



School Improvement Plan

Haigh Elementary School

Dearborn City School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	8
Additional Information	9
Improvement Plan Stakeholder Involvement	
Introduction.....	11
Improvement Planning Process.....	12
School Data Analysis	
Introduction.....	14
Student Enrollment Data.....	15
Student Achievement Data for All Students.....	17
Subgroup Student Achievement.....	19
Perception Data - Students.....	24
Perception Data – Parents/Guardians.....	25
Perception Data – Teachers/Staff.....	26

Other..... 27

School Additional Requirements Diagnostic

Introduction..... 29
School Additional Requirements Diagnostic..... 30

Title I Schoolwide Diagnostic

Introduction..... 33
Component 1: Comprehensive Needs Assessment..... 34
Component 2: Schoolwide Reform Strategies 38
Component 3: Instruction by Highly Qualified Staff..... 42
Component 4: Strategies to Attract Highly Qualified Teachers..... 43
Component 5: High Quality and Ongoing Professional Development..... 45
Component 6: Strategies to Increase Parental Involvement..... 46
Component 7: Preschool Transition Strategies..... 51
Component 8: Teacher Participation in Making Assessment Decisions..... 52
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 53
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 55
Evaluation:..... 58

2014-2015 Haigh School Improvement Plan

Overview..... 61

Goals Summary 62

 Goal 1: All students at Haigh Elementary School will increase their academic vocabulary for the purpose of improved proficiency in science and social studies. 63

 Goal 2: All students will increase mathematical competencies, as required by the Common Core State Standards (CCSS), through the use of the 8 Mathematical Practice Standards. 74

 Goal 3: All students at Haigh Elementary will increase reading comprehension through the use of a Reading Response Notebook. 80

Activity Summary by Funding Source 86

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

School Demographics

Haigh Elementary School is a K-5 building with a total population of 476 students located in Dearborn, MI. Dearborn is a suburban area located within Metro Detroit. The primary race within Dearborn is Caucasian with most people having European or Middle Eastern origins. The student body is composed of the following demographic subgroups; female 240, male 236, African American 11, Asian 6, Caucasian 450, Hispanic/Latino 11, American Indian 1, Economically Disadvantaged 234, English Language Learners 176, and Students with Disabilities 47.

Changes

Over the past eight years Haigh School has grown from a population of 320 to 476 students. During this time, the English Language Learners population has grown from 10 students to 176 students and the Economically Disadvantaged population has grown from approximately 10 students to 234 students. Moreover, we grew from 37% free and reduced lunch to over 51%. The bottom 30% of the achievement gap are primarily composed of the three main subgroups; Economically Disadvantaged, English Language Learners, and Students with Disabilities. Our school's mobility rate is also increasing, fifth grade has 16% mobility while our current third grade is 21%.

Unique Characteristics

Haigh Elementary School (53% percentile in Top-to-Bottom list from 2012-2013), in August of 2012, received the state designation of Focus School. This designation was based on large achievement gaps between the population and its subgroups. The largest percent of Focus students are comprised of the three identified subgroups (Economically Disadvantaged, English Language Learners, and Students with Disabilities) including those students in two or more of the identified subgroups. The current focus students make up a little more than 27% of the student body.

Community Demographics

Haigh Elementary School is a close-knit neighborhood school with supportive parents who are actively involved (including participation in the PTA). Due to the changing demographics, Haigh is currently a school-wide Title I building. Haigh has a parent compact, a parent involvement policy, and provides multiple opportunities for parent education throughout the school year. Haigh provides preschool parents an opportunity to participate in an annual Kindergarten Round-Up as well as a kindergarten visitation.

Staff

All teachers and instructional paraprofessionals are highly qualified and meet the NCLB requirements. The staff turnover at Haigh School has been primarily due to attrition from retirement and layoffs. One teacher has left Haigh for a voluntary transfer to another department within the Dearborn Public Schools and one has resigned to go to another district. Of the 32 teachers on staff at Haigh, the years of teaching

School Improvement Plan

Haigh Elementary School

experience are as follows; three teachers have 0-2 years of experience, four teachers have 3-5 years, two teachers have 6-10 years, two teachers have 11-15 years, and twenty-one teachers have greater than 15 years. The Haigh principal is in her thirteenth year as the leader of the school and has 26 years collectively within the district.

Challenges

Our increase in subgroup populations has accounted for declining achievement in some of the content areas. Trending demographic information indicates that two of the three major subgroups (ED and ELL) have and will continue to increase their achievement in regards to standards based assessments. However, the SWD subgroup appears to have stabilized in regards to their percent population. With the continued increase in the the number of the two major subgroups in the aforementioned, implementation of instructional strategies to address the achievement gap must be systemic and ongoing. Previous year's perception data is an issue of concern, based on the fact that while parents, students, and staff show a high approval of the school and our programs our achievement data still indicates a decline in some areas.

Course of Action

Therefore based on our changing demographics and our declining scores, the staff is aware that current teaching practices need to continue to change in order to reach students in our subgroups (especially the bottom 30% below the achievement gap). Teachers are using targeted methods of instruction and providing interventions for all at-risk students. For the current year, our at-risk ELL students receive extra academic support from a Title III extended day program. Additionally, all kindergarten through fourth grade, at-risk learners participated in a Title I summer school program at Haigh school. To provide additional support for the identified at-risk students we used Title I funds to hire a Title I Interventionist/Coach to provide daily, one-on-one interventions in the classrooms. Finally, as a parent outreach we are providing parent education and parent contracts for students who are two or more years behind.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Haigh Elementary School Purpose

The purpose of Haigh Elementary School is to provide an academically focused, encouraging environment in which each student will learn how to apply real life skills that are crucial to becoming a responsible citizen in our ever changing world.

Vision Statement

The vision of Haigh Elementary School is to create an environment where the staff and students can achieve academic and professional success.

Mission Statement

The mission of Haigh Elementary School is to create a safe and supportive learning environment that enables all students to master the skills and values of a global society and to become productive life-long learners.

Beliefs Statement

We hold honesty, integrity, respect for self and others, responsibility, courtesy and citizenship as core values for our school district.

Purpose Facilitation

Based upon the 2012-2013 Comprehensive Needs Assessment performed by the Haigh staff during the transition to Title I school-wide, which analyzed our school's purpose, Haigh's staff will continue to use a combination of the needs assessment data and this year's current assessment data. Over the course of the last three years we have extensively analyzed school demographics, student achievement data, and perception data. The process was done through multiple venues involving all stakeholders. Based upon stakeholder surveys and perceptions there is a common agreement among parents and staff that although students are making gains towards academic expectations more help is needed. This year's student assessment taken from MEAP and local assessments concur that the primary areas of focus are reading and writing (as it supports all core areas), academic vocabulary (especially for the ELL subgroup), and mathematical competencies. The goals address the needs of all students with an emphasis on the bottom 30%.

The programs that Haigh offers to support the school's purpose include classroom instruction that is focused on strategies for building academic vocabulary (Marzano), Language and Literacy (Content and Language Objectives), summarization for reading comprehension, implementation of the Daily 5 Café literacy model, and proficiency using the 8 Mathematical Practice Standards of the CCSS. All of these elements in relation to classroom instruction have a two-fold purposed to support our School Improvement goals as well as providing students with strategies and techniques to apply their learning to real world context.

school offers after school extended learning programs as well as academic opportunities in the summer.

Expectations

Haigh Elementary School expects all students to participate in and benefit from the multiple learning opportunities that are designed to meet the needs of a pluralistic population. Parent compacts and contracts are created to clarify the expectations of all stakeholders in the accomplishment of the expectations.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

MEAP

When analyzing MEAP results from the fall 2013 a collective analysis shows an overall improvement in grades third through sixth of 5% in all core areas. When looking at MEAP results as trend analysis of the same cohorts, for the past four years, the current sixth grade Haigh students had an increase of 53% in reading and 69% in math. Currently, the fifth grade students for the past 3 years had an increase of 22% in reading and a 49% in math. Upon reviewing the current fourth grade, Haigh students showed an increase of 43% in math for the past 2 years and a 21% increase in writing from 2012-2013.

Reading

On the Scholastic Reading Inventory in grades second through fifth (not performing at grade level), each of Haigh's three target subgroups showed an overall percentage growth of 23%. Specifically, the ELL (English Language Learner) subgroup showed growth of 29%. The SWD (Students with Disabilities) subgroup showed a 16% increase. Finally, our ED (Economically Disadvantaged) subgroup showed a 21% increase. Our second local reading assessment used at Haigh school is the DRA (Developmental Reading Assessment) which showed a 29% increase for ELLs, 38% increase for SWDs, and a 32% increase for EDs.

PBIS

Haigh has adopted a school-wide Positive Behavior Intervention Program (PBIS). The number of student referrals is much less than the numbers prior to the adoption of the program resulting in a reduction of classroom disruptions and time away from instruction. Based on the Office of Disciplinary Reports, the school's PBIS system has yielded disciplinary actions which has led to the following; a limited number of suspensions and an overall decrease of loss of learning time. Surveys have been conducted by all stakeholders to track the progress being made in regards to the reduction of bullying behaviors.

Points of Pride

The three consistent "Points of Pride" in the 2013-2014 School Improvement Plan for Haigh Elementary School specifically exist in the following three areas; "In the Halls"-academic vocabulary bulletin board with displays of student sentence stems that specifically illustrate our goals by grade level, interactive displays of student work, and samples of student projects are posted on various bulletin boards throughout the building. "In the Classrooms"-SIP goals written in student-friendly terms, posted content and language objectives, samples of student work displayed, anchor charts that outline lessons, word walls with vocabulary terms for all subject areas, CAFÉ boards in use, and PBIS displays. "On the Teacher's Desk"-lesson plans (electronic or traditional), Pensieve (electronic or traditional), and samples of student work.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In fall of 2012, Haigh was identified as a Focus School based on the state's Top-to-Bottom list. We have continued our Focus School status into the 2013-2014 school year. In 2012, Haigh had 147 identified focus students. The designation was based on large achievement gaps between 30% of high achieving students and the bottom 30% of low achieving students. Of the three identified subgroups that primarily make up the bottom 30%, namely; Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged (ED). These three identified subgroups have not made the same gains as the overall student population. The SWD subgroup made the most gains in math with an overall increase in all three grade levels of 28%. In the area of reading, all three subgroups made growth in the fourth grade with a combined increase of about 50%. Haigh is currently implementing targeted strategies to address the learning needs of these identified subgroups.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The stakeholders include the building principal, classroom teachers, bilingual resource teacher, Title I Interventionist/Coach, and parents. Stakeholders were invited to participate based on their unique roles or skills to form a representative group consisting of all elements of our community. Parents were invited and encouraged to participate on the school improvement team during parent teacher meetings, Title I parent meetings, through school newsletters and other communications, and through personal, face-to-face invitations. Meetings were set up before school, after school, and during the day to maximize participation. Agendas and minutes were kept and shared with all team members so that individuals who missed meetings could keep up with work. The improvement plan was completed by analyzing school demographics, student academic achievement data, and perception data to conclude findings to ultimately assist team in creating goals necessary to achieve school success. School improvement work also took place during monthly staff meetings, late arrival Wednesdays, Grade Level Professional Learning Community (PLC) meetings, and district/school release days. School improvement planning is a standing agenda item on all school meeting agendas, including parent activities, and is continuously discussed throughout the entire school year.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

- Principal
- Secretary
- Bilingual Tesource Teacher
- Title I Interventionist/ Coach
- School-wide Transition Team members
- Teachers
- School Improvement Team members
- Parent

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The completed plan will be shared with all stakeholders at the start of the school year through staff meetings, professional development sessions scheduled before the start of the school year, parent meetings (annual Title I meeting, Open House, parent-teacher conferences, Parent Teacher Association (PTA) meetings, etc.). Major goals and initiatives are shared with all stakeholders and stakeholders are given the opportunity to ask questions and discuss implementation of the plan.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

The needs of our students are constantly monitored in order to determine which specific educational needs are required to be addressed.

