



## **School Improvement Plan**

**Douglass Houghton Elementary School**

**Waterford School District**

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# 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. <br><br> 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?**

approx. 430 students, suburban area, lake communities, with a 56% SES population. Changes in the past three years were 20% economically disadvantaged to 56% with a transient population.



## **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.**

Mission: Inspire, educate and empower our students for their future.

Vision:

We Will ensure that all students successfully complete every course and every grade level and demonstrate every grade level and demonstrate proficiency on local, state, and national assessments.

We will eliminate gaps in student achievement in all demographic areas.

We will provide challenging learning experiences for every student every day.

The vision and mission statements reflect a belief system that is embedded into the daily work of all district employees regardless of assigned job duties.

## **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.**

**Achievements:**

Grant recipients of...

Blue Cross, Blue Sheild healthy grant, \$30,000.00

Snapple/ Kaboom community build playground project, \$15,000.00

Associations- National Elementary Honor Society

**Improvements:**

Consistant AYP status

Close the gap (focus school status)

Increased state assessment scores

## **Additional Information**

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

Houghton Elementary is a Blue Ribbon School.

# **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.**

Stakeholders were selected on their area of expertise or interest and variety of positions. Small groups of stakeholders met with the principal to determine student needs based on selected data. Stakeholders were organized into upper and lower grade levels, including resource and interventionist staff. Meetings were scheduled during the school day, in the resource room, to easily access data, and resource materials.

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

Stakeholders included upper and lower grade level teachers, resource, support staff and principal. Responsibilities were shared as they delved into the research, data and SIP process.

**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 SIP leadership team worked with the staff during several staff meetings to verify, analyze and make informed decisions on what would make a difference in achievement for our students. Stakeholders agreed to support the plan for the coming school year. These plans will be announced at a PTA meeting to ensure transparency and included in the school newsletter.

# 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?**

It is the basis for determining the amount of teaching staff (FTE) in the building.

### **How do student enrollment trends affect staff recruitment?**

The district is aware of student enrollment trends based on elementary and secondary needs.

### **How do student enrollment trends affect budget?**

It determines the allotted FTE and discretionary funds for our building.

### **How do student enrollment trends affect resource allocations?**

Based on the the needs of students and specific sub groups (ESL, SES or Sp Ed.).

### **How do student enrollment trends affect facility planning and maintenance?**

Student enrollment trends directly affect the ability to plan for maintenance based on the number of classrooms and office space required for teaching and support staff.

### **How do student enrollment trends affect parent/guardian involvement?**

If enrollment decreases there will be less parent involvement due to SES status, single parent homes, and two working hosueholds due to economic decline.

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

We will continue to strive for excellence and use best practice regardless of student enrollment numbers.

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

The challenges include the possible relocation or layoffs of staff, possible school closings and lack of resources available.

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

By promoting our district and school through positive public relations and partnerships in the surrounding communities.

**What are the challenges you noticed based on student attendance?**

When students do not attend school regularly it affects their learning and sense of school community.

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

We monitor attendance regularly and steps are taken to address chronic absences. This includes, phone calls, written communication and face to face meetings.

## **Student Achievement Data for All Students**

This area includes data questions.

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

In our building k-5 reading is the highest level of student achievement.

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

Writing

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

We are are striving to meet state standards.

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

Attend school regularly

Read and write daily, strong reading and writing skills

Involved parents

### **What factors or causes contributed to improved student achievement?**

Focus on student empowerment, work with early intervention, support for students before, during and after school. PLC teams develop SMART goals to ensure student achievement.

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

We pre and post assess our students and use high yield strategies to foster student achievement.

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

Science is by far the lowest level of student achievement.

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

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Science shows a negative trend.

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

Science

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

Truancy

Low SES

ESL

Struggling readers

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

Increase in state standards and expectations.

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

New cut scores on state assessments reflect a higher percentage of students below target levels.

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

Staff is working in PLC teams to address the needs of sub groups to help close the gaps in student achievement.

## **Subgroup Student Achievement**

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

**Response:**

- White
- Economically Disadvantaged

**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?\***

Reading and writing

**How do you know the achievement gap is closing?\***

Formal and informal assessments

**What other data support the findings?**

School and district assessments

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

Increase of intervention support, PLC work and and district writing support.

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

Assessment data reflects increase of skills.

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### What actions could be taken to continue this positive trend?

Continue to provide support for struggling students through interventions.

