



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 2017-18 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 becoming part of the Blueprint System supported by the State of Michigan. In this new 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 Sandra Dukhie and shared with Herrington staff. BTN and all-staff look at the data and discuss ways for improvement. Our behavior data is collected through MSTAR and is analyzed by our Behavior Specialists and the principal. It is then shared to staff quarterly.

In academics, 3rd through 6th grade teachers fully implemented the Fountas and Pinnell reading assessment. NWEA (math and reading) was administered to all students K-6 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. 3-6 administers 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 2017-2018 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 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 School wide 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.

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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 classroom, and student respect for teachers. The parent surveys indicate 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; teachers are willing to teach. Communication is thought to occur and a respectful and open manner. Families number one concern was "the students in my child's school are 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 to 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 MSTEP progress is at or equal to similar schools and 2% below the state average. When analyzing the 2016-17 MSTEP data, Herrington has improved on progress toward state test success. When comparing to schools of similar demographics, Herrington is 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 MSTEP data, 43% are making progress on MSTEP (similar schools = 42%, state= 45%). Herrington participation on MSTEP is above 95%. Using the 2017 School Index Report: Key Performance indicators Herrington Elementary's Overall score is 63.59%. Our growth index = 64.28% and our proficiency overview= 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 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 hi on each grade level:

Grade Math % Reading %

Kindergarten 50 52

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First 23 34

Second 14 10

Third 39 24

Fourth 21 24

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. At 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, Grade K-6 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. Herrington has GM STEM science enrichment to address the STEM objectives and to increase the scientific process. Writing: Based on reviewing writing samples from writing prompts in grades K-6, it was determined the majority of students were writing below the proficient level. This guided Herrington in choosing our objective that focuses on Narrative writing and the organization of the writing. Herrington used the Writing Pathways rubric to measure growth of student writing. Teachers analyze writing prompts throughout the school year to find where students need continued support and improvement. Teachers analyzed the first writings to identify needs and checked progress with the second writing. the results revealed : Strengths for K -6 were: children stayed on topic, stronger beginning, middle and end to story, using paragraphs and made connections in the story. Weaknesses were: handwriting, grammar and spelling, using temporal words, expanding with Title I Schoolwide Diagnostic Herrington School details, and transferring their thoughts from organizer to the essay. Social Studies: After looking at 5 years of MEAP assessment results and one year of MStep 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 2018-19 school year.

Gap Statements: According to the State's Top to Bottom list for Fall 2017, Herrington ranked in the 8th overall percentile, but we have been off the priority list for 2 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. Title I Schoolwide Diagnostic Herrington School Page 4 © 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement. 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 Herrington Elementary learning environment. Program/Process at the end of the 2016-2017 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

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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 (writing) 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 was 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 and improve their writing proficiency.

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.

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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. Our BTN team will be reading the book entitled "17000 Classroom Visits Can't be Wrong: Strategies that Engage students promote active learning and boost achievement". achievement".

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 2018-19 school year, the counselors are using the behavior data to decrease disorderly conduct, physical aggression, classroom disruption, and

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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(CLOSE, DOK, Everyday Math daily lessons(rituals) Student Engagement). 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. We are fortunate to receive a grant from PPG company to continue our outdoor garden project. 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-1, 2-3, 4-5 for both math and reading. During the 2018-19 school year, our 3rd - 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. During the 2016-17 school year, 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 know 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 2017-2018 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-6 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 2018-2019 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 (Lucy Calkins). 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 a love of reading and gives students chances to practice reading strategies independently, with their peers, and with teacher guidance. There

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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, 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 her Reading Recovery experience, Center for Reading Excellence (CORE), and known reading strategies. **WRITING STRATEGIES:** To meet the writing goals set for Herrington, teachers will consistently implement Writers' Workshop (Lucy Calkins). Writers' Workshop is a research based, tier one teaching method that focuses on the goal of fostering lifelong writers. There are four major components to Writers' Workshop. Mini lessons are taught whole group and provides explicit instruction in a specific aspect of writing. Students are given a task which they complete during the second component, independent writing time. During independent writing time, the teacher conferences with individual students focusing on individual student needs. The final component is sharing, where students are given an opportunity to read their writing to another student, the teacher, or the whole group. Teachers, each month, collect a high, medium and low writer's paper and together in their ILC's analyze the writing, using the Writing Pathways (Lucy Calkins). They determine the needs for each group, based on strengths and weaknesses of the papers and set teaching targets for the writers. Teaching targets identified have been main idea, beginning, 3 details, and an ending, using stronger vocabulary words and stronger voice. Also use of graphic organizers to address organization have been used. Each month a student will be recognized for outstanding or improved writing.

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 2018-2019 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, Title I Schoolwide Diagnostic

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Herrington implements the PBIS (Positive Behavior Intervention System) program. This system sets clear expectations and consequences

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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) and the 2 school counselors. The Behavior Interventionist provides Character Education sessions in each classroom one time per month and supports the school with a "concerns" box for all students to write their anonymous concerns or bullying issues. The BI and counselors 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-1; 2; 3-4; 5-6) at least three times per ILC. Each ILC lasts 4-6 weeks. Our ILC process is. For the 2018-2019 school year, teachers will meet K-1, 2-3, 4-5 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 2018-2019 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 2017-2018 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-6). For the 2018-2019 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 the research-based reform strategies of PBIS, CHAMPS, ILC/PLC, MAISA units, (Readers/Writers 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 2018-2019 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 Instructional Support Team. The BTN will work to develop and IST 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-1; 2; 3-4; 5-6) at least three times per ILC. Each ILC lasts 4-6 weeks. For the 2018-2019 school year teachers will meet across grade levels(K-1, 2-3, 4-5 for both math and reading)

Our ILC process is:

Meeting one -

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- *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 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-6

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-1, 2; 3-4; 5-6) 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)

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WRITING:

GRADE SPAN: K-6

INTERVENTIONS:

- * PLCs - Teachers meet across grade levels (K-1, 2, 3-4; 5-6) for 2017-2018. For the 2018-2019 school year, it will be K-1, 2-3, 4-5 reading and math) 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-6

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-1, 2, 3-4; 5-6) 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-6. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week
- * Mathematics interventions for grades K-6 provided by special education teacher. (District employed Resource Room Teacher) 5 days per week
- * Mathematics interventions for grades K-6 provided by classroom teachers (Everyday Math Games for grades K-3) 1-3 times per week.

SCIENCE:

GRADE SPAN: K-6

INTERVENTIONS:

- * Teachers will use Scholastic News and Science Spin magazines.

SOCIAL STUDIES:

GRADE SPAN: K-6

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-6), NWEA (K-6), and ILC Pre & Post Assessments(k-6). 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 IST (Instructional Support Team). 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		

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

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.
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.

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. Turn over 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-6th have received professional development in Essential Practices in Early Literacy and Common Core Eight Mathematical Practices during the 2017-2018 school year. During the 2018-2019 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 2018-19 school year. Writing data from our Writing ILCs indicates a high priority for professional development in the teaching of writing. During the 2016-2017 school year, 4-6 grade teachers received professional development in Writing Workshop so that the district curriculum can be implemented fidelity. A priority focus will be on implementing the complete writing process (including conferencing), interactive writing instruction (examples: share the pen, writing constructed responses) and continued discussions of scoring of the writing rubric regarding the student intervention needs based on their writing strengths and needs. The staff will use the research and rubrics from "Writing Pathways" by Lucy Calkins to analyze student writing and differentiate instruction in writing. Staff will continue to collect a high, medium and low student writing each month to monitor progress and set priorities for writing instruction.