How do student enrollment trends affect staff recruitment?

Student enrollment trends affect staff recruitment by utilizing data from IEPs, state/district assessments, and ELL demographics.

How do student enrollment trends affect budget?

Student enrollment trends can affect budget because of our increase in students with free and reduced lunch which has gone from 30%-51% over the course of the last five years. This increase in economically disadvantaged students has necessitated the need for additional state funding.

How do student enrollment trends affect resource allocations?

The district funding is allocated to help address the needs of our targeted subgroups (ED, SWD, and ELL). Haigh School gained a bilingual resource teacher per the district's bilingual department (Title III), the purpose is to help service our increased ELL population. This funding is also used for extended day and to help give support to families who wish to enroll their children in the district summer school. Additionally, Title I funding was used to hire a Title I resource teacher who is used to service the needs of all at risk students.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment trends affect facility planning and maintenance, because as our enrollment increases it becomes more difficult to cluster grade levels in specific halls and schedule additional lunch periods appropriately so as to maximize instructional time and continue to provide 90 minute literacy blocks.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends affect parent/guardian involvement, because the increase of economically disadvantaged students suggests a likely increase in the limitation of resources and time on the part of the family. Additionally, the influx of ELL students necessitates the require the need for translators and a parent liaison to help facilitate parent meetings and offer translation services.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends help to shape and direct the purpose behind our professional learning and public relations. The school principal has facilitated book studies on the work of Eric Jensen and Robert Marzano. These materials were presented with the purpose of supplying the staff with additional information on how to best service economically disadvantaged and English language learners.

What are the challenges you noticed based on the student enrollment data?

The challenges we noticed based on student enrollment data were great due to a steep increase in our ED and ELL populations over the last 5 years. The challenges we encountered were: being able to cluster grade levels together, continue to provide a 90 minute literacy block while also adding an additional lunch hour to accommodate for our growing population. Another challenge has been scheduling support staff to meet the needs of our ED an ELL population with the necessary time allotments to close the achievement gap of these students.

What action(s) will be taken to address these challenges?

The actions that will be taken to help address the challenges in the aforementioned question include; continuing the implementation of a co-teach like model with the purpose of maximizing the contact hours with at risk students, clustering subgroups within each grade level, supporting a multi-tiered system of interventions, and the continuation of targeted professional development aimed at meeting the needs of these targeted subgroups.

What are the challenges you noticed based on student attendance?

Higher absenteeism rates are monitored on a monthly basis and used to determine what additional actions should be taken to help address these issues. Typically, the trend data suggests that the majority of the students who demonstrate an higher than average rate of absenteeism are also a part of the economically disadvantaged subgroup. Since these students typically struggle academically due to a lack of environmental in the home and appropriate enrichment activities outside of school, their lack of time in the classroom will only serve to further hinder their academic progress.

What action(s) will be taken to address these challenges?

Actions that will be taken to address these challenges include; consistent monitoring of the students will the highest absenteeism rates, letters sent home to inform parents and families of the issue, and the school's consistent contact with the district truancy officer to ensure that there is follow through with all of the attendance concerns.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

The content area in which the students at Haigh show the highest level of achievement is in mathematics.

Which content area(s) show a positive trend in performance?

When looking at and examining the cohort groups in relation to MEAP data, it becomes glaringly apparent that the most positive and prevalent trend remains in the area of mathematics.

In which content area(s) is student achievement above the state targets of performance?

Currently, the Haigh student population is working towards meeting the state targets of performance.

What trends do you notice among the top 30% percent of students in each content area?

The students in the top 30% in each of the content areas are those who are not members of the three identified subgroups, they are not a part of our growing mobile population, they typically do not demonstrate high absenteeism, and the majority have parents who are active members of the school community (parent/teacher conferences, PTA members, etc.)

What factors or causes contributed to improved student achievement?

The factors that contributed to improved student achievement include interventions and professional development that are aimed at addressing the needs of our targeted subgroups. We sought to ensure that all classrooms were bilingually accessible with the incorporation of content and language objectives/ SIOP strategy inclusion, we also did a book study on Teaching with Poverty in Mind by Eric Jensen, and we have implemented mathematical interventions such as bringing in an expert on math numeracy and the 8 mathematical practices, we brought in an expert to help incorporate the co-teach model into an elementary setting, and we worked towards increasing the amount of resources aimed at helping to support Tier I and Tier II interventions.

How do you know the factors made a positive impact on student achievement?

We know that the factors listed in the aforementioned question had a positive impact on student achievement by the fact that our district reading and math scores have shown an increase from initial to end of year recordings.

Which content area(s) indicate the lowest levels of student achievement?

The lowest levels of student achievement are evident in the areas of science and reading.

Which content area(s) show a negative trend in achievement?

The content area that shows a negative trend in achievement (based on MEAP data) is our 3rd and 5th grade reading scores.

In which content area(s) is student achievement below the state targets of performance?

The Haigh student population is working towards meeting the state targets of performance in all of the content areas.

What trends do you notice among the bottom 30% of students in each content area?

In the area of reading, all subgroups in the 3rd and 5th grades saw declines and the all 3 subgroups of the 4th grade showed improvement. In the area of mathematics, the ED and SWD populations in 3rd grade showed improvement, the SWD population in 4th grade showed improvement, and all 3 subgroups in the 5th grade showed improvement. In the area of science, the ED group showed a decline and the other subgroups remained consistent. In the area of writing, the ELL and SWD subgroups both showed significant improvement.

What factors or causes contributed to the decline in student achievement?

The factors that contributed to the decline in student achievement were the lack of a school-wide vocabulary program. Additionally, while the school was given Focus funding for professional developments last year, these professional developments required that many of the teachers take a number of district related business absences. While content was still covered by substitute instructors, time with the child's primary educator was hindered in some situations.

How do you know the factors made a negative impact on student achievement?

The inference could be made that due to consistent instruction from their primary teacher in addition to a lack of a focused vocabulary programs the scores have showed an overtly negative trend.

What action(s) could be taken to address achievement challenges?

Haigh's School Improvement Plan for the 2014-2015 school year cuts back significantly on the amount of time that instructors are pulled from their classrooms. Additionally, we have aimed to incorporate an academic vocabulary goal for the second year which will hopefully help to broaden each student's personal vocabulary bank.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is closing for all three subgroups (SWD, ED, and ELL) for our fourth grade group in the area of reading. Additionally, the gap is closing for the ED and SWD subgroups in 3rd grade math and the SWD subgroup for 4th grade math. Finally, the ELL and SWD subgroups have shown significant gains in 4th grade writing.

How do you know the achievement gap is closing?*

The school knows that the achievement gap is closing based on the fact that the aforementioned subgroups scores have shown small to significant increases in all of these areas.

What other data support the findings?

The other data that supports these findings our the school's local and district assessments that show consistent growth in these subgroups as well.

What factors or causes contributed to the gap closing? (Internal and External)*

While the gap has not closed in all areas, we are still working to make sure that we can best address the needs of all students. This year we have implemented a school-wide co-teach model with the purpose of helping to increase the number of service hours all students receive. Additionally, we have made a push to incorporate academic vocabulary as another school-wide initiative. These joint efforts have helped many students demonstrate growth.

How do you know the factors made a positive impact on student achievement?

The school knows that these factors have made a positive impact based on the increase in subgroup area scores.

What actions could be taken to continue this positive trend?

During the course of the 2014-2015 school year, the building plans to continue implementing both the academic vocabulary and the co-teach initiatives. The combination of these efforts should ensure that struggling students should receive the maximum amount of intervention services.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Economically Disadvantaged
- English Language Learners (ELLs)
- Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

While in some grades and content areas these subgroups showed a positive trend, there are also areas where the trending data is overtly negative. In reading, all three subgroups have shown a negative trend. Additionally, this trend is true of our fifth grade students. In the area of mathematics, there is a negative trend in regards to the ELL population in 3rd, the ED and ELL populations in 4th grade, and all three subgroup populations in 5th grade. Finally, the ED subgroup has declined in the area of science.

How do you know the achievement gap is becoming greater?*

The achievement gap is getting larger due to the declining subgroup scores in these areas.

What other data support the findings?*

The other data that supports these findings our the school's local and district, particularly the SRI (Scholastic Reading Inventory) which does SY 2014-2015

demonstrate that in some areas of content-based reading some student's scores either go down or fail to make significant improvements.

What factors or causes contributed to the gap increasing? (Internal and External)*

The factors that contributed to the increased gap would be teacher absenteeism due to Focus School professional development from last year, the fact that the school was only in its first year of academic vocabulary implementation, and having to work with the inherent difficulties of interlacing the science curriculum with the reading curriculum in a way the increases comprehension and deepens understanding.

How do you know the factors lead to the gap increasing?*

We know these factors lead to an increasing gap due to the decrease in student's scores.

What actions could be taken to close the achievement gap for these students?*

The actions that will be taken to address the achievement gap in the area of mathematics will be a full scale implementation of the Math Workshop model with help and/or assistance from teaching consultant, Shannon Samulski. We plan to decrease the achievement gap in science and social studies by focusing our academic vocabulary notebooks on those two specific content areas. We also plan to decrease our achievement gap in reading by implementing the use of academic vocabulary notebooks where students will respond to a series of questions that allow to build constructed responses.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The ELL demographic appears to be consistently performing below the school at all grade levels and in all content areas.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

The school ensures that all students with disabilities have full access to an array of intervention programs by holding weekly RTI meeting to determine which students need testing and we are staffed with a full time and a part time teaching consultant. The consultants sole job is to ensure that all special education students with an IEP are provided the services and service hours they are entitled to by law.

How are students designated 'at risk of failing' identified for support services?

Students are designated for "at risk of failing" during our school's weekly RTI meetings. The RTI meetings are attended by the school social worker, the school psychologist, the Title I Interventionist, the building TCs, the classroom teachers, the school principal, the occupational therapist, the bilingual resource teacher, and the speech and language pathologist.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

The building does offer a Title III extended day program for ELL students who have been identified as "at risk." Additionally, the school offered an Academic Enrichment club and a Scrabble club to address the needs of our excelling students.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school informs parents of Extended Learning Opportunities by making phone calls, discussing openings during conferences, and sending home letters. Please note that all means of communication are made available to parents of all language backgrounds.

