3-5) to discuss the different levels of students (far from proficient; close to proficient; at or above proficient) and the differentiated instruction for teaching each group of students to promote growth at their level. (Highly

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Qualified Teachers)

* ILCs - Instructional Learning Cycle that includes 3 meetings. At the meetings, a standard is identified and a pretest is selected based on the standard. Students are given the pretest. Teachers meet to discuss results and group students and discuss strategies for each group.

Teaching time is identified and post test is selected. Teachers meet after the post test to discuss results and to determine if reteaching is necessary based on the results. (Highly Qualified Teachers)

* Small Groups for differentiated instruction (Classroom teachers, special education teachers, tutors, volunteers) 5 days per week

* Project Excel - An after school program which assists students with their homework and provides enrichment opportunities. (provided by Project Excel employees) 4 days per week

* Bilingual/ESL tutors and teachers for identified ELL students for English Language Arts and Mathematics in grades K-6. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week

* Mathematics interventions for grades K-5 provided by special education teacher. (District employed Resource Room Teacher) 5 days per week

* Mathematics interventions for grades K-5 provided by classroom teachers (Everyday Math Games for grades K-3) 1-3 times per week.

SCIENCE:

GRADE SPAN: K-5

INTERVENTIONS:

* Teachers will use Scholastic News and Science Spin magazines.

SOCIAL STUDIES:

GRADE SPAN: K-5

INTERVENTIONS:

* Scholastic News Magazine (Classroom Teacher)

CLIMATE & CULTURE:

*Positive Behavioral Interventions and Supports (PBIS) - Teachers will implement PBIS as a student management system to ensure a safe, secured learning environment where all members are respected and are responsible.

* Tier 1 (Behavior Interventionist)

* Tier 2 (at risk social worker)

* Tier 3 (School Psychologist)

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

Herrington uses multiple forms of assessment to determine if the needs of students are being met. The forms of assessment for progress monitoring that Herrington used and will continue to use for all students are Fountas and Pinnell (K-5), NWEA (K-5), and ILC Pre & Post Assessments(K-5). Based on our progress monitoring assessments, students are identified for Tier 2 and Tier 3 interventions. They have been and will continue to receive pre/post assessments throughout the year to determine if their needs are being met and if they are ready to exit intervention services. The makeup of the intervention groups is fluid and is based on the students' performance on the pre and post assessments as well as NWEA scores. NWEA is administered three times per year. Pre and Post Assessments for ILC work has and will continue to take place at least once during each ILC cycle.

Students who are identified as Tier 3 have and will continue to receive extra interventions. If adequate progress has not been made, student will be brought before the SSN (Student Support Network - formerly IST). Staff that are involved in identifying Tier 2 and Tier 3 students are: Principal, Resource Room Teachers, Psychologist, General Education Teachers, ASD Teachers, Social Worker, Speech Pathologist.

Assessments will be administered per the district and state assessment window.

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	Per Human Resource reporting	

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	Per Human Resources reporting	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Herrington Elementary's turnover rate from the 2017-2018 school year to the 2018-2019 school year was 31%. The turnover rate is due to five new classroom teachers being hired and two teachers transferred from another building within the district.

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

95% of Herrington's teaching staff has 10 or more years of teaching experience.

88% of Herrington's teaching staff holds a Master's Degree.

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

Herrington Elementary stresses positive staff collaboration as developed through Professional Learning Communities. The building principal deliberately takes steps to develop trust with teachers and is very intentional about providing a safe and secure working environment. In order to continuously support teachers, they are surveyed twice a year to determine areas of improvement. All staff meetings are opened with a positive note, which allows staff members to promote and encourage other staff members with academic, social and personal success. To further develop positive working relationships, Herrington staff has social events and holiday gift exchanges.

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

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.
5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.

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6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.
7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.
8. Provide an opportunity to earn a retention bonus
9. Provide an opportunity to receive a recruitment bonus

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?

We do not have a high turn over rate. The turnover we have seen is largely due to student enrollment or adding specials (art, gym) in our schedule.

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.

Both this school year and into the future the Herrington PD has been aligned with SIP Goals which are based on needs identified in our CNA. The data in the CNA along with the NWEA scores and ILC data indicated a great need for improvement in reading comprehension, informational text, math (Numbers, operations and algebraic thinking), science and social studies concepts and writing process.

Herrington also must address the discipline issues, student engagement in the area of climate and culture.

Teachers in grades Kindergarten-5th have received professional development in Essential Practices in Early Literacy and Common Core Eight Mathematical Practices during the 2019-2020 school year. During the 2019-2020 school year, Herrington teachers will receive ongoing embedded professional development. Professional Development is provided in a variety of ways.

We attend workshops at Oakland schools and our Instructional coach provides sustained PD during ILC meetings, coaching experiences, and Oakland Schools coaches provide support with individual/group PD. All the above sustained PD opportunities are in need for the 2019-20 school year.

The data in the CNA along with the NWEA scores and ILC data indicated a great need for improvement in numbers and operations and algebraic thinking. District math Instructional coaches will also provide embedded professional development through coaching for the 2019-2020 school year. Embedded PD through coaching will continue through the PLC/ILC process by both district coach and Oakland Schools. Our math interventionist will also support classrooms by introducing the EDM games to Tier 2 students.

During the 2017-2018 through the 2018-2019 school year, all teachers received professional development on the PLC/ILC framework. In addition, teacher facilitators at each grade level were trained to facilitate the PLC/ILC work. Ongoing staff development is provided by our instructional coach. The coach supports and provides our Professional Learning community by attending all ILC's, provides grade level support in unpacking the Common Core Standards with our MAISA units and our Everyday Math resource. The coach helps design pre and post tests for our ILC's.