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

**Response:**

- African American or Black
- Male

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

**Response:**

- African American or Black
- Male
- Economically Disadvantaged

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

It is greatest in math

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

Through common, local, district and state assessments.

**What other data support the findings?\***

ELPA assessments within the district.

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

Diminishing state funding for programming.

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

Programs and supports have been eliminated or reduced

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

Increased funding for programming, staffing and materials etc.. for these students.

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

ELL students are performing at a lower level than the school aggregate.

### 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.)?

Full inclusion access in our school for all activities and programming, before, during and after school.

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

We have a student assistance team to identify at risk students.

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

In our school we have before, after and summer learning opportunities.

During the school day we have daily intervention and enrichment activities built into schedules.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

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

Written and oral communication including phone calls, emails, newsletters, and classroom newsletters.

Label	Question	Value
	What is the total FTE count of teachers in your school?	20.5

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	5.0

### What impact might this data have on student achievement?

Many of our newer teachers are ready to embrace new strategies to improve teaching and learning.

Some of our veteran teachers are reluctant to implement change in the classroom.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	32.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	165.0

### What impact might this data have on student achievement?

The impact is the decrease in student achievement.



## **Perception Data - Students**

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

Teacher and student relationships

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

Teaching and assessing for learning

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

Resources and support systems

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

Resources and support systems

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

Anti-bullying information and media exposure pertaining to negative behaviors.

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

Implement anti-bullying curriculum (Owleus)

## **Perception Data – Parents/Guardians**

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

Purpose and direction

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

Governance and leadership

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

Resource and support systems

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

Resource and support systems

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

Curriculum changes (common core, Meap cut scores), state funding

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

Parent, staff and administrator round tables, written communication, newsletters.

## **Perception Data – Teachers/Staff**

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

Teaching and assessing for learning

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

Teaching and assessing for learning

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

Purpose and direction

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

Purpose and direction

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

There has been multiple changes in curriculum, reporting systems, evaluation systems at district and state levels.

## 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.**

Through K-12 administrator meetings, data team meetings, PLC allotted time within our weekly schedules that support alignment in curriculum, instruction and assessment.

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

Teachers are implementing the CCSS curriculum in their classroom. The teachers have had multiple professional development opportunities to gain a greater understanding of CCSS.

# 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

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Literacy 4 times a year and math at the end of each unit.	

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	Located on the MDE website under Houghton Elementary, Waterford School district. <a href="http://www.waterfordk12.mi.us/Houghton/">http://www.waterfordk12.mi.us/Houghton/</a>	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a k-5 school	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a k-5 building	

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		

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	HR department for Waterford Schools, Karen Pugh	

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<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	PTA organizations with a tax ID number	Parent Involvement Plan

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
The School has additional information necessary to support your improvement plan (optional).	Yes	PD Plan	Building PD



# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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: Needs Assessment**

### **How was the comprehensive needs assessment conducted?**

The Houghton staff looked at achievement, demographic, contextual, and perception data. Achievement data including formative and summative assessments. MEAP scores, district writing prompts, DRA (district reading assessments) and math unit tests were also reviewed. We reviewed this information to monitor progress, inform instruction and look for gaps to determine areas of need for student improvement.

### **What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?**

Waterford School District has a viable curriculum that includes high standards and relevance for all students. The curriculum includes grade level units in all four content areas. These units of study are aligned to the Common Core State Standards and include assessments to inform high quality instruction and accountability. The district monitors and collects data relative to each student's learning on a timely basis. The district uses grade level scope and sequence documents, unit assessments, scoring guides, constructed response and performance tasks to show student progress toward grade level standards in each content area. District reading and writing data is collected and compiled within our district's On-line Resource for Curriculum and Assessment (O.R.C.A.) and then distributed to buildings for analysis purposes and to assist instructional leaders in creating building, grade and class profiles in October, February, and April. This needs assessment process is consistently used across the district to identify students by grade and content area who are failing or most at risk of failing to meet the state standards in each academic area.