Label	Question	Value
	What is the total FTE count of teachers in your school?	27.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

Label	Question	Value
	How many teachers have been teaching >15 years?	19.0

What impact might this data have on student achievement?

The expected impact on student achievement would be increasing scores due the high seniority of the majority of the building.

School Improvement Plan

Haigh Elementary School

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	30.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	158.0

What impact might this data have on student achievement?

As the number of teacher absences increases, the lack of consistency within the classroom community is hindered. This would have a negative impact on student achievement.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The highest areas of overall student satisfaction are purpose and direction, teaching and assessing learning, as well as resources and support systems.

Which area(s) show a positive trend toward increasing student satisfaction?

Since most students were overtly positive in their responses to the survey, there is no true indication of a trend.

What area(s) indicate the lowest overall level of satisfaction among students?

The lowest overall levels of satisfaction were in government and leadership and continuous improvement.

Which area(s) show a trend toward decreasing student satisfaction?

Since the majority of the surveys were overtly positive, it was impossible to signify a trend in decreasing satisfaction.

What are possible causes for the patterns you have identified in student perception data?

The students perception of their classroom environment appears to be stronger than perception of their school environment. This is most likely due to the fact that students typically spend more time with their instructors and classmates than with the administration and auxiliary staff.

What actions will be taken to improve student satisfaction in the lowest areas?

In order to raise the overall level of student satisfaction in regards to continuing improvements, students will be asked on a more consistent basis what they think about the school. Additionally, the staff should work harder to ensure that students are consistently told when they are doing a good job.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest levels of parent satisfaction can be found in the areas of purpose and direction and governance and leadership.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Since most parents were strongly satisfied with the school overall, it is not possible to signify a trend at this time.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

While all areas were ultimately ranked relatively high across the board, there were some wavering opinions in the areas of teaching and assessing learning and using results for continuous improvement.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Since the majority of the surveys came back excessively positive, it is difficult to signify a negative trend at this time.

What are possible causes for the patterns you have identified in parent/guardian perception data?

When parents are satisfied with the overall leadership and governance of a school, they typically tend to agree or strongly agree in regards to all other areas. Additionally, since the largest numbers of neutrals were found in the area of teaching and assessing learning, this may suggest that many parents are uncertain as to what the instructional strategies of teachers should look like.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

The school plans to have numerous parent meetings throughout the course of the school year to provide parents with knowledge and information in regards to the expectations of the school community. Additionally, the school plans to increase the number of electronic and hard copy letters and notes home.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest level of satisfaction among teachers and staff is in the area of purpose and direction.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The area that shows a trend toward increasing teacher/staff satisfaction is in the area of governance and leadership. This trend is based on the fact that teacher opinion is split between agree and strongly agree in regards to this area.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The lowest overall level of satisfaction is in the area of resources and support systems. This section had the lowest amount of people strongly agreeing and the largest amount of people disagreeing.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The area that shows a trend toward decreasing teacher/ staff satisfaction would be the area of resources and support staff. Specifically in regards to the amount of instructional time and resources provided.

What are possible causes for the patterns you have identified in staff perception data?

The possible causes for the patterns identified in the staff perception data are that teachers and staff consistently feel stretched for time throughout the course of the school year. With the new Common Core State Standards in place, there are consistently higher expectations put on teachers and students while still having the same amount of instructional time to meet those expectations.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about curriculum are primarily made at the district level following the Common Core State Standards requirements. Instructional decisions are typically left at the discretion of the classroom teacher while following district guidelines and working alongside a grade level team. Assessments are given at the state, district, building, and classroom levels. Grade level teammates often sit together during PLC (Professional Learning Community) time to discuss how the students at each grade level should be tested in order to create consistency on report cards.

What evidence do you have to indicate the extent to which the standards are being implemented?

The evidence used to indicate that the standards are being implemented, include; standards aligned report cards, standards based assessments, content and language objectives posted in classrooms, as well as state test scores.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://dearbornschools.org/downloads/annual-education-reports	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A, we only service students K-5.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Hassane Jaafar Dearborn Public Schools, ASC 18700 Audette Dearborn, MI 48124 313-827-3181	

School Improvement Plan

Haigh Elementary School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Haigh Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Haigh Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	A professional development calendar has been created to ensure that teaching practices align with the current school-wide plan and goals. ADD HAIGH PROFESSIONAL DEVELOPMENT CALENDAR 2014-2015	Haigh Professional Development Calendar 2014-2015

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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?

The stakeholders involved in conducting the comprehensive needs assessment are the Title I School Improvement Plan (SIP) members (Building Principal, Classroom Teachers, Interventionist/Literacy Coach, Speech/ Language Pathologist, and Title I Interventionist/Coach), K-5 Classroom Teachers, and parents. The needs assessment was completed by analyzing school demographics, student academic achievement data, staff perception data, and program and processes. This was done during bi-monthly staff meetings, Late Start Professional Development Meetings, Weekly Professional Learning Community Meetings, numerous face-to-face meetings with parents, including Monthly Parent-Teacher Association Meetings, Title I Parent Meetings, and School Improvement Meetings, where the Comprehensive Needs Assessment was a standing agenda item. Participants were kept up to date on progress via minutes and agendas.

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?

DEMOGRAPHICS: Over the past 13 years Haigh Elementary School has grown from a population of 320 to 476 students. Our English Language Learner population has grown from 10 students to 176 students, and the economically disadvantaged has grown from approximately 10 students to 234 students. Currently, we have 47 SWD. The bottom 30% of the achievement gap are primarily composed of the three identified subgroups (English Language Learners, Economically Disadvantaged, and Students with Disabilities). Mobility rates are increasing as the demographics of the students entering kindergarten continue to change. For example, mobility rates for fifth grade are 16%, fourth grade 18%, and third grade 21%.

STUDENT ACHIEVEMENT: Haigh Elementary School has made Annual Yearly Progress in Mathematics and Reading for the past four years. In fall 2012, Haigh was identified as a Focus School based on the State's Top to Bottom list. In fall of 2013, Haigh has maintained its Focus School designation. This designation was based on a large achievement gap primarily between our subgroup populations. For example, on the 2012 MEAP the total population had 74% proficiency in the area of reading. However, when looking at the subgroup populations for fourth grade reading, the following data exemplifies the discrepancies with subgroup versus whole group population achievements: ED 62%, ELL 48%, SWD 57%.

MATH: In grades 3-5, MEAP 2013 trend analysis on cohort groups over the past four years shows an improvement of 69% from third grade to sixth grade. When taking a closer look at the subgroups with the largest numbers of non-proficient students, the economically disadvantaged in grades 3-5 had an overall percentage decrease from the prior year of approximately 9% from the previous year. The ELL population had a decrease of 37.8% across all grades from the previous year. Our students with disabilities subgroup had an increase in proficiency from the prior year by an increment of 28%. Moreover, overall math proficiency in grades 3-5 for all three subgroups lagged behind all students in all three grades. StarMath assessments administered to grades 2-5 and district quarterly math common assessments for grades K-5 support the findings in the aforementioned MEAP data.

READING: In grades 3-5, MEAP 2013 trend analysis on cohort groups over the past four years shows an improvement of 53% from third grade to sixth grade. When taking a closer look at the subgroups with the largest numbers of non-proficient students, the economically disadvantaged in grades 3-5 had an overall percentage decrease from the prior year of approximately 13% from the previous year. The ELL

School Improvement Plan

Haigh Elementary School

population had a decrease of 34% across all grades from the previous year. Our students with disabilities subgroup had an decrease in proficiency from the prior year by an increment of 37%. Moreover, overall reading proficiency in grades 3-5 for all three subgroups lagged behind all students in all three grades. Current local assessments such as the Scholastic Reading Inventory and Developmental Reading Assessment are indicating notable improvements from initial reading levels to midyear reading levels for the 2013-2014 school year.

SCIENCE: 5th grade MEAP data shows a 60% increase in proficiency from 2012 to 2013 from 15% proficient to 24% respectfully. District common assessments in grades K-5 indicate that students continue to struggle with basic science applications. Therefore, due to the low proficiency in the area of science, an emphasis on informational reading and writing as well as academic, science vocabulary has been incorporated at every grade level K-5. Classroom data (test scores, assignments, quizzes) confirm that students in science struggle with basic science applications across all subject areas and have difficulty with academic science vocabulary.

SOCIAL STUDIES: A concern is that only 37% of the current Haigh sixth graders received a proficient score on the social studies MEAP, while 57% of all sixth graders were proficient (which included four additional feeder schools). Again, classroom data (tests, quizzes, projects) confirm that students struggle with basic social studies concepts.

WRITING: 4th grade MEAP writing proficiency for 2013 is at 64%. This is a 21% increase over the 2012 writing MEAP score of 53% proficient. This increase would indicate that our writing initiatives across all grade levels and all content are having a significant impact on student achievement. The ED population had an increase of 2% in proficiency from 2012 to 2013, the ELL population saw a 1% decrease in proficiency, and the SWD population showed a 33% increase in the number of students proficient (it is notable that his subgroup was comprised of 7 students). Obviously, support for all three subgroups needs to remain in place in order to boost student achievement.

PROGRAM AND PROCESS: As part of the district accreditation process for the 2012-2013 school year, Haigh stakeholders completed a self-assessment based on the five standards of school improvement. Our highest areas (4s) were under Standard 2, Governance and Leadership. We also scored a 4 on Standard 3.4: School leaders monitor and support the improvement of instructional practices of teachers. Our areas of concern (2s) were under Standard 1.3; the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. This also applies to educating and informing parents, especially parents who are new to our school. Another area of concern was standard 3.3; Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. This relates to how teachers deliver instruction and supplemental interventions, student grouping, and types of support materials and extended learning opportunities. Another area of concern was standard 3.9; The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Under standard 5, the staff expressed concern about standard 5.3 on use of data and standard 5.4 on continuous process to verify continuous improvement.

PERCEPTIONS: Based on thorough, collaborative analysis of AdvancEd stakeholder online surveys administered in 2012-2013 to parents (138 responses), staff (24 responses - 100%), and students (166 students in grades 3 -5), the conclusions of those surveys were that the majority of our parents, staff, and students were highly satisfied with our school's purpose and direction. There was also a common agreement among parents and staff that although most students are meeting academic expectations, more help is needed. In 2013-2014, teacher surveys indicated that their belief regarding students' achievement across all subject areas was on an average ranked as progressing to meeting expectations. Their belief about the need for student support indicates that they believe more help is needed.

FOCUS SCHOOL: Haigh Elementary School (53rd percentile on the Top to Bottom List from 57th in 2012) received the state designation as a Focus School in August of 2012. The largest percent of Focus students are comprised of the 3 identified subgroups including those students in two or more of the three subgroups. The 127 current focus students, which is a decrease from 147 in 2012-2013.

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.