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. Oakland Schools math coaches and Instructional coaches will also provide embedded professional development through coaching for the 2018-2019 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 2015-2016 through the 2016-2017 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 help design pre and post tests for our ILC's. Teachers received Science professional development so that the district curriculum could be implemented successfully. During the 2016- 2017 school year, additional science professional development will be offered. The priority focus is implementing MAISA units with fidelity, scientific process and informational text strategies.

During the 2016-2017 school year, the district will provided professional development in Writer's Workshop grades 4-6. 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.

Writer's Workshop Professional Development will be provided by Oakland Schools and supported back at Herrington by our Instructional Coach. We will continue to use our writing prompts(rubrics) to assess student growth and group our students based on their strengths and needs. Intervention will then be provided for our Tier 1-3 students.

To extend professional development, teachers received embedded training in all subject areas through the building instructional coach. The SY 2018-2019

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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 2017-18 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

*4-6 writing

*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 2017-2018 year k-3 teachers received guided reading professional development was received over 3 sessions throughout the year by an Oakland Schools facilitator; and 4-6 teachers received professional develop in Reading Data Teams 3 times throughout the year by a Oakland Schools facilitator. Time was spent analyzing Fountas and Pinell assessments to help plan future instruction. Intervention was given in the classroom in small groups. In the 2018-2019 school year teachers will receive continued on going embedded coaching/training from Pontiac's instructional coach and the staff through Oakland Schools.

Writing -In 2018-2019 each month teachers will review the writing samples from a high, medium and low rubric.the information was presented at staff meetings and early release days so cross grade levels could share what needs each "tier" of writers needed. A Writing of the Month wall will be re-established to publish student work. Rubrics from "Writing Pathways" by Lucy Calkins will be used to analyze student writing. During the 2016-2017 school year, 3-6 teachers received professional development for Writers' Workshop and continued PD on using and scoring rubrics,setting teaching targets based on student writing from the high, medium and low groupings. Teachers will be the leaders during this PD discussions and will be facilitated by Principal and Instructional coach. Staff will be studying " Writing Pathways by Lucy Calkins for sustained PD.

Math - Throughout the 2016-2017 school year, Oakland Schools instructional coaches provided ongoing embedded professional development to all teachers. During the 2018--2019 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 2018- 19 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

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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.

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

Component 6: Strategies to Increase Parental Involvement

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

Herrington parents have 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 2018-2019 school year. They also provide input through parent surveys, given at Parent-Teacher Conferences (November 2017 and April 2018). 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 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 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 were 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 minilessons 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 will return in the 2018-2019 school year. 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

Curriculum Night

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

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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 2017 and April 2018

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		Herrington Parent School Compact

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 on 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 cor 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 2018-2019 school year, ESL tutors and teachers 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.

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 2017-2018 school year the principal and the Culture and Climate Committee discussed the parent involvement component of the schoolwide 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 2018-2019 school year the Culture and Climate Committee will review:

1. Parent Surveys given in November 2017 and April 2018
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, 2019. 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 2018-2019 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, spaghetti dinner and Herrington's Got Talent.

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 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		compact Herrington Parent School 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 reviews major individual academic assessment results (including NWEA, MStep, 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 2017-2018 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 2018-2019 school, 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 2018), our feeder pre-school, where the representative will speak about Herrington Elementary.

* For the 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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-6 teachers, (K-5 teachers 2018-2019) 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 2017-2018, and will continue in the 2018-19 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-first grades, second-third grades, fourth, fifth and sixth grades departmentalized and met according to subject area for the 2017-2018 school year. During the 2018-2019 school year teachers will be group the same with the exception of sixth grade which is moving to the middle school. 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, Writing 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 SY 2018-2019

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 2016-2017 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-6 but is used for ILC data in grades K-1. Everyday Math unit tests are used to guide math needs for K-5 and MP4 is administered at 6th grade. 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-6

Identification/Criteria for Selection: K-6 Fountas and Pinnell; K-6 NWEA: ILC data K-6

Writing

Grade Span: K-6

Identification/Criteria for Selection: Smarter Balance or Writing Pathways/ Writing Rubrics three times per year; ILC data K-6

Math

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Grade Span: K-6

Identification/Criteria for Selection: K-1 Unit Assessment; 2-6 Unit Assessment/NWEA; ILC data K-6

Science

Grade Span: K-6

Identification/Criteria for Selection: K-6 Formative Assessment and teacher observation, 3-6 NWEA

Social Studies

Grade Span: k-6

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-6

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-6. (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, 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-6

INTERVENTIONS:

- * PLCs - Teachers meet across grade levels (K-2; 3-4; 5-6) 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

MATH:

GRADE SPAN: K-6

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; 3-4; 5-6) 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-6. (provided by Highly Qualified Teacher and Highly Qualified ESL Tutors) 1-5 days per week

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

* Mathematics interventions (2018-2019 school year) for grades K-6 provided by mathematics interventionist (Everyday Math Games for grades 1, 2, 3, and 4) 1-3 times per week.

SCIENCE:

GRADE SPAN: K-6

INTERVENTIONS:

* Stem

* Scholastic News Science Spin for K-6 to improve understanding of Science concepts/reading

* AWIM (Hands On Physical Science) provided by General Motors

* Life Science: Garden Grant provided by PPG

SOCIAL STUDIES:

GRADE SPAN: K-6

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" Goal 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. NWEA Assessment System (SW1)
- q. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- s. 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, 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. Grants Compliance & Billing Coordinator (SW10)
- d. Title II Coordinator (SW5)

3. Title III, Part A

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

4. Title IV

- a. Reading/Math Intervention Specialists (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (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. HS English Language Development Teacher, Training and Materials (SW9)
 - b. HS Reading Intervention Teacher (SW9)
 - c. ELE Reading/Math Intervention Specialists, Training and Materials (SW9)
 - d. ELE STEM Program Contractor and Supplies (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 (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Specialists and Materials (SW2, SW3, SW9)
 - b. NWEA testing substitutes (SW8)
5. Section 41
 - a. Bilingual Tutors (SW9)
 - b. EL Supplemental Intervention Materials (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)
8. Career Focused Education
 - a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

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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 (Title I, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II)

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

5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Special Education Professional Development (IDEA)
- c. English Learners Oriented Professional Development (SW5)
- d. Professional Learning Communities Stipends and Subs (Title I)
- e. 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)
- f. MTSS Coordinator (Title I)
- g. Title II Coordinator (Title II)

6. Parental Involvement

- a. Monthly Parent Meeting Literature, Refreshments and Interpreters (Title I)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)

7. Preschool Transition

8. Assessment Decisions

- a. NWEA Assessment System (Title I)
- b. Professional Learning Communities Substitutes and Stipends (Title I)

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- c. Data Analysis Training (Title II)
- 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. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - k. Alternative Education Teachers and Counselor (Section 31a)
 - l. K-3 Reading/Math Teachers (Section 31a)
 - m. Art/Music Intervention (Section 31a)
 - n. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - o. Career and Technical Education Teacher Assistants (Title I)
 - p. College and Career Readiness Tutor (Title I)
 - q. College and Career Readiness Specialist (Title I)
 - r. Career Focused Staff (Title I, Section 61a6, CFE)
 - s. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - t. Special Education Psychologists (IDEA)
 - u. Special Education Speech and Language Pathologists (IDEA)
 - v. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - w. Behavior/Social Emotional Materials/Supplies (Title IV)
 - x. At-Risk Social Workers (Title I)
 - y. Special Education Social Workers (IDEA)
 - z. MTSS Coordinator (Title I)
 - aa. Police Authority Officers (Section 31a)
 - bb. Homeless Student Transportation (Section 31a)
 - cc. 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,

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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 walkthroughs 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, DRA, 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?