Social Studies will target the MAISA units. Herrington is still unpacking the Common Core standards, reviewing and creating unit pre /post tests. We will also be looking at deepening student understanding of social studies themes and continuing support in the area of Differentiated Instruction, to provide our tier 2 and 3 students with interventions is also a PD target.

To extend professional development, teachers received embedded training in all subject areas through the building instructional coach. The professional development for the 2016-2017 year targeted MAISA units: unpacking standards, understanding by design, revising the use of mentor texts, reviewing all assessments (NWEA, M-STEP, unit tests and ILC). The coach also modeled a variety of instructional strategies within classrooms. This continued during the 2018-19 school year. During the 2016-2017 school year the School Improvement Facilitator provided professional development on student engagement based primarily on the book 17,000 Classroom Visits. SIF also provided guidance during ILC's for our "Initiatives Progress Survey". SIF trained 4 teachers as leaders in the 2015-16 school year.

Herrington teachers attended professional development sessions provided by the district including:

*Phonics first

*Literature Data Teams

*Common Assessments

*Guided Reading

*Reading Process

*MTSS training

These district-provided trainings support student motivation and classroom management.

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

Reading - During the 2018-2019 year K-3 teachers received guided reading professional development over 3 sessions throughout the year by an Oakland Schools facilitator; and 4-5 teachers received professional development in Reading Data Teams 3 times throughout the year by a Oakland Schools facilitator. Time was spent analyzing Fountas and Pinnell assessments to help plan future instruction. Intervention was given in the classroom in small groups. In the 2019-2020 school year teachers will receive continued on going embedded coaching/training from Pontiac's instructional coach and the staff through Oakland Schools.

Math - Throughout the 2018-2019 school year, Oakland Schools instructional coaches provided ongoing embedded professional development to all teachers. During the 2019--2020 school year, teachers will continue to receive embedded professional development through Oakland Schools instructional coaches as needed. During school coaching sessions, the teachers will review ILC data, NWEA data and EDM units to discuss as grade levels next steps in student needs and strategies to achieve success. This process will be implemented 3 times per year per grade level. Teachers are encouraged to become their own facilitators as the year progresses and the learning process of review, set next priorities for instruction, and strategies for meeting all learners became the meeting norm. This process will also carry over to the ILC meetings with teacher facilitators as leaders. Continued PD is needed for 2019-2020 school year.

Science/Social Studies - During the 2015-2016 school year, teachers received Science professional development through Oakland Schools regarding MAISA units.

Climate/Culture - The Climate/Culture Committee will continue to monitor school-wide referral data and the implementation of classroom management plans.

To extend professional development, teachers receive embedded training (sustained PD) in all subject areas through the building instructional coach. The professional development this year targeted MAISA units: unpacking standards, understanding by design, revising the use of mentor texts, reviewing all assessments (NWEA, M-STEP, unit tests and ILC) and in depth discussions about deepening our questioning (DOK and BLOOMS) strategies. Lit Data Teams were started and supported by OS coach and Pontiac Coach. We met 3 times throughout the year to analyze running record and develop teared groups. Also, reading strategies, the reading process and guided reading were reviewed and implemented. The coach also modeled a variety of instructional strategies within classrooms and participated in creating and collecting data from our intervention Tier 2 and 3 groupings.

In summary, in all subject areas Oakland Schools coaches and our Instructional Coach will provide PD primarily to individuals and through PLCs. They will plan with the principal for which days (several per month) they will be in the building so substitute teachers can be reserved who will relieve teachers for coaching time with their coach, often after teaching a lesson. As the coach, principal and/or teachers in a PLC realize the need for more intense PD in an area, they will arrange for it to occur during PLC time. Finally, if a coach, principal and/or the BTN decides PD is needed in a specific area for all staff based on student achievement or process data, then full staff PD will be arranged.

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

Component 6: Strategies to Increase Parental Involvement

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

Herrington parents have the opportunity to play an active role in the development of the school-wide plan. Parents will meet monthly through Herrington's Parent Teacher Group (PTG) to discuss and make changes at Herrington Elementary. Parents are made aware of the School Improvement Plan and are given the opportunity to provide input. Parents are invited to attend our monthly Coordinating Council meetings which will continue throughout the 2019-2020 school year. They also provide input through parent surveys, given at Parent-Teacher Conferences (November 2019 and April 2020). These surveys are written in parent-friendly language and are also available in Spanish. Parents are offered the opportunity to attend Building Turnaround Network meetings. Their input is valued and utilized to make school-wide decisions. Parents are invited to review and give input on school policies as well as the Parent Teacher-Student Compact and Parental Involvement Policy at both School Improvement Meetings and monthly PTG meetings. The district holds Parent University (Jonathan Edison) once per month. This is a way for parents to communicate their needs and for the district to implement strategies and increase parent involvement.

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

Parents have and will continue to be involved in the implementation of the School Improvement Plan. Parents have and will continue to be involved in the Coordinating Council meetings. Parents have been and will continue to be involved in helping Herrington to create a climate and culture of achievement and personal growth for every child. Parents have had and will continue to have the opportunity to collaborate to create an environment in which they feel they are partners in their child's education and socialization. Family Curriculum Nights have been and will continue to be held one time each school year as a way to encourage both climate and culture and academic growth. The Parent Teacher Group (PTG) helped to set up, organize, and implement the Curriculum Nights. All parents were invited to attend classrooms where mini-lessons were facilitated by classroom teachers. The mini-lessons were "Make & Take" so parents could revisit the activities with their child at home.

Bagel and Books was implemented in the 2016-2017 school year and returned in the 2018-2019 school year, to continue on in 2019-2020. All parents have been and will continue to be involved in Parent-Teacher Conferences two times per school year. When parents attend the conferences, it promotes positive perceptions of the importance of education to the student. Parents have and will continue to find out more about how the school is attempting to meet their child's needs.