### **What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Each building uses multiple sources of achievement data to identify those students who are failing or at risk of failing to meet the state core curriculum standards. The multiple sources include: MEAP, Common district assessments (DRA and Writing Prompt) and MLPP. The staff (building principal, classroom teacher and Title I Interventionist) use the district identified process and criteria to identify students with the greatest academic need. This process is consistent across grade levels and content areas. This data is collected and shared in various ways such as: data walls, grade level charts, excel charts, graphs etc. The Title I Interventionists may also use Observation Survey, MLPP and the Spelling Inventory (Behr, Invernizzi, Templeton) to ensure that students with the greatest academic need have been identified and timely assistance is provided to those who need it the most. The district criteria used to identify eligible Title I students includes all four core areas. The Title I teacher will meet with the building principal and classroom teacher to share the data and the process used to identify the eligible pool and those students that will be participating in the Title I program. Title I teachers also meet face to face with the parents of identified students to share the process used in selecting their children for Title I support and explain what services will be provided. The building level team will meet throughout the year to analyze the most recent data to determine which students should exit the program and which students should enter the program. These decisions are based on the level of proficiency of state and district assessments. This process begins in the spring as a part of the SI evaluation process and is revisited in the fall and winter of the following year.

**For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?**

All preschool through grade 2 are selected for services based on our district criteria.

## **Component 2: Services to Eligible Students**

### **What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?**

Title I participating students are provided supplemental support in all four core academic areas as needed. Each Title I building has at least 1.5 FTE's who have the primary responsibility of providing research based, supplemental literacy support to eligible students. Each Title I Interventionist, along with the building principal, follows a consistent process to rank and identify those students who are the greatest academic need in reading /writing. The Title I Interventionists meet with participating students at least 3x a week for at least 30 minute each session. Title I Interventionists work with individuals one on one in Reading Recovery or in small groups. The intervention follows a two day instructional model that is structured and systematic, includes reading and writing and has a low teacher/student ratio. All Title I Interventionists have participated in year-long Reading Recovery training and monthly Continuing Contact professional learning to remain highly qualified in working with struggling learners. Resources and methodology used by Title I teachers are: high quality leveled text (fiction and nonfiction) Guided Reading Plus (Dorn) and Leveled Literacy Intervention (Fountas and Pinnell). In addition to this Title I support, each classroom teacher carves out a 30 minute block of time daily that they devote to intervention. This allows teachers a time to provide supplemental support in math, science, social studies, reading or writing to those students who have been identified as the greatest academic need. This block of time can be devoted to providing Title I students targeted instruction and independent application time in order to reach proficiency in curriculum standards. Teachers can use this time to meet with small groups or individuals to revisit and review previously learned concepts or preview and frontload upcoming academic language or concepts. Classroom teachers use multi-level, multi-content Science and Social Studies books as well as graphic organizers to scaffold learning for students who are identified as the greatest academic need in these area. All Title I buildings are allowed to invite 6 students (4 ELA and 2 Math) at each grade level to participated in a Title I extended year program. This program provides extended learning in reading, writing and math. Each grade level functions as a Professional Learning Community and is provided a weekly collaborative time to analyze their grade level data. Each Title I teacher selects and participates in a grade level team. The district has trained all staff in the data team process (Lead and Learn) to ensure that all grade level teams follow a consistent routine in compiling, analyzing and using data to develop instructional plans. These instructional plans address how students, including those participating in Title I programs, who are not yet proficient will receive additional assistance within their core program using research based instructional strategies to close the gap.

### **Component 3: Incorporated Into Existing School Program Planning**

**How is program planning for eligible students incorporated into the existing School Improvement planning process?**

Title I staff is an integral part of the SI planning process. Staff meets at least once a month to reflect on the SI plan and revise as needed.

Title I services are embedded into building level SI strategies and activities.

## **Component 4: Instructional Strategies**

### **Which strategies in the plan focus on helping eligible students reach the State's standards?**

Title I participating students are engaged in the same high-quality classroom instruction as their classmates, although their teachers differentiate the content by providing extra time, adapting the methods and the level of intensity. Waterford School District offers a multi-layered intervention system that uses data to identify students at risk, determines the appropriate supplemental intervention and monitors the academic progress of students toward established standards.

### **Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?**

Each building's plan utilizes highly qualified teachers to provide additional targeted instruction for eligible students. This academic support is supplemental to classroom instruction, compliments core curriculum and is supported by research in best practices. Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M.

### **What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

Extended learning opportunities at all buildings includes: small group instruction (guided or strategy group) in all four core areas, personalized instruction by a highly qualified teacher, co-teaching and the Summer Literacy and Math Program, S.L.A.M. . Research ([www.bestevidence.org](http://www.bestevidence.org)) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. Houghton Elementary allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to closing/eliminating the achievement gap by the end of third grade ([www.whatworks.ed.gov](http://www.whatworks.ed.gov)). The district also provides resources and opportunities to participate in a summer reading program and extended year programming (McGill-Franzen & Allington, R.L. (2001,2003).