School Improvement Plan

Herrington School

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.

2018-2019 School Improvement Plan - June 2018

Overview

Plan Name

2018-2019 School Improvement Plan - June 2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Herrington Elementary School will create a climate and culture of achievement and personal growth for every child.	Objectives: 4 Strategies: 7 Activities: 22	Organizational	\$276100
2	All students will improve their math proficiency in the areas of numeration and operations.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$134000
3	All students will improve their reading comprehension and improve their writing proficiency.	Objectives: 2 Strategies: 2 Activities: 15	Academic	\$166500
4	Herrington will enhance the system of teaching and learning to ensure that all students benefit from high quality instruction.	Objectives: 3 Strategies: 5 Activities: 11	Organizational	\$31000
5	All students will demonstrate proficiency in Social Studies	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$6000
6	All students will demonstrate proficiency in Science	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$31000
7	BUDGET - All students at Herrington Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$1893804

Goal 1: Herrington Elementary School will create a climate and culture of achievement and personal growth for every child.

Measurable Objective 1:

collaborate to create an environment where parents feel that they are partners in their child's education by 06/15/2018 as measured by attendance at school sponsored events .

Strategy 1:

Family and Community Partnerships - Herrington will provide opportunities to participate and actively encourage engagement of family and community members in the educational programs of the school.

Category: Other - Parental Involvement

Research Cited: DuFour, Richard & Marzano Robert J. Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement. 2011.

Solution Tree Press: Bloomington, IN.

Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. 2009. Routledge: New York.

The Leadership and Learning Center. Second Edition

Lemov, Doug, Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12),

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education, Office of Special Education.

PBIS Info Website

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Sprick, Randy, PhD. CHAMPS: A Proactive and Positive Approach to Classroom Management. Pacific Northwest Publishing.

Tier: Tier 1

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

Herrington School

The principal will hold monthly meetings to listen to, inform and involve parents.	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$5000	Title I Part A	Principal, parents, and all instructional staff. Parent Teacher Group (PTG)
Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum nights will be held two times per year in the areas of math, science, and reading.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/15/2018	\$8000	Title I Schoolwide	Principal, Teachers, Parent-Teacher Group (PTG)
Activity - Positive Student Recognition (PSR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers/supervising staff will pass out BEAR tickets when appropriate student behavior (according to PBIS safe, respectful and responsible), is noticed. Weekly school drawings and daily classroom recognition will be given to deserving students.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$200	Title I Schoolwide	Principal, ALL teachers and staff
Activity - Reaching Bilingual Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with the ESL staff, the principal will hold monthly meetings to listen to, inform, and involve parents. All communication from the office and the district will be made available in Spanish.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$5000	Title I Schoolwide	ESL staff, principal, instructional staff
Activity - Positive Behavior Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior assembly 4 times per year will be initiated to celebrate students' who meet the PBIS standards. Standard rubric will be developed to determine the criteria for student recognition.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$5000	Title I Schoolwide	Principal, PBIS staff member, counselors, teachers and professional staff.

School Improvement Plan

Herrington School

Measurable Objective 2:

collaborate to decrease student referrals to not more than 7% of the total school student enrollment in any month by 06/15/2018 as measured by MiStar data.

Strategy 1:

PBIS strategies - All staff will implement and reinforce CHAMPS (Conversation, Help, Activity, Movement, Participation, Success), and PBIS (safe, responsible and respectful) throughout the school.

Category: School Culture

Research Cited: DuFour, Richard & Marzano Robert J. Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement. 2011.

Solution Tree Press: Bloomington, IN.

Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. 2009. Routledge: New York.

The Leadership and Learning Center. Second Edition

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Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a Mandated Activities Project (MAP), funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education, Office of Special Education.

PBIS Info Website

http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Sprick, Randy, PhD. CHAMPS: A Proactive and Positive Approach to Classroom Management. Pacific Northwest Publishing.

Tier: Tier 1

Activity - CHAMPS.. A PBIS strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Herrington School

Professional development to implement and review the PBIS Strategies (CHAMPS) at the beginning of the year and reinforced throughout the year.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$5000	Title I Part A	All staff including principal, teachers, behavior coaches, counselors, special education staff and all ancillary staff.
Activity - Weekly Rewards and Recognitions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly Rewards and Recognitions including: School-Wide BEARS Ticket Drawing; Classroom Incentives more frequently	Behavioral Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$3000	Title I Schoolwide	Principal, ALL Positive Behavior Support Staff; ALL Staff in building
Activity - Monthly Review of MiStar Behavior Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Climate and Culture Committee and BTN will hold a monthly review of MiStar Data to identify problem areas and create strategies to increase positive behavior.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$600	Title I Schoolwide	Principal; Culture and Climate Committee; Positive Behavior Support Team, BTN
Activity - Full Time Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full time behavior interventionist will serve as support person for Tier 1 in the PBIS model.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$60000	Title I Schoolwide	Behavior Interventionist and principal
Activity - At Risk Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Herrington School

Herrington Elementary will utilize the At-Risk Social Worker to address the social and emotional needs of the students at Herrington that are at Tier 3.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/28/2017	\$60000	Title I Schoolwide	At Risk School Social Worker
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Activity - At Risk Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Herrington will utilize the At-Risk social worker to address social and emotional needs of the students at Herrington that are Tier 2..	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$120000	Title I Schoolwide	At Risk Counselor

Activity - Climate & Culture Committee Monthly Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Herrington will reestablish a Climate/Culture Committee consisting of 3 teachers, Behavior Interventionist, At Risk Counselor, and At Risk Social Worker to revisit, research, and implement the PBIS strategies for all students.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$3000	Title I Schoolwide	Behavior Interventionist, At Risk Counselor, At Risk Social Worker, Climate and Culture Committee

Activity - Relationship Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ to a CHILD: volunteers visit the school and read to students during lunch to help build positive relationships and feelings with the readers.	Behavioral Support Program	Tier 2	Monitor	09/18/2017	06/08/2018	\$300	Title I Schoolwide	All PBIS staff and building staff and Big Brothers/Sisters

Strategy 2:

Cultural Competency - Collaborate to create caring relationships and demonstrate culturally competent understandings and methods when instructing and/or interacting with all students.

Category: School Culture

Tier: Tier 1

Activity - Professional Development in Developing Positive Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Herrington School

All teachers will receive Professional Development on developing positive relationships with students (PBIS review, best practice strategies to increase student engagement)	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$500	Title I Schoolwide	All teachers, instructional coach, principal and all building level counselors/social workers/PBIS interventionist
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Measurable Objective 3:

collaborate to increase student ownership of their behavior by 06/15/2018 as measured by at least 80% of students meeting their personal goals.