Herrington School PTG links families and the community to needed resources such as food through Gleaners Food Bank monthly distributions, and coat/clothing drives by non-profit organizations. This encourages positive relationships and climate within the school community.

1. Comprehensive Needs Assessment

Parent Surveys (parent perception data)

PTG monthly meetings

Invitation to attend BTN

2. Schoolwide Reform Strategies

Information given and questions answered

Parent-Teacher Conferences

Open House

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Curriculum Night

Meetings scheduled as needed to discuss behavior and/or academic performance

3. Instruction by Highly Qualified Staff

Information about staff education/certification given to parents

4. Strategies to Attract Highly Qualified Teachers

Herrington would like parents to be invited to participate in interview process for new teachers

5. High Quality and Ongoing Professional Development

Information from parent surveys utilized to meet needs through professional development

6. Strategies to Increase Parental Involvement

PTG

Coordinating council

Open House

Parent-Teacher Conferences

Curriculum Nights

Preschool visits

Homework

March is Reading Month (reading logs)

Gleaners Food Bank

Clothing Drives

Parent-friendly (Spanish) communication

School garden

Fundraisers including but not limited to daddy/daughter dances, mother/son dance, movie nights, spaghetti dinner, etc...

Bagel and Books

7. Preschool Transition Strategies

Invite preschoolers and their parents to visit the kindergarten rooms

Invite parents to curriculum nights

8. Teacher Participation in Making Assessment Decisions

Test scores given and explained to parents during conferences

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Teachers communicate to parents when students need additional assistance

Parent-Teacher conferences, phone calls, SSN team meetings

10. Coordination and Integration of Federal, State, And Local Programs and Resources

Community resources such as Gleaners, DHS, and food/clothing drives

Counseling (Easter Seals, Relationship Times)

Field Trips

Literature at PTG Meetings

Parent University

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

Herrington's parents are introduced to the Title I program at our Open House. At the Parent Teacher Group meetings parents are presented with the aims and activities of the schoolwide parental involvement plan contained in the School-wide Diagnostic and the School

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Improvement Plan. Throughout the school year parents evaluate elements of the plan and the activities in the following ways:

1. Parents are offered the opportunity to attend Coordinating Council meetings.
2. Parents are offered the opportunity to attend BTN meetings.
3. Parent comments made at PTG meetings.
4. Parent evaluations of individual events right after attending them.
5. Parent Surveys given in November 2018 and April 2019

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).

1. Parents are given information about Common Core standards and state student academic achievement standards during Open House, and Fall and Spring Parent Teacher conferences as well as during monthly PTG (Parent Teacher Group) meetings. During Parent Teacher Conferences and the parent curriculum nights, teachers give parents strategies and resources to help their children at home with academics that are aligned with the Common Core standards. Parents are given the opportunity to ask any questions they have about their child's progress at the parent teacher conferences. Teachers are available for scheduled meetings if a parent has questions or concerns about their child's progress. Report cards are sent home quarterly detailing students progress in all academic areas as well as life skills (citizenship).
2. Herrington held a curriculum night which included academic "Make and takes" where parents were able to create an academic activity with their child to use on an ongoing basis. The activities were connected to Common Core standards, and aligned with the district curriculum. During parent teacher conferences, teachers give parents resources that include free academic websites that their children can use to further academic achievement.
3. All staff were made aware of the value and importance of the contribution of parents. Parent Surveys were discussed during school wide PLC's to determine where parents felt the staff could use improvement and the areas in which they had concerns. With the PTG's support, the staff designed and implemented a curriculum night that included the Holiday Extravaganza. Parents provided input on what they felt would be most beneficial to include in this curriculum night from a parent perspective.
4. Behavior interventionist, school social worker, and school counselor counsel students as necessary or required by IEP and also assist with character education. DHS is housed within the building. DHS workers make contact with parents regarding attendance, parenting skills, and other issues.
5. Information related to school and parent programs was sent to parents through monthly calendars and newsletters. The marquee at the front of the building was updated regularly with upcoming information. Reminders and informational notes were sent home regularly to inform parents about upcoming activities. All communication from the district and the school office are written in parent-friendly language and made available in Spanish.
6. For the 2019-2020 school year, ESL tutors and teacher will be available to facilitate communication with parents of ELL students. Communication from the school or district office will be made available in Spanish.

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

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How well parent involvement activities are implemented and the degree of parent satisfaction with the activities must be an ongoing task throughout the school year.

For the 2018-2019 school year the principal and the Culture and Climate Committee discussed the parent involvement component of the school wide plan. At every other monthly meeting the team will evaluate what elements of the plan have been completed and/or are in progress, and they will review any data that relates to the plan to examine how well the plan is being implemented and how it's being received by parents.

For the 2019-2020 school year the Culture and Climate Committee will review:

1. Parent Surveys given in November 2019 and April 2020
2. Number of Parent Compacts signed and returned.
3. Parent evaluations of individual events to which they were invited.
4. Parent attendance at scheduled events.
5. Parent evaluations of problem-solving meetings with staff and/or the principal.
6. Herrington School and Culture Committee and the principal to ensure that we are meeting the needs of parents and students. The committee also uses records of parental attendance to drive conversation regarding strategies for increased parental involvement.

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

As described above the principal, Climate and Culture Committee, and the BTN will look at feedback on an ongoing basis, at least every other month. The input will then be looked at in terms of the aims and action plans present in the schoolwide plan. The process and perception data received will assist the teams in determining if any changes need to be made to the plan at that time and/or as the subsequent plan is written, in the Spring, 2020. During the year and for the final plan in the spring, the BTN, the Climate and Culture Committee, and/or the principal, will then present suggested changes to the PTG. If there are disagreements, they can be negotiated. Based on the data collected through parent attendance, comments, and surveys, a strong focus will be placed on parental involvement for the 2019-2020 school year.