ALIGNMENT TO GOALS: Based on the comprehensive needs assessment, we identified the following priority areas: a focus on Academic Vocabulary that will accelerate language acquisition and comprehension of content material across all subject areas. Our math goal was created to support all students in order to increase mathematical competencies by using the 8 Mathematical Practices to be able to solve problems that are aligned with the Common Core State Standards. The third goal addresses the lack of improvement in the area of reading comprehension across all subject areas. Through the use of reading response journals, during Daily 5, students will be able to increase their understanding by writing what they read as identified and supported by comprehension strategies and identified genres.

Through multiple assessment data analysis (MEAP, DRA, SRI, Star Math) specific areas of deficit were identified consistently through the multiple measures. Specifically, the priority needs were: reading comprehension, multiple math competencies with problem solving, social studies, science and math vocabulary.

Our goals will address all students with special emphasis on our bottom 30%. The majority of our bottom 30% is comprised of SWD, ELL, and ED students.

While we do not have a specific social studies or science goal, we are addressing these academic areas through our identified goals above.

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?

All of our stakeholders examined numerous sources of data in determining our goals.

Student Achievement: 3rd, 4th, and 5th grade MEAP scores in reading and math, 4th grade writing, 5th grade science, 6th grade social studies.

Reading Assessments: Diagnostic Reading Assessment (DRA) and Scholastic Reading Inventory (SRI)

Writing Assessments: 4th grade MEAP Writing, K-5 District Writing Prompts using 6 + 1 Traits, in class writing prompts based on the District Writing Frameworks, Formative and Summative assessments (open-ended responses, directed writing, short-answer essays).

Math Assessments: 3rd, 4th, and 5th grade MEAP Math assessments, District level 1st - 5th grade StarMath Assessments, K-5 District Common assessments, formative and summative assessments (Everyday Math Program Assessments, basic computation skills assessments)

Social Studies Assessments: 6th grade MEAP Social Studies and in-class, unit tests

Science assessments: 5th grade MEAP Science and in-class, unit tests

School Improvement Plan

Haigh Elementary School

Adequate Yearly Progress: Haigh School has met Adequate Yearly Progress (AYP) in all grade levels and subject areas for the past 4 years. Although identified as a Focus School, Haigh rates on the 53rd percentile on the State Top-to-Bottom list in Fall, 2012.

Program/Process: Advanc-Ed/Assist System Accreditation School Self-Assessment Diagnostic

Perceptions: Advanc-Ed/Assist System Accreditation School Stakeholder Surveys from 2012-2013 (parent, staff, and students) in addition, a building level survey was created for staff in 2013.

Component 2: Schoolwide Reform Strategies

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

In order to allow for an increase of academic vocabulary, math competencies, and reading comprehension we will use the following differentiated strategies school-wide:

Academic Vocabulary:

1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed
2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal
3. Administer the pre-test to all grade levels (given quarterly)
4. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook
5. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks
6. Administer the post-test to all grade levels (given quarterly)
7. Collect data to determine percentage growth for all students

Math Workshop:

1. Teachers will be trained and coached on the principles of Math Workshop through a Guided Math approach
 - a. Setting the stage for workshop
 - b. Mini-lessons and activating strategies
 - c. Managing and planning Math Workshop
 - d. Conferring and assessing students in Guided Math groups
2. Teachers will be trained in the usage of a problem solving rubric and checklist to properly assess students' ability to apply the 8 Mathematical Practice Standards
3. During PLC meetings, teachers will create pre- and post- assessments.
4. Pre- and post- assessment scores will help to drive instruction throughout the course of the year

Reading Response Notebook:

1. During school-wide professional development, introduce the concept and research behind Reading Response Notebooks
 - a. Setting up the notebook
 - b. Grading of the notebook entries regularly (1-2 times a month utilizing a rubric)
 - c. Using assessment data to drive new instruction
2. Use DRA and SRI assessment data from the beginning of the year to select specific comprehension strategies for utilization in the Reading Response Notebook
3. During grade level PLC meetings (1-2 times a month), teachers will share student notebook entries, with an accompanied rubric score, to use inter-rater reliability ensuring consistent scoring of student samples across the grade level
4. Building leadership will provide monthly professional development on proper usage of the Reading Response Notebooks and allow for peer sharing across grade levels
5. Students' comprehension will be assessed, using the DRA and SRI, in the beginning, middle, and end of the year to determine and monitor growth

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

The following research-based methods and strategies were used to increase the quality and quantity of instruction in relation to the school's goals.

1. Use of technology to differentiate and enhance instruction
2. Math Workshop for the purpose of flexible student grouping
3. Academic Vocabulary notebooks across all content areas to deepen understanding of informational text
4. Academic Vocabulary activities and games to enhance understanding
5. Conferring and differentiated grouping to increase the quality and quantity of instruction
6. Creating an environment of numeracy to enrich the curriculum
7. Creating a framework for mathematics instruction to enhance the quality and quantity of mathematical concepts

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

Based upon the findings of the Comprehensive Needs Assessment (CNA), which showed deficits in the areas of; math proficiency in grades 3-5 (including all three subgroups), reading comprehension in grades 3-5, vocabulary acquisition, science, and social studies achievements.

The following research based reform strategies were chosen to help improve achievements in these identified areas:

1. Academic Vocabulary was a reform strategy chosen to address the deficits in science, social studies, and mathematics. In science, only 24% of the student population were deemed proficient, due to the low proficiency in academic science vocabulary. In social studies, only 37% of the student population was deemed proficient, due to the low proficiency in academic social studies vocabulary. In mathematics, while trend data shows an overall increase in math proficiency from 3rd through 6th grade, but when taking a closer look at all three subgroups lagged behind the overall population. Since all three subgroups have a systemic deficit in regards to acquiring academic vocabulary this strategy will target their specific learning needs.

2. Math Workshop was a reform strategy chosen to address the deficits in the area of mathematical competencies. The Comprehension Needs Assessment (CNA) indicated that the overall math proficiency in grades 3-5 for all three subgroups lagged behind all students in all three grades. Moreover, grades 2-5 in District Math Common Assessments support this finding. Therefore, a reform strategy which provides a framework for mathematical instruction that allows for differentiated instruction will close the aforementioned subgroups thus improving math competencies across all grade levels.

3. The use of Reading Response Notebooks was a reform strategy chosen to address the deficits in the area of reading comprehension. The CNA indicated that the overall reading proficiency in grades 3-5 for all three subgroups lagged behind all students in all three grades. While the local assessments show slight improvements in reading comprehension, yet students in the subgroups lag significantly behind the overall population. This can sometimes mean they are 1-2 grade levels behind their peers. The identified reform strategy of Reading Response Notebooks, implemented systemically in K-5, addresses the needs identified in the CNA. The strategy focuses on the reading

components of specific genres and implementing or focusing on multiple comprehension strategies as a means to increase overall reading comprehension.

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.

The following strategies are systemically embedded in the school-wide plan for the purpose of providing tiered levels of intervention for the students in our three identified subgroups (ED, SWD, and ELL). Due to the additional instructional support necessary for the three subgroups to be able to demonstrate accelerated growth, the following strategies will provide interventions to the students who need it the most;

1. Academic Vocabulary allows for scaffolded support of learning. Students gain insight into how to rephrase definitions in their own words and at their own level. Additionally, pictures or visual aids are used to provide further supports to the struggling learners. Lastly, vocabulary games and activities can be adjusted to provide varying levels of difficulty and thereby provide appropriate support to students in each of the pre-identified subgroups.

2. Math Workshop which allows for flexible grouping for students in need of the most instructional support. Additionally this strategy provides one-on-one conferring, small group instruction, individualized curriculum, multiple methodologies to support students who have require more instructional support. This grouping also allows for the interventionist to provide additional instructional support through the learning process. I pads will be purchased and downloaded with apps that target specific mathematical competences.

3. Reading Response Notebooks will be used to help provide structure to the strategy groups formed as part of the Daily 5 program. The questions provided in the notebooks will be appropriate to each individual reader. Additionally, the questions will be differentiated based on the needs of each of the pre-identified subgroups.

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

The school determines if the students' needs are being met by a combination of the following;

Academic Vocabulary:

1. Pre- and post- tests to assess student knowledge
2. Teachers evaluate the data
3. Instruction is modified to fit the needs of the students

Math Workshop:

1. Pre- and post- tests for each of the math units
2. Teachers evaluate the data
3. Instruction is modified to fit the needs of the students

Reading Response Notebook:

1. Informal assessment of reading notebooks and bi-monthly assessment of responses using a rubric

School Improvement Plan

Haigh Elementary School

2. Teachers evaluate the data
3. Instruction is modified to fit the needs of the students

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	Yes. All instructional paraprofessionals at Haigh School, meet NCLB Highly Qualified requirements.	

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	Yes. All teachers at Haigh School meet the NCLB requirements and are Highly Qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Haigh School experiences very low turnover rates. The limited turnover rate is predominantly due to retirement and lay-offs. During the last 13 years, only 4 teachers have left Haigh School for transfers to other Dearborn Public Schools. At the beginning of the 2013-2014 school year, one teacher left Haigh to accept a position in a new district.

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

Of the 31 teachers on staff at Haigh School, the years of teaching experience are as follows:

3 teachers have 0-2 years experience

4 teachers have 3-5 years experience

2 teachers have 6-10 years experience

3 teachers have 11-15 years experience

19 teachers have 15 or more years experience

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

Haigh School is able to attract and retain highly qualified teachers because it is a neighborhood school that offers comprehensive programs. We have a very collaborative staff who are always willing to volunteer extra time and resources to support classroom and extracurricular activities. Haigh teachers generally receive outstanding support and appreciation from parents and students. The Parent Teacher Association works closely with parents and staff to develop programs that support the curriculum. Haigh School enjoys a strong academic reputation and has always met Adequate Yearly Progress. There is always a very long waiting list of transfer requests from teachers within the district wanting to come to Haigh. These are due to established Professional Learning Communities, strong principal support, supportive parents, and a culture of collaboration.

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

Dearborn Public Schools attracts and retains highly qualified teachers due to our reputation for comprehensive professional developments including training from nationally recognized experts such as Eric Jensen, Margaret Black, Melissa Castillo (Language and Literacy), Shannon Samulski and other best practice opportunities. The district also offers competitive salaries as well as embedded, on-site and sustained learning opportunities for teachers during the school day. All Dearborn Schools experience high levels of parental involvement and SY 2014-2015

participation as well as community support. Dearborn offers numerous leadership opportunities for teachers, such as membership and/or chairing responsibilities on district level committees, career ladder opportunities (eg. on-site ESL endorsement classes), leadership training programs (Galileo Leadership Project), and annual Aspiring Administrator Programs. Dearborn is recognized as being a value added district that offers a wide array of educational and extra-curricular activities, including athletics, academic games, special interest (robotics, chess, debate, etc), and community involvement and volunteer opportunities.

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?

Not applicable

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.

In 2013-2014 staff received professional development in the areas of Language & Literacy (strategies to help English Language Learners) to support reading comprehension and academic vocabulary, Eric Jensen's book Teaching With Poverty in Mind has been used as an ongoing book study on understanding how to meet the needs of Economically Disadvantaged Students, and Strategic Intervention Solutions had provided professional development on the 8 Mathematical Practice Standards in the summer of 2013 which were reiterated and applied to the Math Workshop model during the course of the school year. Lastly, co-teaching professional development was provided by Margaret Black to help address the academic needs of the SWD subgroup across all content areas. These new initiatives are in addition to existing, annual PD provided to all staff on the importance and efficacy of parental involvement. This training is provided at the start of every school year.