Strategy 1:

Student Goal Setting - Students will set their own goals to foster a sense of pride and ownership of their own education.

Category: School Culture

Research Cited: Carole Ames and Jennifer Archer: Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes

Tier: Tier 1

Activity - Year End Goals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will track and monitor their own progress throughout the school year and set goals accordingly. Examples for goal setting include: Fountas & Pinnell, NWEA, or other personal goals.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	Title I Schoolwide	ALL STAFF (principal, teachers, support staff)

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds will be ongoing throughout the school year, focusing on climate and culture at Herrington.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, instructional coaches, and interventionists, all staff including special education

School Improvement Plan

Herrington School

Measurable Objective 4:

collaborate to ensure that Herrington's average daily attendance rate will be at 95% or above by 06/30/2016 as measured by daily teacher attendance input into Zangle.

Strategy 1:

Attendance Records - All teachers will maintain accurate attendance records

Category: School Culture

Tier: Tier 1

Activity - Daily Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will take attendance 2 times per day.	Policy and Process	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers

Activity - Weekly Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will turn in weekly attendance to the office.	Policy and Process	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers

Activity - DHS Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After 5 unexcused absences, students name is referred to DHS for support services to improve attendance	Policy and Process	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	Classroom teachers, DHS Staff

Strategy 2:

Attendance Reward System - A system will be put into place to encourage good attendance.

Category: School Culture

Tier: Tier 1

Activity - Monthly Perfect Attendance Reward	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students having monthly perfect attendance, they will be entered into a drawing for a Wendy's gift certificate. This program is run and funded by DHS.	Other - School Culture, Recruitment and Retention	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	DHS Staff; all teaching staff; principal, counselors/PBIS staff

School Improvement Plan

Herrington School

Activity - Weekly Perfect Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For weekly perfect attendance, students will receive a BEARS ticket from their classroom teacher.	Other - School Culture	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All classroom teachers

Strategy 3:

Homeless Student Services - Herrington's office staff will provide transportation services and/or supplies to homeless students.

Category: School Culture

Research Cited: Buckner, J.C. (2004). Impact of homelessness on children. In D. Levinson (Ed.), Encyclopedia of Homelessness, Volume 1 (pp.74-76). Thousand Oaks, CA: Sage.

Tier: Tier 1

Activity - Homeless Liason	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Herrington's office staff will notify homeless liaison of any families that become homeless to provide transportation and/or needed supplies in order for student(s) to remain established in their home school.	Academic Support Program, Recruitment and Retention	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Title III	Principal, secretary, social worker or teacher and homeless liaison.

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

Measurable Objective 1:

25% of Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in numeration and operations in Mathematics by 06/15/2018 as measured by NWEA.

Strategy 1:

Concrete to Pictorial to Abstract - Teachers will move students from concrete to pictorial to abstract representation (as developmentally appropriate) during instruction. Students will receive concrete, pictorial or abstract lessons based on their instructional needs.

Category: Mathematics

Research Cited: Benchmarking for Success: Ensuring U. S. Students Receive a World-Class Education, National Governors Association, Council of Chief State School Officials and Achieve Inc.

School Improvement Plan

Herrington School

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

Van de Walle, J.A., Karp, K., & Bay-Williams, J.M., (2010), Elementary and Middle School Mathematics: teaching Developmentally (7th Edition), Boston, Allyn and Bacon

Tier: Tier 1

Activity - Concrete to Pictorial to Abstract	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to manipulative materials and visual tools such as pictures and graphs during math instruction to support their learning.	Direct Instruction	Tier 1	Implement	09/06/2017	06/15/2018	\$0	No Funding Required	Principal and all teachers, including Special Ed teachers, and support staff
Activity - math concepts, vocabulary and real-life applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate and explain their understanding of math concepts and vocabulary, and make real-life applications.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$10000	MI-Excel	Principal and all teachers, including Special Ed and ELL teacher.
Activity - 8 Mathematical Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue training and implementation of in the use of 8 Mathematical Practices(found as process goals in everyday math) and Math Talk	Professional Learning, Direct Instruction	Tier 1	Implement	09/11/2017	06/15/2018	\$4000	Title I Schoolwide	All instructional staff including special education and OS/Pontiac Instructional Coaches

School Improvement Plan

Herrington School

Strategy 2:

Differentiated Instruction Math - Teachers will assess and instruct students according to their needs based on pre test results in each math instructional learning cycle (ILC). This will also determine tier 2 and 3 needs for students.

Category: Mathematics

Tier: Tier 1

Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed in flexible groupings based on their ILC pre-test results. ILC pretests will be given and grouping adjusted at least once every 6 weeks within classroom instruction.	Direct Instruction	Tier 1	Implement	09/18/2017	06/15/2018	\$50000	Title I Schoolwide	All teachers and Math Interventionist
Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC groups at Herrington will consist of (K-1st) (2-3), 4-6:math. They will meet three times per ILC for 1-2 hours to share and monitor ILC results and discuss differentiated strategies. Teachers will be trained in how to use PLCs and ILCs effectively and efficiently.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$10000	MI-Excel	Principal, all teachers, special ed teachers, and ELL
Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal/OS Coaches, school improvement team, and instructional coach, will collect and analyze data(pre/post) from ILC data, NWEA and EDM unit tests and common assessments to determine student intervention needs and teacher training needs.	Academic Support Program	Tier 1	Implement	10/02/2017	06/15/2018	\$60000	Title I Schoolwide	principal, instructional coach, school improvement team and BTN

Goal 3: All students will improve their reading comprehension and improve their writing proficiency.

Measurable Objective 1:

School Improvement Plan

Herrington School

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of at least a years growth in Reading in English Language Arts by 06/15/2018 as measured by the Fountas & Pinnell assessment K-2 and NWEA 2-6 assessments given from September 2017 to June 2018.

Strategy 1:

Differentiated Instruction - Students will be grouped at instructional levels to grow as readers-utilizing differentiated instruction, students will be grouped and taught at their instructional levels on lessons in guided reading.

Category: English/Language Arts

Tier: Tier 1

Activity - Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess students using Oral Reading Fluency, Fountas & Pinnell in grades K-6, according to district policy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal, all teachers(including special education teachers) and instructional support staff

Activity - Professional Development and Data Review Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers share and compare ILC/ pre-post tests, Fountas & Pinnell (K-6) and NWEA (2-6) Then, share successful strategies to improve these results at PLC meetings.	Professional Learning	Tier 1	Implement	10/02/2017	06/15/2018	\$38000	Title I Schoolwide	all teachers including principal, special education teachers and instructional support staff

Activity - Comprehension of Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational texts and Science/Social Studies materials.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$12500	Title I Schoolwide	all teachers, special ed, principal