1. Invite preschool families to Family Curriculum Nights so they can learn about Herrington Elementary and ways that they can be involved in their child's education
2. During Open House, Parent Teacher Conferences, and Family Curriculum Nights, explain the PTG program and invite parents to be involved
3. Ensure that all communication is written in parent-friendly language and is also available in Spanish
4. Invite parents for Bagel and Books
5. Invite parents to all fundraiser events including, but not limited to daddy/daughter dance, mother/son dance, movie nights, and spaghetti dinner.

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

The school-parent compact will be developed and is reviewed and revised annually according to the goals and expectations collaborated by the building principal, staff, parents and students.

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

The School-Parent Compact is given annually and explained to all parents at the Open House and at Parent Teacher Conferences. The

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compact is signed by all stakeholders at the beginning of the school year.

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

Herrington Elementary does not share the parent compact with the middle or high school parents.

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

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

Teachers use parent-friendly language when communicating with parents, whether in person, by phone, in writing, or via electronic communication. Herrington teachers review major individual academic assessment results (including NWEA, M-Step, Fountas & Pinnell) individually with parents at Parent-Teacher conferences. That way, as teachers share the results with parents they can assist them in understanding the documents, answering questions until understanding is achieved. All Herrington teachers are always available to do this during scheduled meetings throughout the year as well.

Herrington offers support to parents with native languages other than English. Herrington has a full time ELL teacher and three ELL tutors. In most cases the ELL staff first solicits the individual student academic assessment results from our district ELL department. The results are delivered in English with a letter in the family's native language. In addition, our ELL staff will translate for any ELL parent. Translators are available for all parent-teacher conferences and for any other meetings in which student progress is being presented in written or oral form.

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?

For consistency in the 2018-2019 school year, the transitions from Preschool to Elementary managed at the District level. A Kindergarten Round up was held which provided information about kindergarten readiness skills and information regarding the curriculum.

In the 2019-2020 school year, in order to create a successful transition from PEACE Academy (Frost Pre-School) and Oakland Livingston Human Service Agency Head Start (OLSHA) to Herrington Elementary School and to entice more pre-school parents to enroll their children at Herrington, we try to connect with them in a number of ways.

*The Herrington principal and/or kindergarten teacher representative will plan to attend both the Transition/Curriculum Night and the Move Up ceremony at PEACE Academy (Frost Pre-School) (June 2019), our feeder pre-school, where the representative will speak about Herrington Elementary.

* For the 2019-2020 school year we will plan a Spring parent meeting where we will notify parents of three important curriculum facts that students/parents can work on over the summer to be prepared for Kindergarten in the Fall.

*For the 2019-2020 school year, Herrington Elementary will invite families from Frost and OLSHA to our curriculum nights which are held in December.

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

The principal from Frost Pre-School provides a Transition Workshop with her staff yearly. For the 2019-2020 school year Herrington will provide a Transition Workshop with the staff from Herrington and PEACE Academy (Frost Pre-School). OLSHA will also be invited to attend. Herrington Elementary will make available from the MDE website "Transition to Kindergarten Parent Guide #1-24." At our Spring parent meeting we informed parents of three important curriculum concepts that they can work on with their children over the summer in preparation for Kindergarten in the Fall.

For the 2019-2020 school year, Herrington Elementary will invite families from Frost and OLSHA to our curriculum nights which are held in December and March.

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?

Herrington Elementary staff is actively involved in the decision making process with regard to the use of school based academic assessments. At Herrington Elementary teachers regularly make decisions about formative assessments. In Professional Learning Communities (PLC) teachers use NWEA data and Learning Continuum to decide the focus of Instructional Learning Cycles (ILC) in Reading, Math, and Writing. They determine how to best assess the learning with pre/post tests that are aligned to the ILC focus and share teaching strategies. Grade levels also use Fountas and Pinnell, Everyday Math unit tests for decision making. In addition, teachers create their own guided reading groups in order to differentiate student learning. Daily, individual teachers decide upon and use different forms of formative assessment to determine next teaching steps with individuals, small groups, and the whole class. K-5 teachers administer the Fountas and Pinnell reading assessment, three times per year in order to create guided reading groups and differentiate classroom instruction. Our BTN (Building Team Network), meets on a weekly basis and decisions regarding Herrington school's progress on the School Improvement Plan, NWEA scores, behavior and other important school initiatives are discussed. The BTN members are then responsible for sharing with their grade level peers and bring feedback to the BTN meeting the following week. Often when discussing issues the BTN uses the problem solving protocol for reviewing initiatives and new ideas.

Our school also during the 2016-17 school year created a Coordinating Council, membership includes parents, teachers and support staff to make decisions regarding all school budget and other academic/non-academic activities. The council successfully continued in the 2018-2019, and will continue in the 2019-20 school year.

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

At Herrington Elementary PLCs meet at least three times per learning cycle. Teachers are organized into groups by grade level assignments; kindergarten-second grades, third-fifth grades, in addition third, fourth and fifth grades departmentalized and met according to subject area for the 2018-2019 school year. During the 2019-2020 school year teachers will be group the same with the exception of third grade which will no longer departmentalize. Each ILC must include at least three meetings; one to decide upon what will be taught, how it will be pre-tested; the second meeting is to review the pre-test data and decide teaching strategies for content students did not know; and the third meeting is to review post test data and decide on the next ILC. Herrington teachers participate in this process for Reading and Math. The Building Turnaround Network (BTN), Data team, Instructional Coach and Principal present to the entire staff results of the summative assessments; i.e. MStep, Fountas & Pinnell, NWEA, ILC data, etc. to determine areas to focus on when writing and monitoring implementation of the goals, objectives and strategies for the School Improvement Plan and the Reform/Redesign Plan. The BTN meets weekly to review summative data and make any changes necessary to the objectives, strategies and/or activities in the SIP. Then, the decisions receive input from grade level members, BTN members get feedback, and the process continues at the next BTN meeting. The building principal and the Climate/Culture Committee reviews MiStar data (a compilation and disaggregation of behavioral referrals offenses committed, by whom and where and when they occurred monthly). The information is used to determine what problems need to be addressed and what behavior needs to be celebrated with the goal being to improve climate and culture. Then, the information is shared at BTN meetings, and school wide PLC's in order to get staff input on how to make necessary behavioral management changes for climate and culture improvement. All committees and initiatives are presented within the problem solving protocol; thus making the best decisions to increase academic achievement.