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

The professional learning is sustained and ongoing through the use of a professional development calendar. Within the calendar the team has identified the school's needs and presented the research and findings during regularly scheduled staff meetings, professional learning community late starts, and district professional development offerings. Additional professional development initiatives will be implemented as the needs arise. Teacher feedback is highly important in this process, which includes evaluation of student growth data from ongoing formal assessments. Grade level PLC meetings are held weekly and have agendas with the purpose of staying focused on initiatives. The principal meets with grade level leaders weekly to ensure that systemic professional development leads to improved instruction throughout the course of the school year.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Haigh Professional Development Calendar 2014-2015

Component 6: Strategies to Increase Parental Involvement

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

Haigh conducts annual parent surveys (climate surveys, academic achievement surveys, program surveys, and the 2012-2013 AdvancEd parent stakeholder survey). Our school improvement team analyzes the results of these surveys to identify areas where parents have concerns about student achievement. These concerns are addressed with parents at school improvement meetings, Title I parent meetings, Title I parent education training sessions and informal conversations to get parent feedback and concerns regarding our Title I schoolwide plan. Additionally, our Title I schoolwide program is a standing agenda item at all Parent Teacher Association meetings so that all parents are involved.

Additionally, parents are members of our school improvement team and as such have been active participants in the design of our Title I schoolwide plan. All parents have been kept up to date regarding the development of the schoolwide plan and have been offered opportunities to comment, ask questions, and offer suggestions throughout the entire process.

Additionally, parents volunteered to participate in our onsite Title I site audit. This experience gave them additional insights into Title I and schoolwide programs.

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

All of our parents are kept informed about the components of our schoolwide plan through Parent Teacher Association (PTA) meetings, Title I parent meetings, Title I parent education sessions, PTA emails, and teacher blogs. This information includes descriptions of specific strategies and interventions and offers suggestions on how parents can reinforce these activities at home. Parents are also kept informed of staff professional development opportunities so that they know what innovations will be taking place in classrooms. Attendance at parent education sessions which address components of the schoolwide plan continues to improve. Continuing support from our parents is helpful in implementing the schoolwide plan.

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

We use multiple measures to involve parents in evaluating our school-wide plan, including surveys, informal and formal feedback, opportunities for questions and discussion at Title I and other parent meetings, as well as emails, phone calls and conferences. Additionally, parents are involved in our annual formal Title I school-wide plan evaluation, conducted by our school improvement team, which takes place every spring.

We value parent feedback and respond to parent concerns regarding the school-wide plan whenever possible. Specific examples include changing elements of our parental involvement components such as offering differentiated parent training sessions according to grade level, adjusting the time of parent involvement meetings, and making changes to our after school program (providing transportation and increasing online opportunities). Another change suggested by parents included altering the types of support materials sent home to support our Title I struggling students (information on choosing reading material most appropriate according to their child's academic level, additional

School Improvement Plan

Haigh Elementary School

informational text selections).

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	Haigh's Title I Parent Involvement Policy is attached in the Additional Requirements Diagnostic.	Haigh Parent Policy 2014-2015

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

Haigh School carries out the activities outlined in ESEA Section 1118 (e) 1-5, 14, and (f) in the following manner:

Part III: Building Capacity for Involvement

Parental information and assistance on standards and assessments: 1118 (e) (1)

Our school will ensure parents are informed about both state and local academic standards and assessments, in parent friendly language, in the following ways:

- Parent Teacher Conferences
- Report cards
- Parent Meeting discussing Michigan Educational Assessment Program
- District assessments to be discussed at Parent Teacher Conferences
- Common Core Standards posted on school website (or hard copy available upon request)
- Teacher conference periods available to meet and inform parents as needed
- Parent Meetings with Principal and Title I Student Success Coordinator
- Open House

Materials and Training to Parents: 1118 (e) (2)

Our school offers training and materials to parents in a variety of ways. These include:

- District/Building-wide parent workshops and guest speakers
- School Newsletters/Classroom Newsletters/District Newsletters
- District/Building Websites
- Teacher recommended websites to supplement curriculum
- Individual meetings between parents and teachers, administrator, and/or other support staff
- Parent Education Meetings
- Kindergarten Round-up
- PTA Meetings

Educate all staff regarding the value of parent involvement: 1118 (e) (3)

Our school will educate the entire staff; teachers, paraprofessionals, administrators, and all supplemental staff how crucial parent contributions are to student success. Parents are an integral part of the students' educational development and its importance will be continually promoted and reinforced to all staff through:

- District and Building Professional Development focused on how to most effectively collaborate with parents
- PTA meetings

School Improvement Plan

Haigh Elementary School

Coordinate parent involvement activities with other Our school will work to coordinate and align programs to ensure success. These activities will include:

- Transition orientations - into elementary schools from preschool, as well as from elementary school into middle school
- Monthly PTA Meetings
- Field Trip chaperones
- School Day Volunteer opportunities
- Activity Days and Social Nights
- Classroom observations upon request by parents
- Parent Education Meetings
- New student school tours

Dispersal of Information in Family Friendly Language: 1118 (e) (5):

All communication from our school will be provided to parents in an understandable and friendly manner. The following are ways this will be communicated.

- School Newsletters/Classroom Newsletters/District Newsletters
- Student Daily Planners and take-home folders
- Bilingual interpreters
- Blogs and Email - written in easily understandable language
- Accommodations for all parents of any disability

Other reasonable parent support: 1118 (e) (14)

Our school will support parent involvement in any reasonable manner upon request.

- Every effort will be made to accommodate parent requests to ensure parent involvement.
- Different meeting times are made available to parents for conference times with teachers to accommodate parent schedules Different meeting times are made available to meet with social worker, interventionist, administration, and all other support staff.
- Different meeting times are made available to meet with social worker, interventionist, administration, and all other support staff.

Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children:

1118 (f)

- Bilingual interpreters provided
- Written translation opportunities provided in parent information documents
- Blogs and Email - written in easily understandable language
- Accommodations for all parents with any disability
- Student Daily Planners and take-home foldersprograms: 1118 (e) (4):

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

To evaluate the parent involvement component of the schoolwide plan, we will closely monitor parent participation in school activities. We will expand our invitations for parents to participate on school committees, including the school improvement team, and ask for parent input regarding the development of engaging and necessary parental involvement activities. We will compare parent participation rates at our annual parent meeting and other school activities to see if attendance is increasing. We will involve parents in annual evaluations of our

School Improvement Plan

Haigh Elementary School

parent and student compacts with regard to our schoolwide plan as well as the Parent Involvement Component and all that it entails. We will involve parents through surveys, school improvement team sessions, discussions, and informal conversations during school activities.

As always, all interactions with parents will be held at reasonable and varied times, use jargon-free language, and allow for discussion, questions, and suggestions.

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

We value parents as partners and know that parent support is crucial to the success of any initiative. We also know that we must keep parents informed and provide parent training sessions to ensure maximum results. We will utilize parent feedback and suggestions whenever practical to adjust the parent involvement component of the schoolwide plan to ensure success for students. Any suggested changes will be taken seriously and will be considered by our school improvement team (which includes parent representatives). Additionally, our schoolwide program and Title I initiatives will be standing agenda items at all official school meetings, including parent involvement activities and parent feedback will be actively encouraged throughout the school year.

As with any modifications to the schoolwide program, parent suggested changes will be monitored to measure their impact on student achievement and the fulfillment of our schoolwide plan.

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

The School/Parent/Student Compact was developed jointly by a team of Haigh stakeholders which included parents who are a part of our school improvement team. The team worked together to ensure that all components were up to date to reflect district initiatives. The compact was updated in the fall of 2012 to address elements of the schoolwide plan such as parents monitoring school work and extra-curricular activities and additional language regarding supporting learning on the home front. Additionally, the compact is reviewed throughout the school year:

- Regular review of the School/Parent/Student Compact with stakeholders at annual meetings
- Reviewing the School/Parent/Student Compact with parents at PTA meetings
- Facilitating informative discussions with students regarding the School/Parent/Student Compact at the start of the school year

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

The School/Parent/Student Compact is distributed, explained and discussed with each parent/guardian during fall parent teacher conferences. School/Parent/Student Compacts are also revisited at Parent Teacher Association (PTA) meetings and other parent activities throughout the year, including the annual Title I parent meeting.

School Improvement Plan

Haigh Elementary School

At Fall parent-teacher conferences, parents are given the opportunity to ask questions about the School/Parent/Student Compact. We ask that parents sign and date a form indicating that they have had the opportunity to review the compact and its components with their child's teacher.

The compact is reviewed with students prior to parent teacher conferences. Students also sign and date the contracts.

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

Not applicable because Haigh is a K-5 building.

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

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

Dispersal of Information in Family Friendly Language:

All communication from our school including individual student assessment results, will be provided to parents in an understandable and friendly manner. The following are ways this will be communicated.

- School Newsletters/Classroom Newsletters/District Newsletters
- Student Daily Planners and take-home folders
- Bilingual interpreters
- Blogs and Email - written in easily understandable language
- Accommodations for all parents of any disability

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?

Haigh School connects with preschool age children and their parents (including students who have attended private preschool programs or the district Great Start Readiness Program) through an annual Kindergarten Roundup as well as two Kindergarten classroom visitations. Training for preschool parents is provided by Haigh School Kindergarten teachers and principal as well as building support staff (speech therapist, social worker, bilingual resource teacher, intervention/literacy coach, occupational therapist, special education staff) at Kindergarten roundup. Preschool parents are also invited to parent meetings and school events. Haigh School provides training for preschool parents on the skills that their children will need when they enter Kindergarten and how parents can assist in successful transition to kindergarten.

In addition to Kindergarten Round-up, Haigh School provides two separate preschool classroom visitations to prepare preschool children for success in Kindergarten. These include: early spring visitation which allows the preschool children the experience of a visit to a Kindergarten classroom to interact with the environment and meet the teachers. Late spring visitation allows the preschool children to practice entry-level Kindergarten skills that are necessary for success. At the conclusion of the second visit, every student is given follow-up activities and supplies to take home and practice necessary skills during the summer.

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?

During Kindergarten Roundup, parents are provided training for the purpose of introducing and practicing Kindergarten readiness skills with their children. During visitations, parents will be given materials to support Kindergarten readiness skills. Haigh School provides training for preschool parents on the skills that their children will need when they enter Kindergarten and how parents can assist in successful transition to Kindergarten.

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?

Haigh School teachers have input into decisions regarding the use of school-based academic assessments. Teachers meet with grade level PLC (Professional Learning Community) teams to develop local assessments in Math, Science, Social Studies, Reading, and Writing. In accordance with our School Improvement Goals, teachers participate in the following assessments in PLC grade level team meetings: Development of grade level Expository Writing Assessments for Fall and Spring; Administration and review of Fall and Spring DRA2 (Diagnostic Reading Assessment) Comprehension Assessments as part of the district-wide DRA2 Reading Assessment; and pre and post Formative/Summative Every Day Math Assessments.