School Improvement Plan

Herrington School

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and OS/Pontiac Instructional Coaches will collect and analyze student data to meet Tier 2 and 3 needs and to determine teacher PD needs.	Academic Support Program	Tier 1	Implement	10/06/2017	06/15/2018	\$1200	Title I Schoolwide	principal, teachers, and OS coaches
Activity - Differentiated Instruction for Fluency and Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intensive and strategic students will receive additional targeted learning time. Benchmark students will receive enhanced curriculum instruction.	Academic Support Program	Tier 2	Implement	09/22/2017	06/15/2018	\$0	No Funding Required	teachers, interventionists, resource room teacher, instructional coaches
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive a variety (embedded, sustained, PLC and workshop format) of Professional Development to address the needs in Guided Reading, Vocabulary Development, Grammar, and Reader's workshop. Teachers will also receive PD to ensure consistent administration, and interpretation of test results on Fountas & Pinnell, NWEA, and state assessments.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$12600	Title I Schoolwide	teachers, OS/Pontiac instructional coaches, principal, independent consultants
Activity - ESL Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Teacher will teach reading and writing to the basic low intermediate and high intermediate students	Direct Instruction	Tier 2	Monitor	09/05/2017	06/15/2018	\$60000	Title III	ESL teacher
Activity - A-Z Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Site license will be purchased so that all students will have access to supplemental reading and writing support as identified by classroom instruction	Academic Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$3000	Title I Schoolwide	teachers
Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Herrington School

A highly qualified teacher will intervene the reading and writing curriculum with students that are intensive and strategic through the Fountas and Pinnell and bubble students from NWEA data. 30-60 minutes per group twice per week.	Direct Instruction	Tier 2	Implement	09/15/2017	06/15/2018	\$25000	Title I Schoolwide	highly qualified reading/writing interventionist
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Activity - Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction using the Readers' Workshop method. Teachers will utilize the MAISA units provided by Oakland Schools and revised by Pontiac Schools.	Academic Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$0	No Funding Required	all instructional staff, principal, OS/Pontiac Instructional Coaches

Activity - Professional Development for new district initiatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support in new district initiatives including Phonics instruction for grades K-2 and a grammar program for grades 3-6.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$5000	Title I Schoolwide	All instructional staff, special education, principal OS/Pontiac Instructional Coaches

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth of 1 or 2 scaled score points in Writing by 06/15/2018 as measured by Lucy Calkins' Writing Pathways Assessment System 4 point scale.

Strategy 1:

Differentiated Instruction - Writing - Students will be grouped at instructional levels to grow as writers.

Category: English/Language Arts

Research Cited: Lucy Calkins Writer's Workshop

MAISA Units

Lucy Calkins' Writing Pathways

Tier: Tier 1

School Improvement Plan

Herrington School

Activity - Writing Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their writing fluency as they write daily as part of the Daily 5 and continue to be instructed using MAISA units provided by OS and Pontiac District.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers; principal
Activity - Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD will be provided for teachers to implement Writers Workshop	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$4000	Title I Schoolwide	All teaching staff; principal, OS
Activity - Teacher Collaboration to Review Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least 3 PLCs will be devoted to writing to share, compare, and grade student writing based on narrative prompts. PLC 1 - Identify strategies to improve the writing PLC 2 - Examine student writing for progress and adjust PLC 3 - Review and grade student writing for proficiency. Develop monthly writing prompts.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	10/06/2017	06/15/2018	\$1200	No Funding Required, Title I Part A	All instructional staff, including special education and instructional coaches
Activity - Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to deliver Writer's Workshop Daily in K-6 classrooms with fidelity to improve student writing.	Direct Instruction	Tier 1	Implement	09/05/2017	06/05/2018	\$4000	Title I Schoolwide	All instructors, instructional coaches and interventionist

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

Measurable Objective 1:

School Improvement Plan

Herrington School

demonstrate a proficiency to ensure that at least 75% of teachers and support staff will be rated as Effective or Highly Effective by 06/15/2018 as measured by the District's educator evaluation system.

Strategy 1:

Collaboration - Teachers and the administrator will collaborate on the evaluation process

Category: Other - High Quality Instruction

Tier: Tier 1

Activity - Job Embedded PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Herrington staff will be provided with ongoing, high-quality, job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Principal, teachers, support staff (including ancillary)

Activity - Teacher Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will self-reflect utilizing the collaborative goal setting, pre and post evaluation processes as identified in the district teacher evaluation system	Professional Learning	Tier 1	Implement	08/24/2017	06/15/2018	\$0	No Funding Required	All Teachers and support staff in collaboration with the principal

Strategy 2:

Identify & Reward Effective Teachers and Teacher Leaders - Effective teachers and teacher leaders will be rewarded and recognized on a regular and continual basis

Category: School Culture

Tier: Tier 1

Activity - Identify and Reward Effective Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effective teachers and teacher leaders who have increased student achievement will be identified, recognized, and rewarded through the use of positive notes and recognition at staff meetings as well as individual notes in teacher/staff mailboxes.	Teacher Collaboration, Recruitment and Retention	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	Principal BTN

School Improvement Plan

Herrington School

Activity - Teachers Recognizing Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will recognize and support colleagues for good deeds/jobs well done/successful activities that were viewed in the classroom.	Recruitment and Retention	Tier 1	Implement	09/06/2016	06/28/2017	\$0	No Funding Required	All teaching staff & principal
Activity - Creating a Collaborative Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will be intentional in recognizing teacher achievement and creating a collaborative culture.	Teacher Collaboration, Recruitment and Retention	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	Principal

Measurable Objective 2:

collaborate to improve learning by engaging families and community by 06/15/2018 as measured by district process indicators and results of staff, student, and parent surveys.

Strategy 1:

Family and Community Partnerships - Family and Community Partnerships - Herrington will provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the school.

Category: School Culture

Research Cited: DuFour, Richard & Marzano Robert J. Leaders of Learning: How District, School and Classroom Leaders Improve Student Achievement. 2011.

Solution Tree Press: Bloomington, IN.

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will hold monthly meetings to listen to, inform and involve parents.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$1000	Title I Schoolwide	Principal, parents, and all teachers.
Activity - Curriculum nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Herrington School

Curriculum nights will be held three times per year in the areas of math, science, and reading.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$0	No Funding Required	Principal, Teachers, Parent-Teacher Group (PTG)
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Activity - Positive Student Recognition (PSR)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will send home 10 Positive Student Recognition (PSR) Certificates per week to parents. These PSRs will promote positive student behavior, and inform parents of the positive behavior with a certificate sent home with the student.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$0	No Funding Required	Principal, ALL teachers

Measurable Objective 3:

demonstrate a proficiency when using technology by 06/15/2018 as measured by district process indicators.

Strategy 1:

Technical Assistance and Related Support - Technical Assistance and Related Support

Category: Technology

Tier: Tier 1

Activity - Partner with OS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with OS	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	principal; OS Technology support department

Activity - Meet quarterly with MDE, ISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Herrington will receive ongoing, intensive technical assistance and related support from the district, ISD, MDS and other external partners	Technology	Tier 1	Implement	09/15/2017	06/15/2018	\$0	No Funding Required	ISD and data committee

Strategy 2:

Promethean Board Professional Development - The remaining teachers who have not had promethean board training will be trained on how to utilize the programs on a promethean board and will receive a promethean board.

Category: Technology

Research Cited: Haystead, M. W., & Marzano, R. J. (2012). Executive summary: A randomized controlled trial of the effects of

Promethean ActivExpression on student achievement. Centennial, CO: Marzano Research Laboratory.