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.

Herrington has and will continue to focus on increasing the quality of instruction. All of our teaching staff are highly qualified based on the state standards. The majority of our staff has been teaching 10-14 or more years. All teaching staff have current teaching certificates, and the majority of the teaching staff hold a Masters degree or higher. Over 90% of teachers are rated Effective or Highly Effective for the 2017-2018 school year.

The quality of core instruction is increased by the decisions made from the ILC data as discussed in the PLCs. ILCs result in more targeted teaching for students based on their needs from the NWEA Learning Continuum which is aligned to Common Core Standards. Fountas and Pinnell is administered in K-5 but is used for ILC data in grades K-1. Everyday Math unit tests are used to guide math needs for K-5.

Teachers meet across grade levels (2018-19: K-1; 2-3, 4-5:Math and 4-5:ELA) at least three times per ILC. Each ILC lasts 4-6 weeks. Our ILC process is based on the problem solving process:

Meeting one -

- *Look at the next curriculum units to be taught
- *Discuss the Common Core standards to be mastered
- *Review the Learning Continuum skills in relation to the standards taught
- *Identify the standards that are most important based on student need
- *Develop pre- and post-assessments

Meeting two -

- *Analyze pre-assessment results based on MTSS (Multi-Tiered System of Support) criteria
- *Create differentiated groups based on academic performance on pre-assessment (proficient, close to proficient, not proficient)
- *Discuss teaching strategies for each group of students
- *Set date for post-assessment and meeting three

Meeting three -

- *Analyze post-assessment results
- *Discuss strategies for students who are not proficient in that Common Core standard (these student may receive Tier Three assistance - reading and math intervention via the instructional support team)
- *Look forward to next unit to repeat the ILC process

During the 2017-2018 school year, teachers completed 4 ILCs for Reading and 4 ILCs for Math. All staff has received embedded Professional Development on how to use PLCs and ILCs effectively and efficiently.

English Language Arts

Reading

Grade Span: K-5

Identification/Criteria for Selection: K-5 Fountas and Pinnell; K-5 NWEA: ILC data K-5

Writing

Grade Span: K-5

Identification/Criteria for Selection: Smarter Balance or Writing Pathways/ Writing Rubrics three times per year; ILC data K-5

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Math

Identification/Criteria for Selection: K-1 Unit Assessment; 2-5 Unit Assessment/NWEA; ILC data K-5

Science

Grade Span: K-5

Identification/Criteria for Selection: K-5 Formative Assessment and teacher observation, 3-5 NWEA

Social Studies

Grade Span: k-5

Identification/Criteria for Selection: K-6 Formative Assessment and teacher observation

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?

Timely, effective additional assistance was and will continue to be provided to students who are experiencing difficulty mastering the state's academic achievement assessment standards. Using PLCs/ILCs, teachers continually progress monitor the targeted students to ensure that the interventions are effective and students are making timely progress toward benchmark. Through the ILCs, adjustments in instruction are made to meet the students' needs.

READING:

GRADE SPAN: K-5

INTERVENTIONS:

- * Project Excel - An after school program which assists students with their homework and provides enrichment opportunities. (provided by Project Excel employees) 4 days per week
- * Bilingual/ESL tutors and teachers for identified ELL students for English Language Arts and Mathematics in grades K-5. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week
- * Reading interventions for grades K-5 provided by special education teacher. (District employed Resource Room Teacher) 5 days per week
- * Reading interventions for grades 2-3 provided by reading interventionist (leveled books, CORE Teaching Resource Sourcebook, Early Reading Strategies, Writing, Guided Reading, LLI) 1-3 times per week
- * Small Groups for differentiated instruction (Classroom teachers, special education teachers, tutors, volunteers) 5 days per week
- * Guided Reading groups are formed based on Lit Data teams, focusing on Differentiated needs for successful reading strategies.
- * Teachers regularly progress monitor the targeted students to ensure the interventions are effective and the students are making timely progress toward benchmark. Adjustments in instruction are based on the students' progress. (Highly Qualified Teachers)
- * PLCs - Teachers meet across grade levels, to discuss the different levels of students (far from proficient; close to proficient; at or above proficient) and the differentiated instruction for teaching each group of students to promote growth at their level. (Highly Qualified Teachers)
- * ILCs - Instructional Learning Cycle that includes 3 meetings, using problem solving method. At the meetings, a standard is identified and a pretest is selected based on the standard. Students are given the pretest. Teachers meet to discuss results and group students and discuss strategies for each group. Teaching time is identified and post test is selected. Teachers meet after the post test to discuss results and to determine if reteaching is necessary based on the results. (Highly Qualified Teachers)

WRITING:

GRADE SPAN: K-5

INTERVENTIONS:

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- * PLCs - Teachers meet across grade levels (K-2; 3-5) to discuss the different levels of students (far from proficient; close to proficient at or above proficient) and the differentiated instruction for teaching each group of students to promote growth at their level. (Highly Qualified Teachers)
- * ILCs - Instructional Learning Cycle that includes 3 meetings. At the meetings, a standard is identified and a pretest is selected based on the standard. Students are given the pretest. Teachers meet to discuss results and group students and discuss strategies for each group. Teaching time is identified and post-test is selected. Teachers meet after the post test to discuss results and to determine if reteaching is necessary based on the results. (Highly Qualified Teachers)
- * Small Groups for differentiated instruction (Classroom teachers, special education teachers, tutors, volunteers) 5 days per week