### **What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

Title I Interventionists extend and supplement learning opportunities by using a combination of in class or out of class instruction depending on the student's instructional goals. The intent for supplemental support is that it provides more minutes of learning rather than altering minutes of instruction without interfering with their normal instruction. For those first grade students who are the furthest from the expected benchmark, Houghton Elementary offers Reading Recovery, a highly individualized intervention. For those students who continue to struggle beyond first grade, the district offers ongoing support through weekly small group instruction. Both of these methods remove the students from their core instruction for a short period of time daily. They are also based on the research of effective instruction (explicit and systematic instruction, guided practice, corrective feedback and frequent cumulative review) and delivered by a highly qualified teacher who has been trained as a diagnostician and can adjust and revise instruction based on formative/summative data. Research ([www.bestevidence.org](http://www.bestevidence.org)) shows that one on one or small group instruction with a highly skilled teacher extends and supports accelerated achievement. The district allocates a large amount of its resources to K-3 in conjunction with research on school reform, specifically early intervention to

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## **Component 5: Title I and Regular Education Coordination**

### **In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?**

Waterford School District allocates and coordinates state and federal resources to provide a comprehensive support model that compliments core instruction and extends learning opportunities for Title I participating students. Houghton Elementary's Title I plan is grounded in the research that struggling readers need consistent instruction across classroom and supplemental programs. The classroom teacher and the Title I interventionist collaborate regularly to ensure that there is transfer between the two programs. If transfer is not occurring, the teachers examine instructional factors (text levels, scale of help, size of group etc.) that could be interfere or impact student learning. Information is shared through personalized intervention plans that are developed collaboratively. The classroom teachers, Title I Interventionist, Special Education Teachers and ESL staff work together so that the participating Title I students experience coherent instruction.

### **For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?**

In the spring, Waterford hosts a district Kindergarten Orientation where preschool families are invited in to learn about Kindergarten expectations, instructional practices, and routines. Parents receive a packet of information that provides key details about how to support academic and social readiness for Kindergarten. This information may include: a daily Summer Countdown Calendar of activities, letter and number formation, and early reading strategies. Other pertinent school information such as lunch, transportation, and immunization requirements is also included. In May, incoming Kindergarten students are invited to visit each building. During this time, teachers meet with students individually to administer assessments that will help determine instructional and social needs, and assist with proper classroom placement. Students are given a school tour with their parents. The Waterford School District's Stepanski Early Childhood Center provides on-going professional activities for early childhood staff. The center assists with the transfer of preschool student data to the schools where the students will attend Kindergarten. In the spring, meetings between preschool and Kindergarten staff are conducted to ensure smooth transitions for at-risk and special needs students.

## **Component 6: Instruction by Highly Qualified Staff**

**Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?**

N/A

**Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?**

All Elementary Teachers and Title I Interventionists are highly qualified and meet NCLB requirements.

## **Component 7: High Quality and Ongoing Professional Development**

**What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?**

All Title I Interventionists are provided with 3 district level professional learning opportunities that focus on best practice in working with struggling learners. These meetings are facilitated by the Title I Coordinator. In addition to these district sessions, they all attend monthly Continuing Contact sessions, a two day Institute and one peer observation as a part of their ongoing professional learning as trained Reading Recovery teachers. These meetings are facilitated by a University Teacher Leader for Reading Recovery. During the spring, three of our Title I buildings sent their upper grade staff and their Title I Interventionist to SIOP training. Many of the ELL learners in these buildings also participate in the programming offered through Title I funding.

**If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?**

All Title I interventionists are provided with 3 district level professional learning opportunities that focus on best practice in working with struggling learners.

## **Component 8: Strategies to Increase Parental Involvement**

### **How were parents involved in the design of the Targeted Assistance program plan?**

This is the first year at Houghton Elementary for Title One support. The following is how we will involve our parents. All parents of participating Title I students will be given a survey in the spring to gather perceptual data about the Title I programming. The district's Title I team will meet to discuss and plan ways to involve parents of Title I students in their education. Each member of the team will contribute to the planning and implementation of a parent workshop to help with the support of reading and writing at home.

### **How were parents involved in the implementation of the Targeted Assistance program plan?**

Houghton Elementary's Title I team will host one parent education workshop targeted to helping parents support reading and writing at home. Title I students attend with their parents and receive materials to support literacy at home. Parents will be given a survey to fill out at the conclusion of the workshop.