School Improvement Plan

Herrington School

Tier: Tier 2

Activity - Promethean Board Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students with activities utilizing the skills, strategies and programs learned from professional development training.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/08/2017	06/15/2018	\$30000	Title I Schoolwide	Technology department and untrained highly qualified teachers

Goal 5: All students will demonstrate proficiency in Social Studies

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in all concepts in Social Studies by 06/15/2018 as measured by formative and summative assessments.

Strategy 1:

Social Studies Instruction - All students will be taught all Social Studies Units for their grade level.

Category: Social Studies

Tier: Tier 1

Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips based on the curriculum for Social Studies.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$6000	Title I Schoolwide	Teachers

Strategy 2:

Research Based Instructional Strategies - All teachers will incorporate research based instructional strategies that enhance student engagement and learning.

Teachers will use MAISA Social Studies units for instruction

Category: Social Studies

Tier: Tier 1

Activity - Professional Development from OS Consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Herrington School

PD by instructional coach to review Social Studies curriculum.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	all teachers; instructional coach; principal
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Goal 6: All students will demonstrate proficiency in Science**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth in all concepts in Science by 06/15/2018 as measured by formative and summative assessments.

Strategy 1:

Science Instruction - All students will receive Science Instruction on all Science Units in the curriculum throughout the school year.

Category: Science

Tier: Tier 1

Activity - Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend field trips based on the curriculum for Science.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$6000	Title I Schoolwide	Teachers

Activity - EPIC STEM Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EPIC STEM will be taught	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$25000	Title I Schoolwide	All teachers

Strategy 2:

Research Based Instructional Strategies - All teachers will incorporate research based instructional strategies that enhance student engagement and learning.

Category: Science

Tier: Tier 1

Activity - PD by Oakland Schools consultant	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Herrington School

PD by Oakland Schools consultant to review Science curriculum.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	all teachers; principal; OS consultant
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Measurable Objective 2:

75% of Third, Fourth, Fifth and Sixth grade students will increase student growth on the NWEA by gaining at least 5 RIT Scale points in Science by 06/15/2018 as measured by the NWEA Scores from Fall to Spring.

Strategy 1:

Using data to inform instruction - Teachers will analyze and interpret the NWEA learning continuum for Science.

Category: Science

Tier: Tier 1

Activity - Analyzing data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the NWEA Learning Continuum data to determine how to align these objectives to the district curriculum and make adjustments to instruction based on results.	Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	No Funding Required	All teachers
Activity - Professional Development for Small Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about differentiating using small groups.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	No Funding Required	OS Coaches, and Instructional Coach

Goal 7: BUDGET - All students at Herrington Elementary will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure

Measurable Objective 1:

increase student growth by 40% in all areas by 06/15/2018 as measured by State Assessment.

School Improvement Plan

Herrington School

Strategy 1:

Attainment, Development, Support and Retention of High Quality Administration - The district will attain a school leader and corresponding leader support team that will effectively lead a schools' instructional staff in improving student achievement according to State Assessment by:

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan
- Using systems thinking to establish a clear focus on attaining student achievement goals
- Managing daily operations of the school

Category: Other - Administration

Tier: Tier 1

Activity - Attainment of a Principal Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Other - Attainment, Recruitment and Retention	Tier 1	Monitor	09/05/2017	06/15/2018	\$85000	Other	Human Resources and Curriculum Offices

Activity - Support and Retention - School Office	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Other - High Quality Administration and Corresponding Materials/Resources, Recruitment and Retention	Tier 1		07/01/2016	06/30/2017	\$100000	Other	Human Resources and Principal Leader

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

Herrington School

Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$25000	Other	Curriculum and Human Resources Offices
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Strategy 2:

Attainment, Development, Support and Retention of High Quality Instructional, Support and Career/College Readiness Staff - Attainment, Development, Support and Retention of High Quality Instructional, Support and Career/College Readiness Staff - The district will attain, develop, support and retain High Quality Instructional Staff that will effectively work collaboratively with their school principal leader and corresponding leader support team in improving student achievement according to State Assessment.

Category: Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources

Tier: Tier 1

Activity - Attainment and Support of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Other - School Staffing, Instructional/Data/Assessment Supplies/Materials/Resources	Tier 1	Implement	07/01/2016	06/30/2017	\$1500000	Other	Human Resources, Principal Leader, Curriculum, Grants Offices

Activity - Development of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1		07/01/2016	06/30/2017	\$75000	Other	Human Resources, Curriculum, Principal Leader Offices

Strategy 3:

Attainment and Maintenance of High Quality School Infrastructures and Systems - The district will assure that all school infrastructures and systems required for improvement of student achievement according to State Assessment are adequately and effectively in place.

Category: Other - Operational Services and Academic Support Program

Tier: Tier 1

School Improvement Plan

Herrington School

Activity - Attainment and Maintenance of Operational Services and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services	Tier 1	Monitor	07/01/2016	06/30/2017	\$100000	Other	Facilities, Technology and Student Services Offices

Activity - Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Other	Principal Leader

Strategy 4:

Student, Parent and Community Engagement and Involvement - The district will provide student, parent and community opportunities for engagement and involvement thru events and materials that will reinforce improvement in student achievement according to State Assessment.

Category: Other - Engagement and Involvement

Tier: Tier 1

Activity - Positive Behavioral Intervention & Supports Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Behavioral Support Program, Supplemental Materials, Parent Involvement			07/01/2016	06/30/2017	\$1000	Other	Principal Leader and School Staff

Activity - Parent Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$7804	Other	Principal Leader, School Staff

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
CHAMPS.. A PBIS strategy	Professional development to implement and review the PBIS Strategies (CHAMPS) at the beginning of the year and reinforced throughout the year.	Behavioral Support Program, Professional Learning	Tier 1	Monitor	09/05/2017	06/15/2018	\$5000	All staff including principal, teachers, behavior coaches, counselors, special education staff and all ancillary staff.
Teacher Collaboration to Review Writing Samples	At least 3 PLCs will be devoted to writing to share, compare, and grade student writing based on narrative prompts. PLC 1 - Identify strategies to improve the writing PLC 2 - Examine student writing for progress and adjust PLC 3 - Review and grade student writing for proficiency. Develop monthly writing prompts.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	10/06/2017	06/15/2018	\$1200	All instructional staff, including special education and instructional coaches
Parent Meetings	The principal will hold monthly meetings to listen to, inform and involve parents.	Parent Involvement	Tier 1	Implement	09/05/2017	06/15/2018	\$5000	Principal, parents, and all instructional staff. Parent Teacher Group (PTG)

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Herrington School

ESL Teacher	ESL Teacher will teach reading and writing to the basic low intermediate and high intermediate students	Direct Instruction	Tier 2	Monitor	09/05/2017	06/15/2018	\$60000	ESL teacher
Homeless Liason	Herrington's office staff will notify homeless liaison of any families that become homeless to provide transportation and/or needed supplies in order for student(s) to remain established in their home school.	Academic Support Program, Recruitment and Retention	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	Principal, secretary, social worker or teacher and homeless liaison.