Haigh School teachers are involved in student achievement data analysis in order to improve the academic achievement of all students. Teachers and support staff collaborate weekly on RTI (Response To Intervention) teams to determine interventions for at-risk students. The staff uses semi-monthly staff meetings, PLC (Professional Learning Communities), Late Start Wednesdays, and Common Prep Blocks to review and analyze standardized and locally developed assessments and achievement data as well as student work samples. This information serves as a springboard for developing the School Improvement plan and for future instruction and professional development. Additionally, the School Improvement Team includes representatives from each grade level (Grade Level Team Leaders) in order to foster better understandings of curriculum and goals.

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

Teachers participate in weekly grade level PLC teams and bi-monthly Late Start Professional Development Meetings for the purpose of analyzing student achievement data (MEAP (Michigan Education Assessment Program), DRA2, StarMath, SRI (Scholastic Reading Inventory), District 6 Traits Writing Common Assessment samples, and Math, Science and Social Studies District Level Common Assessments). Teachers use this information to make decisions about RTI options, differentiation and classroom re-teaching opportunities.

All of these activities are used to determine appropriate interventions to improve the academic achievement of all students (eg: reteaching, extended day opportunities, classroom interventions such as additional small group work). Additionally, every teacher develops annual self evaluation goals as part of the district teacher evaluation process. Teachers are required to include student achievement data analysis. Teachers must identify student achievement group trends and identify realistic and specific student achievement growth goals for all students.

Teachers receive support and guidance in student achievement data analysis through embedded building PD and district guided data analysis sessions. Several Haigh staff members serve on district level curriculum committees where student achievement at the school, district and state level are compared and analyzed.

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.

On a weekly basis, timely, effective and additional assistance is provided to identified students through our Response to Intervention (RTI) process. Our school has instituted this weekly RTI multi-tier system of support to assist with early identification in the remediation of problems for struggling students. Any child who scores below grade level expectations and are not responding to Tier 1 classroom interventions are scheduled to be discussed and reviewed with the building RTI team which includes the Classroom Teacher, Building Principal, Intervention Coach, Speech and Language Pathologist, Teacher Consultant, Occupational Therapist, Bilingual Resource Teacher, Social Worker, and School Psychologist. In these collaborative discussions, team members review effectiveness of current Tier 1 practices (differentiated instruction, re-teaching, one-on-one or additional small group instruction, adapted or alternative teaching materials, the introduction of additional practice and reinforcement materials, the use of technology and student reciprocal teaching) while giving direction for further Tier 1 interventions. Additionally, Tier 2 interventions are offered as needed. Regular follow-up sessions are scheduled in order to monitor progress and effectiveness of planned interventions. The RTI process totally aligns and coordinates with our program for all students.

READING: One year or more below grade level as defined by the district DRA (Developmental Reading Assessment)² or SRI (Scholastic Reading Inventory) benchmark cut scores. Below proficiency (level 3 or 4) on MEAP scores. Teacher/parent concern.

MATH: One year or more below grade level as defined by the district Star Math benchmark cut scores. Below proficiency (level 3 or 4) on MEAP scores. Teacher/parent concern.

SOCIAL STUDIES: Below proficient (level 3 or 4) on MEAP. Students who struggle with district common assessments, classroom formative and summative assignments and assessments, teacher identification

SCIENCE: Below proficient (level 3 or 4) on MEAP. Students who struggle with district common assessments, classroom formative and summative assignments and assessments, teacher identification

Teachers evaluate DRA² reading levels and SRI reading levels and/or Star Math assessments and district grade level math assessments to determine if students are at least one year below grade level, as defined by the District Instructional Benchmarks for reading and math. These proficiency levels are reviewed each quarter. Science and Social Studies progress is monitored throughout the school year as assessments are administered. Any student who is falling below grade level or proficiency is identified as a student who may be in need of Tier 1 or Tier 2 intervention. These students are brought before the RTI (Response To Intervention) team, which meets each Friday and is composed of the principal, school psychologist, special education teaching consultant, speech and language therapist, bilingual resource teacher and intervention/literacy coach, and the classroom teacher. In this meeting, it is determined which interventions will be used to help boost student achievement.

Additionally, students may be assessed based on parent request or teacher observation and concern.

Identified students are closely monitored through follow-up RTI meetings where their progress is discussed. When a student demonstrates

significant improvement or has been determined to have achieved proficiency on state standards they are reassessed and interventions may be adjusted or eliminated.

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?

All staff continually monitor the success of all students through a series of formative and summative assessments. Teachers provide timely, effective additional assistance in the classroom on a daily basis. Classroom interventions include best practice such as differentiation, reteaching, one on one or additional small group instruction, adapted or alternative teaching materials, the introduction of additional practice and reinforcement materials (eg: take home packets, online support), the use of technology, and student reciprocal teaching. Classroom teachers recommend students for extended day and extended year learning opportunities. Extended day and extended year programs also incorporate online learning experiences. All of these interventions are in addition to differentiated instruction, which takes place every day in every classroom.

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

Individual student needs are consistently addressed in the classroom by the use of the following differentiated strategies; Math Workshop (through leveled groupings), Daily 5 (strategy groups and word work activities), Writer's Workshop (scaffolded support- sentence stems and paragraph frames), science/social studies (modified student groupings for experiments and activities-whole group, small group, one-on-one).

Classroom teachers differentiate formative and summative assessments by offering adapted versions of assessments aligned with individual student achievement levels. Teachers also employ a variety of assessment formats including classroom observation, performance tasks, online assessments, projects, student interviews, reflective journals, in addition to standard written assessments. These differentiation techniques allow teachers to respond to individual students at their specific points of need to focus instruction and intervention to effectively increase individual student achievement.

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.

Our school improvement plan drives all decision making in our building including the coordination of various programs. All of our stakeholders are committed to student academic success and work together to ensure that all resources ensure maximum results and eliminate waste and duplication of efforts. Supplemental services provided through Title I are used to extend and enhance instructional activities and to build on district and school initiatives that have been determined by careful analysis of student needs. For example, our extended day program builds on best practices routinely used in classrooms during daily instruction. Our Title I extended day program also aligns with extended day support provided through Title III funds that support our English Language Learners. Other examples include teaching and learning materials that supplement classroom materials and are aligned with the state Common Core Standards. Professional development offerings extend and support best practice initiatives recognized by the school and district as interventions that have measurable impact on our subgroups (SWD, ELL, ED, and bottom 30%).

LIST OF STATE, FEDERAL AND LOCAL PROGRAMS THAT ARE CONSOLIDATED/COORDINATED IN THE SCHOOLWIDE PROGRAM:

General Funds

Title I

Title II

Title III

Special Education

Federal Nutrition Program

Dearborn Educational Foundation

PTA Funds

District and Community Resources (programs, facilities, volunteers, such as University of Michigan College of Education students, National Honor Society student volunteers, Kiwanas adult volunteers)

The Compensatory Education and School Improvement Coordinator and our school staff meet regularly to discuss and plan the use of Title I funds and other state and federal sources based on the needs of Haigh school and our students. All programs are monitored at the school and district level to ensure compliance with supplement not supplant mandates and other spending requirements

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.

The following resources will be used to implement the required components of our school-wide plan:

1. Comprehensive Needs Assessment

-General Funds

-School-wide team/SIP

School Improvement Plan

Haigh Elementary School

2. School-wide Reform Strategies

- General Funds, Title I, III
- School Improvement Team/Schoolwide Plan/strategies, materials, professional development

3. Instruction by Highly Qualified Professional Staff

- General Funds
- All staff members are currently highly qualified

4. Strategies to Attract Highly Qualified Teachers

- General funds, Title I, III
- New Teacher Orientation Program
- Small group instruction
- Paraprofessionals
- Mentoring and Training
- District Professional Development

5. Highly Qualified and Ongoing Professional Development for Teachers, Principals and Paraprofessionals

- Title I, III, General funds
- Summer school training
- Language and Literacy training sessions, conferences, coaching
- Teaching with Poverty in Mind (Eric Jensen) conferences
- Embedded Special Education co-teaching (Margaret Black)
- Embedded Math professional development provided by Shannon Samulski of Strategic Intervention Solutions

6. Strategies to Increase Parental Involvement

- General funds, Title I, III, PTA funds
- Parent teacher conferences
- Open house
- Parent education sessions focused on increasing academic achievement levels
- March is Reading Month activities
- Book Fairs
- Monthly Book it rewards

7. Preschool Transition Strategies

- Kindergarten Round up
- Registration
- Kindergarten classroom visitations

8. Teacher Participation in Making Assessment Decisions

- General funds, Title I
- Common Assessment
- Data Analysis

School Improvement Plan

Haigh Elementary School

- Professional Learning Community Meetings
- Curriculum Mapping

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

- Title I, III, Community and District Resources
- Intervention groups
- Instructional/Literacy Coaches
- Resource Teachers
- Social Work
- Speech and Language Pathologist
- Dearborn Education Foundation Grants
- National Honor Society Volunteers
- Kiwanis adult volunteers

10. Coordination and Integration of Federal, State and Local Funds and Resources

- General funds, Title I, III
- Federal Nutrition Programs
- City Beautiful
- Social workers
- Professional Developments
- Nurses
- Cultural and fine arts experiences

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.

Haigh School effectively uses resources and programs to improve student achievement. We collaborate with the district to coordinate programs and resources to maximize student and school success . Such programs included the School Nutrition Program which offers both breakfast and lunch to identified students. The Parent Involvement Committee allows for further inclusion of parent education and input for improving current schoolwide plan.

Evaluation:

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

At least annually, the school improvement team will collect achievement data (Michigan Education Assessment Program (MEAP), StarMath, Scholastic Reading Inventory (SRI), Class A, formative and summative classroom assessments), demographic data (subgroup information, e.g.: English Language Learners (ELL), Economically Disadvantaged (ED), Students With Disabilities (SWD), Bottom 30%), process/program data (AdvancEd ASSIST self assessments, various diagnostics) and perception data (surveys) each year in order to analyze the effectiveness of the current schoolwide program. Data will be presented and analyzed during staff meetings Professional Learning Committees (PLC), Late-Start Wednesdays) and Parent Teacher Association (PTA) meetings as well as in parent teacher conferences.

All of this ongoing evaluation will culminate in the spring when all stakeholders review the school-wide program progress to date in preparation of building next year's budget and school-wide plan.

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.

Data will be analyzed by the school improvement team to determine whether the schoolwide program has been effective in increasing achievement levels of low scoring students. Michigan Education Assessment Program (MEAP), classroom achievement and district common assessment data will be analyzed for growth trends and to determine what changes need to be made.

Other indicators include ASSIST tools and diagnostics including Student Achievement Diagnostic, Stakeholder Diagnostic, Focus School Diagnostic, and data from the Michigan Department of Education (MDE) Golden Package, MISchoolData, and the MDE Annual Education Report (AER) summary page.