### **How were parents involved in the evaluation of the Targeted Assistance program plan?**

In the spring (March/April), Houghton Elementary will invite all Title I parents to attend an annual Title I meeting. This meeting is intended to spotlight celebrations of the program and elicit feedback from parents about ways to improve Title I programming. After this meeting, the principal will meet with the Title I team (Building Principal, First-Third grade teachers, Title I Interventionist and a Parent Representative) to analyze feedback and use it to guide the continuous SI process. The SI plan, including the Title I Targeted Assistance Plan will be completed by June 7th.

### **How will the parent involvement activities be evaluated?**

The parent involvement activities will be evaluated by surveys.

### **How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.**

By assisting parents in understanding state content standards by providing materials and training. Also training staff to build effective parent involvement throughout the school, classroom and in the community.

### **How will the results of the evaluation be used to improve the plan?**

We will use the results from parents to improve the overall plan and program.

**How was the school-parent compact developed?**

Houghton's Title I team personalized the district's compact and provided it for all families at Meet and Greet, curriculum night and parent teacher conferences.

**How is the parent compact used at elementary-level parent teacher conferences?**

The parent compact will be explained and given to all parents at parent-teacher conferences in November.

**What is the plan to provide individual student academic assessment results in a language parents can understand?**

Houghton's Title I Team has access to resources to assist parents who speak another language to ensure information is provided in a language that parents can understand. This includes access to an interpreter if needed.

## **Component 9 Coordination of Title I and Other Resources**

**How are the Federal, State and local programs coordinated and integrated to serve eligible children?**

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

**In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?**

Title I services are coordinated with 31a services to ensure that all eligible Title I buildings/students receive supplemental instruction in all four core content areas.

## **Component 10: Ongoing Review of Student Progress**

### **How is eligible student progress reviewed on an ongoing basis?**

Each grade level team meets at least once a marking period with the Title I Interventionist to analyze data, monitor Title I student achievement and plan instruction for Title I students. Assessment tools used are: DRA, running records, writing samples, Observation Survey tasks and a spelling inventory.

### **How is the Targeted Assistance program revised to meet the needs of eligible students?**

All Title I Interventionist and classroom teachers have been trained in how to administer and analyze running records, how to administer and analyze digging deeper tasks and collaborative scoring using a 4 point rubric as well as how to adjust instruction to meet the individual needs of each student.

### **How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?**

Building teams use a consistent protocol to ensure that there is regular diagnostic data discourse. These discussions go beyond just reporting data and focus on changing the adult behavior needed to increase student achievement.

## **Evaluation**

**How does the school evaluate at least annually the implementation of the targeted assistance program?**

Houghton's Title I team will review and reflect on the data of the targeted students to check for student progress from the start of the year to the end of the year.

**How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?**

Houghton's Title I team will review and reflect on the data of the targeted students to check for student progress from the start of the year to the end of the year and then compare to the State's assessments.

**How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?**

The Title One team will review and reflect on the data of the targeted students to check for student progress from the start of the year to the end of the year and then compare to the State's assessments and district benchmarks assessing if students are at, approaching, or below expected targets.

**What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?**

The Title One Team will continue to monitor and review the results and programming for targeted students by analyzing data collected throughout the year and adjusting the programs to meet the individual needs of the targeted students.



# **Houghton Elementary, Waterford School District, Michigan SIP for 2013-14**

## Overview

### Plan Name

Houghton Elementary, Waterford School District, Michigan SIP for 2013-14

### Plan Description

Reading, Writing and Math goals for all students including identified sub groups.

## 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 Douglass Houghton Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All Students at Douglass Houghton Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All identified sub groups at Douglas Houghton Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All identified sub groups at Douglas Houghton Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## **Goal 1: All students at Douglass Houghton Elementary School will become proficient writers.**

This plan includes progress notes which are at the very end of this document

### **Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in writing through direct instruction in English Language Arts by 05/23/2014 as measured by the district writing prompt.

### **Strategy 1:**

Waterford School District writing initiative - Through the gradual release of responsibility, teachers will, through direct instruction, focus on informational text across all curricular areas.

Research Cited: Lucy Calkins writing workshop model

Activity - Using Graphic organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Direct Instruction	09/04/2013	06/06/2014	\$0	General Fund	All teaching staff

## **Goal 2: All Students at Douglass Houghton Elementary School will become proficient readers.**

This plan includes progress notes which are at the very end of this document

### **Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in reading in English Language Arts by 05/23/2014 as measured by DRA (District Reading Assessment).