MI-Excel

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
math concepts, vocabulary and real-life applications	Students will demonstrate and explain their understanding of math concepts and vocabulary, and make real-life applications.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$10000	Principal and all teachers, including Special Ed and ELL teacher.
Professional Learning Communities	PLC groups at Herrington will consist of (K-1st) (2-3), 4-6:math. They will meet three times per ILC for 1-2 hours to share and monitor ILC results and discuss differentiated strategies. Teachers will be trained in how to use PLCs and ILCs effectively and efficiently.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$10000	Principal, all teachers, special ed teachers, and ELL

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Principal Leader
Attainment of a Principal Leader	Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.	Other - Attainment, Recruitment and Retention	Tier 1	Monitor	09/05/2017	06/15/2018	\$85000	Human Resources and Curriculum Offices

School Improvement Plan

Herrington School

Attainment and Maintenance of Operational Services and Resources	Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services	Tier 1	Monitor	07/01/2016	06/30/2017	\$100000	Facilities, Technology and Student Services Offices
Positive Behavioral Intervention & Supports Events and Resources	Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement.	Behavioral Support Program, Supplemental Materials, Parent Involvement			07/01/2016	06/30/2017	\$1000	Principal Leader and School Staff
Development of Instructional/Support Staff	Pontiac Schools will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1		07/01/2016	06/30/2017	\$75000	Human Resources, Curriculum, Principal Leader Offices
Parent Events and Resources	Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.	Community Engagement, Parent Involvement	Tier 1	Implement	07/01/2016	06/30/2017	\$7804	Principal Leader, School Staff
Development of Administrative Staff	Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$25000	Curriculum and Human Resources Offices
Support and Retention - School Office	Pontiac Schools will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Other - High Quality Administration and Corresponding Materials/Resources, Recruitment and Retention	Tier 1		07/01/2016	06/30/2017	\$100000	Human Resources and Principal Leader

School Improvement Plan

Herrington School

Attainment and Support of Instructional/Support Staff	Pontiac Schools will attain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Other - School Staffing, Instructional/Data/Assessment Supplies/Materials/Resources	Tier 1	Implement	07/01/2016	06/30/2017	\$1500000	Human Resources, Principal Leader, Curriculum, Grants Offices
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Relationship Time	READ to a CHILD: volunteers visit the school and read to students during lunch to help build positive relationships and feelings with the readers.	Behavioral Support Program	Tier 2	Monitor	09/18/2017	06/08/2018	\$300	All PBIS staff and building staff and Big Brothers/Sisters
At Risk Social Worker	Herrington Elementary will utilize the At-Risk Social Worker to address the social and emotional needs of the students at Herrington that are at Tier 3.	Behavioral Support Program	Tier 3	Monitor	09/06/2016	06/28/2017	\$60000	At Risk School Social Worker
Positive Behavior Assembly	Positive Behavior assembly 4 times per year will be initiated to celebrate students' who meet the PBIS standards. Standard rubric will be developed to determine the criteria for student recognition.	Behavioral Support Program	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$5000	Principal, PBIS staff member, counselors, teachers and professional staff.
Parent Meetings	The principal will hold monthly meetings to listen to, inform and involve parents.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$1000	Principal, parents, and all teachers.
Reading Interventionist	A highly qualified teacher will intervene the reading and writing curriculum with students that are intensive and strategic through the Fountas and Pinnell and bubble students from NWEA data. 30-60 minutes per group twice per week.	Direct Instruction	Tier 2	Implement	09/15/2017	06/15/2018	\$25000	highly qualified reading/writing interventionist

School Improvement Plan

Herrington School

Professional Development for new district initiatives	Teachers will receive support in new district initiatives including Phonics instruction for grades K-2 and a grammar program for grades 3-6.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$5000	All instructional staff, special education, principal OS/Pontiac Instructional Coaches
Writing Professional Development	PD will be provided for teachers to implement Writers Workshop	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$4000	All teaching staff; principal, OS
Data Collection	Principal/OS Coaches, school improvement team, and instructional coach, will collect and analyze data(pre/post) from ILC data, NWEA and EDM unit tests and common assessments to determine student intervention needs and teacher training needs.	Academic Support Program	Tier 1	Implement	10/02/2017	06/15/2018	\$60000	principal, instructional coach, school improvement team and BTN
Full Time Behavior Interventionist	Full time behavior interventionist will serve as support person for Tier 1 in the PBIS model.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$60000	Behavior Interventionist and principal
At Risk Counselor	Herrington will utilize the At-Risk social worker to address social and emotional needs of the students at Herrington that are Tier 2..	Behavioral Support Program	Tier 2	Implement	09/05/2017	06/15/2018	\$120000	At Risk Counselor
Professional Development and Data Review Collaboration	Teachers share and compare ILC/ pre-post tests, Fountas & Pinnell (K-6) and NWEA (2-6) Then, share successful strategies to improve these results at PLC meetings.	Professional Learning	Tier 1	Implement	10/02/2017	06/15/2018	\$38000	all teachers including principal, special education teachers and instructional support staff
Positive Student Recognition (PSR)	All teachers/supervising staff will pass out BEAR tickets when appropriate student behavior (according to PBIS safe, respectful and responsible), is noticed. Weekly school drawings and daily classroom recognition will be given to deserving students.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$200	Principal, ALL teachers and staff
Comprehension of Informational Text	Students will read informational texts and Science/Social Studies materials.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$12500	all teachers, special ed, principal

School Improvement Plan

Herrington School

Climate & Culture Committee Monthly Meetings	Herrington will reestablish a Climate/Culture Committee consisting of 3 teachers, Behavior Interventionist, At Risk Counselor, and At Risk Social Worker to revisit, research, and implement the PBIS strategies for all students.	Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$3000	Behavior Interventionist, At Risk Counselor, At Risk Social Worker, Climate and Culture Committee
Field Trip	Students will attend field trips based on the curriculum for Social Studies.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$6000	Teachers
Year End Goals	Students will track and monitor their own progress throughout the school year and set goals accordingly. Examples for goal setting include: Fountas & Pinnell, NWEA, or other personal goals.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$500	ALL STAFF (principal, teachers, support staff)
Curriculum Nights	Curriculum nights will be held two times per year in the areas of math, science, and reading.	Parent Involvement	Tier 1	Monitor	09/05/2017	06/15/2018	\$8000	Principal, Teachers, Parent-Teacher Group (PTG)
Promethean Board Activities	Teachers will engage students with activities utilizing the skills, strategies and programs learned from professional development training.	Teacher Collaboration, Professional Learning, Direct Instruction	Tier 1	Getting Ready	09/08/2017	06/15/2018	\$30000	Technology department and untrained highly qualified teachers
A-Z Reading	Site license will be purchased so that all students will have access to supplemental reading and writing support as identified by classroom instruction	Academic Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$3000	teachers
Data Collection	The principal and OS/Pontiac Instructional Coaches will collect and analyze student data to meet Tier 2 and 3 needs and to determine teacher PD needs.	Academic Support Program	Tier 1	Implement	10/06/2017	06/15/2018	\$1200	principal, teachers, and OS coaches
Monthly Review of MiStar Behavior Data	The Climate and Culture Committee and BTN will hold a monthly review of MiStar Data to identify problem areas and create strategies to increase positive behavior.	Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$600	Principal; Culture and Climate Committee; Positive Behavior Support Team, BTN