MATH:

GRADE SPAN: K-5

INTERVENTIONS:

- * Manipulatives and 8 Mathematical processes are utilized in mathematics to deepen the understanding of key concepts, especially number sense and computation, for struggling students. (Highly Qualified Teachers)
- * PLCs - Teachers meet across grade levels (K-2; 3-5) to discuss the different levels of students (far from proficient; close to proficient, at or above proficient) and the differentiated instruction for teaching each group of students to promote growth at their level. (Highly Qualified Teachers)
- * ILCs - Instructional Learning Cycle that includes 3 meetings. At the meetings, a standard is identified and a pretest is selected based on the standard. Students are given the pretest. Teachers meet to discuss results and group students and discuss strategies for each group. Teaching time is identified and post test is selected. Teachers meet after the post test to discuss results and to determine if reteaching is necessary based on the results. (Highly Qualified Teachers)
- * Small Groups for differentiated instruction (Classroom teachers, special education teachers, tutors, volunteers) 5 days per week
- * Project Excel - An after school program which assists students with their homework and provides enrichment opportunities. (provided by Project Excel employees) 4 days per week
- * Bilingual/ESL tutors and teachers for identified ELL students for English Language Arts and Mathematics in grades K-5. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week
- * Mathematics interventions for grades K-5 provided by special education teacher. (District employed Resource Room Teacher) 5 days per week
- * Mathematics interventions (2018-2019 school year) for grades K-5 provided by mathematics interventionist (Everyday Math Games for grades 1, 2, 3, and 4) 1-3 times per week.

SCIENCE:

GRADE SPAN: K-5

INTERVENTIONS:

- * Stem
- * AWIM (Hands On Physical Science) provided by General Motors
- * Life Science: Garden Grant provided by PPG

SOCIAL STUDIES:

GRADE SPAN: K-5

INTERVENTIONS:

- * Scholastic News Magazine (Classroom Teacher)

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

Classroom teachers are using assessment data and the CNA and the following strategies/materials to address individual student needs through differentiated instruction:

- * Manipulatives to move students from Concrete to Pictorial to Abstract (to promote understanding in Math)
- * Different types of media: Promethean Board, Flip Charts, Music, Chromebooks, YouTube, tablets
- * Small Group Instruction based on individual students needs
- * Access to a variety of leveled reading books
- * Book Bags to give students books to read independently (1 at their level, 1 below their level, and 1 above their level)
- * Hands-on approach to learning
- * Real-life connections in lessons and through Field Trips and Community Based Instruction
- * Plan lessons based on Bloom's Taxonomy
- * Use of a variety of different instructional deliveries to address different learning styles
- * Use of a variety of assessment strategies including performance based and open ended assessments
- * Use of a variety of modes of output (drawing, writing, explain your thinking, Thinking Maps, etc)
- * Use of learning centers in Reading Workshop
- * Use of learning centers in Mathematics
- * Use of LIT Data Team to determine guided reading groups and needed reading strategies

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, LLI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

- a. Bilingual Tutors (SW9)
- b. English Learners Oriented Professional Development (SW5)
- c. English Learners Supplemental Materials (SW9)

4. Title IV

- a. Reading/Math Intervention Specialists/Teachers and Materials (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (SW9)
- d. Safety Training (SW9)

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5. Fresh Fruit and Vegetables Program (FFVP)
 - a. During the Day Afternoon Snack for elementary students
6. Child and Adult Care Food Program (CACFP)
 - a. Afterschool Programs Snack/Supper for students
7. School Nutrition Program (SNP) and Community Eligibility Programs (CEP)
 - a. During the Day Breakfast and Lunch FREE for all students
8. IDEA - (Special Education Funding)
 - a. Special Education Phycologists (SW9)
 - b. Special Education Speech and Language Pathologists (SW9)
 - c. Special Education Social Workers (SW9)
 - d. Special Education Professional Development (SW5)

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

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8. Career Focused Education

- a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

1. No Funds Needed

- a. Current Employee Recognitions (SW4)

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

- a. NWEA Assessment System (Section 31a, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II, Section 21h)

2. Schoolwide Reform Strategies

- a. K-12 Supplemental Online Learning (Title I)
- b. K-8 Tier I/Tier II Intervention Teachers (Title I)
- c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
- d. During the Day Afternoon Snack for Elementary Students (FFVP)
- e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

- a. K-8 Tier I/Tier II Intervention Teachers (Title I)
- b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

- a. Current Employee Recognitions (No Funds)
- b. Restructuring of Salary Schedules (General Funds)
- c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Data Instructional Coach (Section 21h)
- c. Special Education Professional Development (IDEA)
- d. English Learners Oriented Professional Development (SW5)
- e. Professional Learning Communities Stipends and Subs (Title I)
- f. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- g. MTSS Coordinator (Title I)
- h. Title II Coordinator (Title II)
- i. Data Instructional Coach (Section 21h)

6. Parental Involvement

- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)

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- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. Homeless Student Supplies (Title I and Section 31a)
- 10. Coordination & Integration of Federal, State and Local Resources

- a. Grants Compliance & Billing Coordinator (Title I, Title II)
- b. Grants Compliance & Billing Specialist (Title I, Title II)

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.

1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program, athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;
4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;
5. A Preschool Program (GSRP) is provided to 272 students;
6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

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

The SI/Leadership Team, now the Building Turnaround Network (BTN) meets once per week to discuss the implementation of the Schoolwide academic and behavioral programs. The principal reviews the lesson plans, Professional Learning Communities logs and ILCs results looking for details of the implementation of the Schoolwide program. During principal's walk throughs the fidelity of the program is observed. Progress monitoring data is analyzed monthly and reports are reviewed by principal and analyzed by teachers during PLCs meetings. Principal conducts dialogues with teachers individually and during grade level PLC meetings where further discussions take place about the implementation of those strategies in the Schoolwide program that are designed to positively change the academic achievement of students. Strategies and activities are shared at PTG meetings, and feedback is welcome.