All this data will be disaggregated by subgroup and checked to determine trends and emerging areas of concern across all content areas. Plans, goals, and program initiatives will be reviewed by parents and school improvement team members. Upon review, revisions will be made to reflect these indicated changes.

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.

Student achievement will be monitored through daily classroom formative assessments, parental input, weekly Response to Intervention (RTI) meetings, interim screenings in reading and math (Scholastic Reading Inventory (SRI) and Diagnostic Reading Assessment (DRA), and Star Math), district quarterly/semester common assessments for math, district writing prompt assessments administered three times per year, and annual summative testing (Michigan Education Assessment Program (MEAP) in reading, writing (grade 4), math, science (grade 5), and social studies (grade 6)).

Assessment results will be desegregated and analyzed to measure achievement progress for all students, but especially for those students who are furthest from achieving standards.

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?

The school improvement team will discuss results of annual data review with the staff, parents at Open House, parent teacher conferences and parent meetings in order to allow for input and suggestions for improvements. Haigh will continuously be involved in revising, updating and improving the school-wide program.

Our school team will meet with the Coordinator of Compensatory Education on an annual basis to revise our school-wide plan and budget to reflect changing needs of our students. These meetings will ensure that components of our school-wide program align with and complement district initiatives.

2014-2015 Haigh School Improvement Plan

Overview

Plan Name

2014-2015 Haigh School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Haigh Elementary School will increase their academic vocabulary for the purpose of improved proficiency in science and social studies.	Objectives: 8 Strategies: 1 Activities: 5	Academic	\$91850
2	All students will increase mathematical competencies, as required by the Common Core State Standards (CCSS), through the use of the 8 Mathematical Practice Standards.	Objectives: 4 Strategies: 1 Activities: 6	Academic	\$99650
3	All students at Haigh Elementary will increase reading comprehension through the use of a Reading Response Notebook.	Objectives: 4 Strategies: 1 Activities: 4	Academic	\$91150

Goal 1: All students at Haigh Elementary School will increase their academic vocabulary for the purpose of improved proficiency in science and social studies.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in comprehending academic vocabulary in Social Studies by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Haigh Elementary School

Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 2:

61% of English Learners students will demonstrate a proficiency comprehending academic vocabulary in Social Studies by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

School Improvement Plan

Haigh Elementary School

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 3:

61% of Economically Disadvantaged students will demonstrate a proficiency comprehending academic vocabulary in Social Studies by 06/05/2017 as measured by pre-post vocabulary assessments.

School Improvement Plan

Haigh Elementary School

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist

School Improvement Plan

Haigh Elementary School

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 4:

61% of Students with Disabilities students will demonstrate a proficiency in comprehending academic vocabulary in Social Studies by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists

School Improvement Plan

Haigh Elementary School

Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 5:

56% of All Students will demonstrate a proficiency in comprehending academic vocabulary in Science by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

School Improvement Plan

Haigh Elementary School

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering
 Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

School Improvement Plan

Haigh Elementary School

Measurable Objective 6:

56% of English Learners students will demonstrate a proficiency in comprehending academic vocabulary in Science by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Haigh Elementary School

Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
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Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher

Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 7:

56% of Economically Disadvantaged students will demonstrate a proficiency in comprehending academic vocabulary in Science by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.
6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

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

Haigh Elementary School

Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 8:

56% of Students with Disabilities students will demonstrate a proficiency in comprehending academic vocabulary in Science by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Building Academic Vocabulary - 1. Organize a committee (with representation from each of the grade levels) to select the terms that will be assessed.

2. Create pre- and post- tests for the purpose of collecting growth data in relation to the goal.
3. Administer a cumulative pre-test to be given to each grade level at the beginning of the year.
4. Administer quarterly pre-tests to all grade levels
5. Teach the academic vocabulary terms by continuing utilization of the Academic Vocabulary Notebook.

School Improvement Plan

Haigh Elementary School

6. Through school-wide professional development, teachers will be presented with ways to engage students in activities and games that will help them deepen their understanding of the terms they have recorded in their notebooks.
7. Administer quarterly post-tests to all grade levels
8. Administer a cumulative post-test to be given to each grade level at the end of the year.
9. Collect data to determine percentage growth for all students.

Research Cited: Building Academic Vocabulary: Teacher's Manual by Robert J. Marzano and Debra J. Pickering

Vocabulary Games for the Classroom by Lindsay Carlton and Robert J. Marzano

Tier: Tier 1

Activity - Teacher Training on Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Literacy Coach Interventionists
Activity - Parent Training for Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Literacy Coach Interventionist
Activity - Title 1 Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher

School Improvement Plan

Haigh Elementary School

Activity - Instructional Materials to Support Vocabulary Acquisition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Goal 2: All students will increase mathematical competencies, as required by the Common Core State Standards (CCSS), through the use of the 8 Mathematical Practice Standards.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in using the 8 Mathematical Practice Standards of the CCSS in Mathematics by 06/05/2017 as measured by state and local assessments..

(shared) Strategy 1:

Math Workshop - 1. Teachers will be trained and coached on the principles of Math Workshop through a Guided Math approach.

- a. Setting the stage for workshop
 - b. Mini-lessons and activating strategies
 - c. Managing and planning Math Workshop
 - d. Conferring and assessing students in Guided Math groups
2. Teachers will trained in the usage of a problem solving rubric and checklist to properly assess students' ability to apply the 8 Mathematical Practice Standards
 3. Pre- and post- assessment scores will help to drive instruction throughout the course of the year
 4. Teachers will be given release time to visit classrooms where mathematical best practices are being implemented with students with a debriefing session to follow.

Research Cited: Teaching Student-Centered Mathematics, Grades K-2 and 3-5 by Van de Walle and Lovin

Guided Math: A Framework for Mathematics Instruction by Laney Sammons

Tier: Tier 1

Activity - Teacher Training on the 8 Mathematical Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be embedded into classroom instruction. Math delivery will be centered around a workshop approach and utilizing differentiated instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$7800	Title I Schoolwide	Principal

School Improvement Plan

Haigh Elementary School

Activity - Parent Training with Using Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold parents meetings that focus on how to use math manipulatives that coincide with the 8 Mathematical Practice Standards.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Principal Math Coaches
Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of mathematics will receive additional support by the Title One Interventionist	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Math Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help increase their mathematical competencies through a workshop approach.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal
Activity - Teacher Training on Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive coaching sessions as part of an overall strategy for teaching Math Workshop through Guided Math: A Framework for Mathematics Instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Math Coaches

Measurable Objective 2:

70% of Economically Disadvantaged students will demonstrate a proficiency in using the 8 Mathematical Practice Standards of the Common Core State Standards in Mathematics by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Math Workshop - 1. Teachers will be trained and coached on the principles of Math Workshop through a Guided Math approach.

- a. Setting the stage for workshop
- b. Mini-lessons and activating strategies
- c. Managing and planning Math Workshop

School Improvement Plan

Haigh Elementary School

- d. Conferring and assessing students in Guided Math groups
2. Teachers will trained in the usage of a problem solving rubric and checklist to properly assess students' ability to apply the 8 Mathematical Practice Standards
3. Pre- and post- assessment scores will help to drive instruction throughout the course of the year
4. Teachers will be given release time to visit classrooms where mathematical best practices are being implemented with students with a debriefing session to follow.

Research Cited: Teaching Student-Centered Mathematics, Grades K-2 and 3-5 by Van de Walle and Lovin

Guided Math: A Framework for Mathematics Instruction by Laney Sammons

Tier: Tier 1

Activity - Teacher Training on the 8 Mathematical Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be embedded into classroom instruction. Math delivery will be centered around a workshop approach and utilizing differentiated instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$7800	Title I Schoolwide	Principal

Activity - Parent Training with Using Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold parents meetings that focus on how to use math manipulatives that coincide with the 8 Mathematical Practice Standards.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Principal Math Coaches

Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of mathematics will receive additional support by the Title One Interventionist	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher

School Improvement Plan

Haigh Elementary School

Activity - Instructional Materials to Support Math Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help increase their mathematical competencies through a workshop approach.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Activity - Teacher Training on Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive coaching sessions as part of an overall strategy for teaching Math Workshop through Guided Math: A Framework for Mathematics Instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Math Coaches

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in using the 8 Mathematical Practice Standards of the Common Core State Standards in Mathematics by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Math Workshop - 1. Teachers will be trained and coached on the principles of Math Workshop through a Guided Math approach.

- a. Setting the stage for workshop
 - b. Mini-lessons and activating strategies
 - c. Managing and planning Math Workshop
 - d. Conferring and assessing students in Guided Math groups
2. Teachers will trained in the usage of a problem solving rubric and checklist to properly assess students' ability to apply the 8 Mathematical Practice Standards
 3. Pre- and post- assessment scores will help to drive instruction throughout the course of the year
 4. Teachers will be given release time to visit classrooms where mathematical best practices are being implemented with students with a debriefing session to follow.

Research Cited: Teaching Student-Centered Mathematics, Grades K-2 and 3-5 by Van de Walle and Lovin

Guided Math: A Framework for Mathematics Instruction by Laney Sammons

Tier: Tier 1

Activity - Teacher Training on the 8 Mathematical Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be embedded into classroom instruction. Math delivery will be centered around a workshop approach and utilizing differentiated instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$7800	Title I Schoolwide	Principal

School Improvement Plan

Haigh Elementary School

Activity - Parent Training with Using Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold parents meetings that focus on how to use math manipulatives that coincide with the 8 Mathematical Practice Standards.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Principal Math Coaches
Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of mathematics will receive additional support by the Title One Interventionist	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Math Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help increase their mathematical competencies through a workshop approach.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal
Activity - Teacher Training on Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive coaching sessions as part of an overall strategy for teaching Math Workshop through Guided Math: A Framework for Mathematics Instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Math Coaches

Measurable Objective 4:

70% of Students with Disabilities students will demonstrate a proficiency in using the 8 Mathematical Practice Standards of the Common Core State Standards in Mathematics by 06/05/2017 as measured by state and local assessments.

(shared) Strategy 1:

Math Workshop - 1. Teachers will be trained and coached on the principles of Math Workshop through a Guided Math approach.

- a. Setting the stage for workshop
- b. Mini-lessons and activating strategies
- c. Managing and planning Math Workshop

School Improvement Plan

Haigh Elementary School

- d. Conferring and assessing students in Guided Math groups
2. Teachers will trained in the usage of a problem solving rubric and checklist to properly assess students' ability to apply the 8 Mathematical Practice Standards
3. Pre- and post- assessment scores will help to drive instruction throughout the course of the year
4. Teachers will be given release time to visit classrooms where mathematical best practices are being implemented with students with a debriefing session to follow.