School Improvement Plan

Herrington School

Weekly Rewards and Recognitions	Weekly Rewards and Recognitions including: School-Wide BEARS Ticket Drawing; Classroom Incentives more frequently	Behavioral Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$3000	Principal, ALL Positive Behavior Support Staff; ALL Staff in building
Professional Development in Developing Positive Relationships	All teachers will receive Professional Development on developing positive relationships with students (PBIS review, best practice strategies to increase student engagement)	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$500	All teachers, instructional coach, principal and all building level counselors/social workers/PBIS interventionist
Professional Development	Teachers will receive a variety (embedded, sustained, PLC and workshop format) of Professional Development to address the needs in Guided Reading, Vocabulary Development, Grammar, and Reader's workshop. Teachers will also receive PD to ensure consistent administration, and interpretation of test results on Fountas & Pinnell, NWEA, and state assessments.	Professional Learning, Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$12600	teachers, OS/Pontiac instructional coaches, principal, independent consultants
EPIC STEM Science	EPIC STEM will be taught	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$25000	All teachers
8 Mathematical Practices	Staff will continue training and implementation of in the use of 8 Mathematical Practices(found as process goals in everyday math) and Math Talk	Professional Learning, Direct Instruction	Tier 1	Implement	09/11/2017	06/15/2018	\$4000	All instructional staff including special education and OS/Pontiac Instructional Coaches
Reaching Bilingual Parents	In collaboration with the ESL staff, the principal will hold monthly meetings to listen to, inform, and involve parents. All communication from the office and the district will be made available in Spanish.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$5000	ESL staff, principal, instructional staff
Field Trip	Students will attend field trips based on the curriculum for Science.	Field Trip	Tier 1	Implement	09/05/2017	06/15/2018	\$6000	Teachers

School Improvement Plan

Herrington School

Flexible Grouping	Students will be instructed in flexible groupings based on their ILC pre-test results. ILC pretests will be given and grouping adjusted at least once every 6 weeks within classroom instruction.	Direct Instruction	Tier 1	Implement	09/18/2017	06/15/2018	\$50000	All teachers and Math Interventionist
Writer's Workshop	Continue to deliver Writer's Workshop Daily in K-6 classrooms with fidelity to improve student writing.	Direct Instruction	Tier 1	Implement	09/05/2017	06/05/2018	\$4000	All instructors, Instructional coaches and Interventionist

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Self-Reflection	Teachers will self-reflect utilizing the collaborative goal setting, pre and post evaluation processes as identified in the district teacher evaluation system	Professional Learning	Tier 1	Implement	08/24/2017	06/15/2018	\$0	All Teachers and support staff in collaboration with the principal
Differentiated Instruction for Fluency and Comprehension	Intensive and strategic students will receive additional targeted learning time. Benchmark students will receive enhanced curriculum instruction.	Academic Support Program	Tier 2	Implement	09/22/2017	06/15/2018	\$0	teachers, interventionists, resource room teacher, instructional coaches
DHS Support Services	After 5 unexcused absences, students name is referred to DHS for support services to improve attendance	Policy and Process	Tier 2	Monitor	09/05/2017	06/15/2018	\$0	Classroom teachers, DHS Staff
Daily Attendance	All teachers will take attendance 2 times per day.	Policy and Process	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers
Instructional Rounds	Instructional Rounds will be ongoing throughout the school year, focusing on climate and culture at Herrington.	Walkthrough, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	principal, instructional coaches, and interventionists, all staff including special education

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Positive Student Recognition (PSR)	All teachers will send home 10 Positive Student Recognition (PSR) Certificates per week to parents. These PSRs will promote positive student behavior, and inform parents of the positive behavior with a certificate sent home with the student.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$0	Principal, ALL teachers
Curriculum nights	Curriculum nights will be held three times per year in the areas of math, science, and reading.	Parent Involvement	Tier 1	Implement	09/06/2016	06/28/2017	\$0	Principal, Teachers, Parent-Teacher Group (PTG)
Job Embedded PD	Herrington staff will be provided with ongoing, high-quality, job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal, teachers, support staff (including ancillary)
Monthly Perfect Attendance Reward	For students having monthly perfect attendance, they will be entered into a drawing for a Wendy's gift certificate. This program is run and funded by DHS.	Other - School Culture, Recruitment and Retention	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	DHS Staff; all teaching staff; principal, counselors/PBIS staff
Professional Development for Small Groups	Teachers will learn about differentiating using small groups.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	OS Coaches, and Instructional Coach
Meet quarterly with MDE, ISD	Herrington will receive ongoing, intensive technical assistance and related support from the district, ISD, MDS and other external partners	Technology	Tier 1	Implement	09/15/2017	06/15/2018	\$0	ISD and data committee
Weekly Attendance	All teachers will turn in weekly attendance to the office.	Policy and Process	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers
Concrete to Pictorial to Abstract	Students will have access to manipulative materials and visual tools such as pictures and graphs during math instruction to support their learning.	Direct Instruction	Tier 1	Implement	09/06/2017	06/15/2018	\$0	Principal and all teachers, including Special Ed teachers, and support staff
Analyzing data	Teachers will use the NWEA Learning Continuum data to determine how to align these objectives to the district curriculum and make adjustments to instruction based on results.	Teacher Collaboration	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All teachers

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Professional Development from OS Consultant	PD by instructional coach to review Social Studies curriculum.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	all teachers; instructional coach; principal
Identify and Reward Effective Teachers	Effective teachers and teacher leaders who have increased student achievement will be identified, recognized, and rewarded through the use of positive notes and recognition at staff meetings as well as individual notes in teacher/staff mailboxes.	Teacher Collaboration, Recruitment and Retention	Tier 1	Implement	09/05/2017	06/15/2018	\$0	Principal BTN
Partner with OS	Partner with OS	Technology	Tier 1	Implement	09/05/2017	06/15/2018	\$0	principal; OS Technology support department
Teachers Recognizing Teachers	Teachers will recognize and support colleagues for good deeds/jobs well done/successful activities that were viewed in the classroom.	Recruitment and Retention	Tier 1	Implement	09/06/2016	06/28/2017	\$0	All teaching staff & principal
Writing Fluency	Students will increase their writing fluency as they write daily as part of the Daily 5 and continue to be instructed using MAISA units provided by OS and Pontiac District.	Academic Support Program	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers; principal
Comprehension	Students will receive instruction using the Readers' Workshop method. Teachers will utilize the MAISA units provided by Oakland Schools and revised by Pontiac Schools.	Academic Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$0	all instructional staff, principal, OS/Pontiac Instructional Coaches
Assessments	Teachers will assess students using Oral Reading Fluency, Fountas & Pinnell in grades K-6, according to district policy.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	principal, all teachers (including special education teachers) and instructional support staff
Weekly Perfect Attendance	For weekly perfect attendance, students will receive a BEARS ticket from their classroom teacher.	Other - School Culture	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All classroom teachers
PD by Oakland Schools consultant	PD by Oakland Schools consultant to review Science curriculum.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	all teachers; principal; OS consultant

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Teacher Collaboration to Review Writing Samples	At least 3 PLCs will be devoted to writing to share, compare, and grade student writing based on narrative prompts. PLC 1 - Identify strategies to improve the writing PLC 2 - Examine student writing for progress and adjust PLC 3 - Review and grade student writing for proficiency. Develop monthly writing prompts.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	10/06/2017	06/15/2018	\$0	All instructional staff, including special education and instructional coaches
Creating a Collaborative Culture	Principal will be intentional in recognizing teacher achievement and creating a collaborative culture.	Teacher Collaboration, Recruitment and Retention	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	Principal