### **Strategy 1:**

Small Group Instruction - Teachers will:

1. use formative assessments (observations, conferring as well as analyzing artifacts) to identify students in need of remediation of concepts.
2. Strategically place students in Guided Reading Plus groups to target specific learning needs.

Research Cited: Teaching Reading in Small Groups by Jennifer Serravallo

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Douglass Houghton Elementary School

Whole group mini lessons, focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction	09/04/2013	06/10/2014	\$0	General Fund	All general education and special education teaching staff.
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### Goal 3: All students at Douglas Houghton Elementary will demonstrate increased proficiency in math.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in math on post tests in Mathematics by 06/06/2014 as measured by end unit math assessments.

#### Strategy 1:

Viable arguments and Critiques - Teachers will:

1. Launch math mini lessons with inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.
2. Model how to analyze the reasoning of others by listening, asking questions, and comparing strategies and arguments.

Research Cited: CCSS Common Core State Standards

Activity - Inquiry based investigation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	09/04/2013	06/06/2014	\$0	General Fund	All K-5 general education and special education teaching staff.

### Goal 4: All identified sub groups at Douglas Houghton Elementary will become proficient writers.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in writing using informational text across all curricular areas in English Language Arts by 05/23/2014 as measured by district writing prompt.

#### Strategy 1:

Writer's workshop - Through the gradual release of responsibility, teachers will, through direct instruction, focus on writing informational text across all curricular areas.

Research Cited: Lucy Calkins writing workshop model

## School Improvement Plan

Douglass Houghton Elementary School

Activity - graphic organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Academic Support Program	09/04/2013	05/23/2014	\$0	General Fund	classroom teacher, resource teacher, support staff, Interventionist . Supports will be based on students individual learning needs.

### Goal 5: All identified sub groups at Douglas Houghton Elementary will become proficient readers.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading through direct instruction in English Language Arts in English Language Arts by 05/23/2014 as measured by The DRA (District Reading Assessment) score..

#### Strategy 1:

Small group instruction - Teachers will;

1. Use formative assessments (observations, conferring as well as analyzing artifacts) to identify students in need of remediation of concepts.
2. Strategically place students in Guided Reading Plus groups to target specific learning needs.

Research Cited: Teaching Reading in Small Groups by Jennifer Serravallo

Activity - Reader's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Douglass Houghton Elementary School

Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction	09/04/2013	05/23/2014	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
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### Goal 6: All identified sub groups at Douglas Houghton Elementary will demonstrate increased proficiency in math.

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 10% increase of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency In math, on post tests in mathematics in Mathematics by 05/23/2014 as measured by End of unit math assessments.

#### Strategy 1:

Viable arguments and Critiques - Teachers will:

1. Launch math mini lessons with inquiry-based investigation to provide opportunities and scaffold accountable talk based on mathematical skill/concept.
2. Model how to analyze the reasoning of others by listening, asking questions, and comparing strategies and arguments.

Research Cited: CCSS Common Core State Standards

Activity - Inquiry based investigation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	09/04/2013	05/23/2014	\$0	General Fund	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reader's Workshop	Whole group mini lessons focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction	09/04/2013	05/23/2014	\$0	Teachers, resource room teachers, interventionist , support staff. These will be based on learning needs of individual students.
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	09/04/2013	06/06/2014	\$0	All K-5 general education and special education teaching staff.
graphic organizers	Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Academic Support Program	09/04/2013	05/23/2014	\$0	classroom teacher, resource teacher, support staff, Interventionist . Supports will be based on students individual learning needs.
Using Graphic organizers	Teachers will use Writing Initiative scope, sequence and structure alignment grid to help students develop and organize their ideas using graphic organizers. Teachers will then model, teach and provide practice for students to transfer thoughts from their plan into sentences in their draft.	Direct Instruction	09/04/2013	06/06/2014	\$0	All teaching staff



## School Improvement Plan

Douglass Houghton Elementary School

Reading Workshop	Whole group mini lessons, focused independent reading time, small group instruction opportunities, and teaching and learning shares.	Direct Instruction	09/04/2013	06/10/2014	\$0	All general education and special education teaching staff.
Inquiry based investigation	Through gradual release of responsibility students will be provided opportunities to make logical arguments by using objects, drawings, diagrams, actions and writing as evidence to support the solutions to real world math applications.	Direct Instruction	09/04/2013	05/23/2014	\$0	Teachers, resource room teachers, interventionist, support staff. These will be based on learning needs of individual students.
<b>Total</b>					<b>\$0</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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