Research Cited: Teaching Student-Centered Mathematics, Grades K-2 and 3-5 by Van de Walle and Lovin

Guided Math: A Framework for Mathematics Instruction by Laney Sammons

Tier: Tier 1

Activity - Teacher Training on the 8 Mathematical Practice Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be embedded into classroom instruction. Math delivery will be centered around a workshop approach and utilizing differentiated instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$7800	Title I Schoolwide	Principal
Activity - Parent Training with Using Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold parents meetings that focus on how to use math manipulatives that coincide with the 8 Mathematical Practice Standards.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Title I Schoolwide	Principal Math Coaches
Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of mathematics will receive additional support by the Title One Interventionist	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Title III	Principal Bilingual Resource Teacher

School Improvement Plan

Haigh Elementary School

Activity - Instructional Materials to Support Math Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads to help increase their mathematical competencies through a workshop approach.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Title I Schoolwide	Principal
Activity - Teacher Training on Guided Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive coaching sessions as part of an overall strategy for teaching Math Workshop through Guided Math: A Framework for Mathematics Instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Title I Schoolwide	Principal Math Coaches

Goal 3: All students at Haigh Elementary will increase reading comprehension through the use of a Reading Response Notebook.

Measurable Objective 1:

78% of All Students will demonstrate a proficiency in reading comprehension through the use of Reading Response Notebooks in English Language Arts by 06/05/2017 as measured by state and local assessments..

(shared) Strategy 1:

- Reading Response Notebooks - 1. During school-wide professional development, introduce the concept and research behind Reading Response Notebooks and writing constructed responses
- Setting up the notebook
 - Grading of the notebook entries regularly (1-2 times a month utilizing a rubric)
 - Using assessment data to drive new instruction
- Use the NWEA assessment data from the beginning of the year to select specific comprehension strategies for utilization in the Reading Response Notebook
 - During grade level PLC meetings (1-2 times a month), teachers will share student notebook entries, with an accompanied rubric score, to use inter-rater reliability ensuring consistent scoring of student samples across the grade level
 - Building leadership will provide professional development on proper usage of the Reading Response Notebooks and allow for peer sharing across grade levels
 - Students' comprehension will be assessed, using the NWEA, in the beginning and at the end of the year to determine and monitor growth

Research Cited: Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis
Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell

School Improvement Plan

Haigh Elementary School

Tier: Tier 1

Activity - Teacher Training on Utilization of the Reading Response Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive monthly coaching sessions as part of an overall strategy for instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$150	Title I Schoolwide	Principal Literacy Coach Interventionist

Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of non-fiction summarizing will receive additional support by the Title One Interventionist	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency and comprehension and basic math skills and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$10000	Title III	Principal Bilingual Resource Teacher

Activity - Instructional Materials to Support Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading comprehension strategies using online resources and literature-based apps, i.e. the MyOn e-Book platform, TumbleBooks, and/or RazKids..	Technology	Tier 1	Implement	09/02/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 2:

78% of Economically Disadvantaged students will demonstrate a proficiency in reading comprehension through the use of Reading Response Notebooks in English Language Arts by 06/05/2017 as measured by state and local assessments..

(shared) Strategy 1:

Reading Response Notebooks - 1. During school-wide professional development, introduce the concept and research behind Reading Response Notebooks and writing constructed responses

- a. Setting up the notebook
- b. Grading of the notebook entries regularly (1-2 times a month utilizing a rubric)
- c. Using assessment data to drive new instruction

School Improvement Plan

Haigh Elementary School

2. Use the NWEA assessment data from the beginning of the year to select specific comprehension strategies for utilization in the Reading Response Notebook
3. During grade level PLC meetings (1-2 times a month), teachers will share student notebook entries, with an accompanied rubric score, to use inter-rater reliability ensuring consistent scoring of student samples across the grade level
4. Building leadership will provide professional development on proper usage of the Reading Response Notebooks and allow for peer sharing across grade levels
5. Students' comprehension will be assessed, using the NWEA, in the beginning and at the end of the year to determine and monitor growth

Research Cited: Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis
Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell

Tier: Tier 1

Activity - Teacher Training on Utilization of the Reading Response Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive monthly coaching sessions as part of an overall strategy for instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$150	Title I Schoolwide	Principal Literacy Coach Interventionist

Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of non-fiction summarizing will receive additional support by the Title One Interventionist	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist

Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency and comprehension and basic math skills and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$10000	Title III	Principal Bilingual Resource Teacher

Activity - Instructional Materials to Support Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Haigh Elementary School

Students will focus on reading comprehension strategies using online resources and literature-based apps, i.e. the MyOn e-Book platform, TumbleBooks, and/or RazKids..	Technology	Tier 1	Implement	09/02/2014	06/11/2015	\$13000	Title I Schoolwide	Principal
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Measurable Objective 3:

78% of English Learners students will demonstrate a proficiency in reading comprehension through the use of Reading Response Notebooks in English Language Arts by 06/05/2017 as measured by state and local assessments..

(shared) Strategy 1:

- Reading Response Notebooks - 1. During school-wide professional development, introduce the concept and research behind Reading Response Notebooks and writing constructed responses
- Setting up the notebook
 - Grading of the notebook entries regularly (1-2 times a month utilizing a rubric)
 - Using assessment data to drive new instruction
- Use the NWEA assessment data from the beginning of the year to select specific comprehension strategies for utilization in the Reading Response Notebook
 - During grade level PLC meetings (1-2 times a month), teachers will share student notebook entries, with an accompanied rubric score, to use inter-rater reliability ensuring consistent scoring of student samples across the grade level
 - Building leadership will provide professional development on proper usage of the Reading Response Notebooks and allow for peer sharing across grade levels
 - Students' comprehension will be assessed, using the NWEA, in the beginning and at the end of the year to determine and monitor growth

Research Cited: Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis

Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell

Tier: Tier 1

Activity - Teacher Training on Utilization of the Reading Response Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive monthly coaching sessions as part of an overall strategy for instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$150	Title I Schoolwide	Principal Literacy Coach Interventionist
Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Haigh Elementary School

Students who are identified through the Response to Intervention process as needing additional support in the area of non-fiction summarizing will receive additional support by the Title One Interventionist	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency and comprehension and basic math skills and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading comprehension strategies using online resources and literature-based apps, i.e. the MyOn e-Book platform, TumbleBooks, and/or RazKids..	Technology	Tier 1	Implement	09/02/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Measurable Objective 4:

78% of Students with Disabilities students will demonstrate a proficiency in reading comprehension through the use of Reading Response Notebooks in English Language Arts by 06/05/2017 as measured by state and local assessments..

(shared) Strategy 1:

- Reading Response Notebooks - 1. During school-wide professional development, introduce the concept and research behind Reading Response Notebooks and writing constructed responses
- Setting up the notebook
 - Grading of the notebook entries regularly (1-2 times a month utilizing a rubric)
 - Using assessment data to drive new instruction
- Use the NWEA assessment data from the beginning of the year to select specific comprehension strategies for utilization in the Reading Response Notebook
 - During grade level PLC meetings (1-2 times a month), teachers will share student notebook entries, with an accompanied rubric score, to use inter-rater reliability ensuring consistent scoring of student samples across the grade level
 - Building leadership will provide professional development on proper usage of the Reading Response Notebooks and allow for peer sharing across grade levels
 - Students' comprehension will be assessed, using the NWEA, in the beginning and at the end of the year to determine and monitor growth

Research Cited: Strategies that Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis
Guiding Readers and Writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy by Irene C. Fountas and Gay Su Pinnell

School Improvement Plan

Haigh Elementary School

Tier: Tier 1

Activity - Teacher Training on Utilization of the Reading Response Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will receive monthly coaching sessions as part of an overall strategy for instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$150	Title I Schoolwide	Principal Literacy Coach Interventionist
Activity - Title One Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified through the Response to Intervention process as needing additional support in the area of non-fiction summarizing will receive additional support by the Title One Interventionist	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	\$68000	Title I Schoolwide	Title One Interventionist
Activity - Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading fluency and comprehension and basic math skills and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$10000	Title III	Principal Bilingual Resource Teacher
Activity - Instructional Materials to Support Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will focus on reading comprehension strategies using online resources and literature-based apps, i.e. the MyOn e-Book platform, TumbleBooks, and/or RazKids..	Technology	Tier 1	Implement	09/02/2014	06/11/2015	\$13000	Title I Schoolwide	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on the 8 Mathematical Practice Standards	Professional Development will be embedded into classroom instruction. Math delivery will be centered around a workshop approach and utilizing differentiated instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$7800	Principal
Teacher Training on Academic Vocabulary	Teachers K-5 will receive a beginning of the year PD on how to implement Marzano's Building Academic Vocabulary program. Teachers will also create grade level academic vocabulary lists using the following resources; Mentoring Minds CCSS flip charts and the NWEA vocabulary.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Principal Literacy Coach Interventionists
Parent Training for Academic Vocabulary	Teachers will present vocabulary acquisition activities at a parent meeting focusing on games that will build academic vocabulary.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Literacy Coach Interventionist
Title 1 Intervention	Students who are identified through the Response to Intervention process as needing additional support in the area of academic vocabulary acquisition will receive additional Title One Interventions	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title One Interventionist
Teacher Training on Utilization of the Reading Response Notebooks	Teachers K-5 will receive monthly coaching sessions as part of an overall strategy for instruction.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/11/2015	\$150	Principal Literacy Coach Interventionist
Title One Intervention	Students who are identified through the Response to Intervention process as needing additional support in the area of non-fiction summarizing will receive additional support by the Title One Interventionist	Academic Support Program	Tier 1	Implement	09/02/2014	06/11/2015	\$68000	Title One Interventionist
Instructional Materials to Support Math Competencies	Students will use iPads to help increase their mathematical competencies through a workshop approach.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Principal

School Improvement Plan

Haigh Elementary School

Title One Intervention	Students who are identified through the Response to Intervention process as needing additional support in the area of mathematics will receive additional support by the Title One Interventionist	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$68000	Title One Interventionist
Parent Training with Using Math Manipulatives	Teachers will hold parents meetings that focus on how to use math manipulatives that coincide with the 8 Mathematical Practice Standards.	Parent Involvement	Tier 1	Implement	10/01/2014	05/29/2015	\$300	Principal Math Coaches
Instructional Materials to Support Reading Comprehension	Students will focus on reading comprehension strategies using online resources and literature-based apps, i.e. the MyOn e-Book platform, TumbleBooks, and/or RazKids..	Technology	Tier 1	Implement	09/02/2014	06/11/2015	\$13000	Principal
Teacher Training on Guided Math	Teachers K-5 will receive coaching sessions as part of an overall strategy for teaching Math Workshop through Guided Math: A Framework for Mathematics Instruction.	Professional Learning	Tier 1	Implement	09/02/2014	06/11/2015	\$550	Principal Math Coaches
Instructional Materials to Support Vocabulary Acquisition	Students will use iPads to help foster their acquisition of academic vocabulary.	Technology	Tier 1	Implement	10/01/2014	06/11/2015	\$13000	Principal

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Program	Students will focus on reading fluency and comprehension and basic math skills and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	09/02/2014	06/11/2015	\$10000	Principal Bilingual Resource Teacher
Extended Day Program	Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Principal Bilingual Resource Teacher
Extended Day Program	Students will focus on reading fluency, comprehension, basic math skills, and problem solving skills in an extended day program.	Academic Support Program	Tier 2	Implement	10/01/2014	05/29/2015	\$10000	Principal Bilingual Resource Teacher