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.

Herrington Elementary uses BTN meetings, PLCs meetings, staff meetings and Professional Development days to review state assessments(MStep), multiple data sources, such as Fountas & Pinnell, WIDA, NWEA, MI-Star behavior, unit assessments, ILC results,summative and formative assessments, to help monitor the progress of students and thus the implementation of the school improvement plan. As soon as the state assessment scores are available teachers meet across grade levels to conduct a gap analysis for the reading,writing, mathematics, science, and social studies data. A gap statement is finalized for all school improvement goals and the necessary adjustments are made to the school improvement plan. The SI/Leadership team (BTN) reviews the effectiveness of the objectives, strategies and activities and necessary changes are made. The plan is then reviewed by all stakeholders,including parents, and any changes agreed on are included in the 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 SI/Leadership team (BTN) analyzes student achievement based on MStep sub groups such as gender, special education, English Language Learners, and ethnicity. Along with state assessment (MStep), the team uses multiple data sources, such as Fountas & Pinnell, WIDA, NWEA, MI-Star behavior, Surveys, Process and Demographic Data along with unit assessments, ILC results, summative and formative assessments, to help monitor whether the school wide program has been effective in increasing the achievement of students. Students progress is also monitored for changes in proficiency levels. Response to Intervention: A Multi-Tiered System of Supports sets up the structure for the support of those students who are not meeting the set expectations. Teachers in PLCs review all data results and instructional changes are immediately implemented. The MDE evaluation tool is used to evaluate one Title I program. Information about student achievement is shared with parents at Parent Teacher Conferences and at PTG meetings.

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?

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After the gap analysis was conducted and discussions among grade level teams had taken place the SI/Leadership team(BTN), using the results from the data, along with the comprehensive needs assessment, made any revisions necessary to the plan. The plan is discussed yearly at a general staff meeting and it is then approved by all stakeholders including parents. Teachers end the school year with a plan ready to be implemented in the fall.

Herrington School Improvement Plan June 2019

Overview

Plan Name

Herrington School Improvement Plan June 2019

Plan Description

Herrington School Improvement Plan June 2019

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	The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$3000
2	The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$500
3	The school will install the instructional infrastructure system of the blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$49000

Goal 1: The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings

Measurable Objective 1:

collaborate to increase teacher retention to 90% by 06/30/2020 as measured by human resources reports.

Strategy 1:

Create a Positive Collaboration Atmosphere - Herrington will host a Beginning of the Year Get Together. This will help teachers form bonds with each other and ease the conversations during collaborations.

Category: School Culture

Research Cited: [1] California's elementary classes at the time averaged 29 students, the largest in the country. Referenced in Bohrnstedt and Stecher 2002. See <http://nces.ed.gov/pubs2002/digest2001/tables/PDF/table069.pdf>. - See more at: <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html#sthash.ISF3iZp9.dpuf>

Tier: Tier 1

Activity - Promote Leadership Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will provide opportunities for teachers to take the role as a leader. Teachers can become a leader by becoming a chairperson for groups such as the multicultural committee, science committee, parent-involvement committee and the fundraising committee.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/30/2020	\$3000	General Fund	Dr. Petrina Hill Shayla Scott Rhonda Smith

Activity - Supportive Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department Heads and teachers will collaborate during school hours to discuss school-wide issues, concerns and share celebrations. Teachers will talk with their grade level partners to form a supportive environment within the grade levels. The principal will have an open door policy to welcome all staff members.	Recruitment and Retention	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	No Funding Required	Dr. Petrina Hill Shayla Scott Rhonda Smith

Goal 2: The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow

access to learning.

Measurable Objective 1:

collaborate to increase student positive behavior to 95% by 06/30/2020 as measured by student information system behavior reports.

Strategy 1:

PBIS - Herrington will continue to use it's PBIS program to give students specific behaviors that create a positive atmosphere.

Category: School Culture

Research Cited: School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010).

Tier: Tier 1

Activity - PBIS Kick off Assemblies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kick off assemblies designed to demonstrate desired behaviors that students should exhibit during arrival, lunch, passing time, dismissal and while riding the bus.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$500	General Fund	Behavior Interventionist, at-risk social worker

Activity - CHAMPS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS behavior management system initial and refresher training for teachers.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	General Fund	classroom teachers, behavior interventionist, at risk social worker, building administrator

Goal 3: The school will install the instructional infrastructure system of the blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building

Measurable Objective 1:

increase student growth where 60% of all students will show 1.25 years of growth in Reading by 06/30/2020 as measured by NWEA for full year students.

Strategy 1:

Active Reading - Teachers will use Active Reading to teach students reading comprehension strategies.

Category:

Research Cited: Allain, Joanne Klepeis. The Logistics of Literacy Intervention: A Planning Guide for Middle and High Schools. 2008. Sopris Learning.

Bailey, Kim & Jakicic, Chris. (2012). Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Solution Tree Press: Bloomington, IN.

DuFour, Richard & Marzano Robert J. Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement. 2011. Solution Tree Press: Bloomington, IN.

Harvey, Stephanie & Goudvis, Anne. Strategies That Work: Teaching Comprehension for Understanding and Engagement. 2007. Stenhouse Publishers: Portland, ME.

Response to Intervention (RTI) Planning Guide

Tomlinson, Carol Ann. How to Differentiate in Mixed-Ability Classrooms. 2001. Association for Supervision and Curriculum Development. Alexandria, VA.

Tier:

Activity - Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive embedded PD on Stephanie Harvey's 7 Comprehension Strategies (copies of the books will be provided) and the Core Source book.	Professional Learning			09/09/2013	06/06/2014	\$5000	Title I Part A	Principal and all teachers including Special Ed teachers.

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Activity - Use Map Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades kindergarten through fifth grade will use Map Skills to find deficits, Razz Kids, IXL, Starfall and Moby Max.	Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$2000	Title I Schoolwide	All teaching staff
Activity - Phonemic Awareness and Phonics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through fifth grade teachers will teach phonemic awareness and phonics in a whole group setting. Second through fifth grade teachers will teach phonics within small groups (as needed).	Direct Instruction			09/03/2019	06/30/2020	\$0	No Funding Required	All teachers including Special Education Teachers
Activity - Supplemental Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to books that are leveled informational readers as well as classroom libraries.	Supplemental Materials			09/03/2019	06/30/2020	\$1000	Title I Schoolwide	All teachers including special education teachers.
Activity - ELL Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL Support for students that have English as a Second Language.	Academic Support Program			09/03/2019	06/30/2020	\$0	Title I Schoolwide	ESL Staff Members
Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention Services will be provided for students that have deficits by a reading interventionist.	Academic Support Program			09/03/2019	06/30/2020	\$40000	Title I Schoolwide	Principal, teachers and the reading interventionist.

Measurable Objective 2:

increase student growth where 60% of all students will show 1.25 years of growth in Math by 06/30/2020 as measured by NWEA for full year students.

School Improvement Plan

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Strategy 1:

8 Essential Math Practices - Teachers will use the 8 Essential Math Practices as provided by the district.

Core practices of ambitious teaching in mathematics, include:

- eliciting and responding to student reasoning,
- orienting students to each others' ideas and to the mathematical goal,
- setting and maintaining expectations for student participation,
- positioning students competently,
- teaching towards an instructional goal,
- assessing students' understanding, and
- using mathematical representations.

Category: Mathematics

Tier: Tier 1

Activity - Everyday Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching and playing Math games used in the Everyday Math Resource	Academic Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Classroom teachers, Math Coach

Activity - Math PLC's	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to meet in PLC's to discuss Math Instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Classroom Teachers, Math Coach

Activity - Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max Math is an interactive computer program that finds and fixes missing math skills that are essential for math comprehension.	Academic Support Program, Technology	Tier 1	Getting Ready	10/01/2019	06/01/2020	\$1000	General Fund	Classroom teachers, Building administrator

Activity - Everyday Math Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Herrington School

Teacher training for Everyday Math	Professional Learning	Tier 1	Getting Ready	10/01/2019	06/01/2020	\$0	General Fund	Building Administrator
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Strategies	Teachers will receive embedded PD on Stephanie Harvey's 7 Comprehension Strategies (copies of the books will be provided) and the Core Source book.	Professional Learning			09/09/2013	06/06/2014	\$5000	Principal and all teachers including Special Ed teachers.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Everyday Math Teacher Training	Teacher training for Everyday Math	Professional Learning	Tier 1	Getting Ready	10/01/2019	06/01/2020	\$0	Building Administrator
Moby Max	Moby Max Math is an interactive computer program that finds and fixes missing math skills that are essential for math comprehension.	Academic Support Program, Technology	Tier 1	Getting Ready	10/01/2019	06/01/2020	\$1000	Classroom teachers, Building administrator
PBIS Kick off Assemblies	Kick off assemblies designed to demonstrate desired behaviors that students should exhibit during arrival, lunch, passing time, dismissal and while riding the bus.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$500	Behavior Interventionist, at-risk social worker
CHAMPS	CHAMPS behavior management system initial and refresher training for teachers.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/03/2019	06/12/2020	\$0	classroom teachers, behavior interventionist, at risk social worker, building administrator

School Improvement Plan

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Promote Leadership Opportunities	The principal will provide opportunities for teachers to take the role as a leader. Teachers can become a leader by becoming a chairperson for groups such as the multicultural committee, science committee, parent-involvement committee and the fundraising committee.	Recruitment and Retention	Tier 1	Implement	09/03/2019	06/30/2020	\$3000	Dr. Petrina Hill Shayla Scott Rhonda Smith
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Support	ELL Support for students that have English as a Second Language.	Academic Support Program			09/03/2019	06/30/2020	\$0	ESL Staff Members
Use Map Skills	Teachers in grades kindergarten through fifth grade will use Map Skills to find deficits, Razz Kids, IXL, Starfall and Moby Max.	Academic Support Program, Supplemental Materials	Tier 1	Monitor	09/03/2019	06/30/2020	\$2000	All teaching staff
Interventions	Reading Intervention Services will be provided for students that have deficits by a reading interventionist.	Academic Support Program			09/03/2019	06/30/2020	\$40000	Principal, teachers and the reading interventionist.
Supplemental Curriculum	Teachers will have access to books that are leveled informational readers as well as classroom libraries.	Supplemental Materials			09/03/2019	06/30/2020	\$1000	All teachers including special education teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supportive Environment	Department Heads and teachers will collaborate during school hours to discuss school-wide issues, concerns and share celebrations. Teachers will talk with their grade level partners to form a supportive environment within the grade levels. The principal will have an open door policy to welcome all staff members.	Recruitment and Retention	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Dr. Petrina Hill Shayla Scott Rhonda Smith

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Phonemic Awareness and Phonics	Kindergarten through fifth grade teachers will teach phonemic awareness and phonics in a whole group setting. Second through fifth grade teachers will teach phonics within small groups (as needed).	Direct Instruction			09/03/2019	06/30/2020	\$0	All teachers including Special Education Teachers
Everyday Math Games	Teaching and playing Math games used in the Everyday Math Resource	Academic Support Program	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Classroom teachers, Math Coach
Math PLC's	Teachers will continue to meet in PLC's to discuss Math Instruction.	Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	Classroom Teachers, Math Coach