



School Improvement Plan

Ruahmah J. Hutchings

Howell Public Schools

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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.

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?

Ruahmah J. Hutchings Elementary School is a suburban public school in Howell, Michigan serving 521 students in grades K-5. Approximately 17% of the students are economically disadvantaged and 12% receive special education services. The school offers a full range of special education services and houses the District's only K-5 emotionally impaired classroom. The student body's ethnicity is as follows: 2% of our students describe themselves as Hispanic, 2% as Asian/Pacific Islander, 1% as African American, 1% as American Indian, and 94% as Caucasian. The ethnicity make up of the school mirrors the ethnicity make up of the surrounding townships in Howell. Ruahmah J. Hutchings's enrollment has decreased over the last several years, although enrollment increased by 1% during the 2014-2015 school year as compared to the 2013-2014 school year. Enrollment for 2015-2016 decreased by 3% when compared to the 2013-2014 enrollment. Hutchings is part of the Howell Public Schools district which encompasses 167 square miles in the heart of Livingston County. Howell Public Schools provides educational services to nearly 7,427 students throughout seven elementary schools (grades K-5), two middle schools (grades 6-8), a freshman campus (grade 9), and one high school (grades 10-12).

The staff of Hutchings Elementary consists of 29 certified staff members and 25 additional staff members, including secretaries, paraprofessionals, part-time school psychologist, social worker, occupational and physical therapists, and a full-time speech and language pathologist. All staff members at Hutchings meet the standards for Highly Qualified Teachers as established by the state of Michigan. Our students benefit from an experienced teaching staff, with 83%percent of teachers having taught 10 or more years and 43% having taught 15 or more years. Of the teaching staff, 100% of the teachers were rated as effective or highly effective. The student-to-teacher ratio is 19 to 1.

The school program is structured around a Multi-tiered System of Supports model. Hutchings protects a 90-minute ELA block and a 60-minute math block. Each grade level also has a 45-minute MTSS block each day. During this time period, student data is used to drive intervention and instruction. Students receive special education services, at-risk services, and other specialized instruction during the MTSS block. Grade levels collaborate during Professional Learning Community meetings to form and plan for individualized instructional groups.

Ruahmah J. Hutchings, as part of Howell Public Schools, is AdvancEd accredited. This school year, 2015-2016, the District successfully completed a five-year school improvement cycle held an external review and received accreditation. Hutchings is committed to a continuous cycle of school improvement and is actively involved in school improvement activities at both the District and school level.

School performance is measured by the Michigan Student Test of Educational Progress (M-STEP). Due to the state's transition to the new online assessment, student assessment data has not been utilized for accountability purposes. Prior to the M-STEP, state assessment scores at Ruahmah J. Hutchings were well above state averages, and the school is currently listed in the 87th percentile in the Michigan Department of Education Top to Bottom rankings.

Students at Hutchings Elementary are expected to be "SMART," which means they are a smart, motivated, accountable, respectful team. We utilize a Positive Behavior Support (PBS) model, which provides consistency across all areas of the school. Expectations are posted in individual settings and common language has been adopted by all adults in the building. School-wide positive expectation and consequence rubrics have been adopted and a referral and tracking system has been implemented. Staff members monitor behavior, give positive

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feedback and reminders via morning announcements, utilize the referral system, and review behavioral data to determine future needs. Hutchings has implemented a system to highlight exceptionally positive role models, called the Hutchings Hero award program. Staff members nominate students for the award and the students' fine character traits or accomplishments are presented on the morning announcements. Responsible behavior is also modeled and encouraged by students who participate in peer mentoring opportunities, such as classroom buddies, student council, morning announcements, safeties, and bus buddies.

Hutchings enjoys an excellent home-to-school connection. The active PTO plans numerous events throughout the school year, such as a school carnival, Bike to School Day, Science Night, Movie Under the Stars, and the Hurricane Hustle, just to name a few. Hutchings has a 99% attendance rate for parent/teacher conferences and has numerous parents and community members volunteering in the classrooms at all grade levels on a daily basis.

Ruahmah J. Hutchings Elementary is part of the family-friendly community of Howell. Howell is the 109th most populated city in Michigan, with a population of 42,851 (including the city of Howell and its surrounding townships), a median income of \$65,000 and a poverty rate of 6.57%. Howell is part of Livingston County and the county seat is located in Howell. Howell is known for the Michigan Balloonfest Challenge, an annual hot air balloon festival that is usually held the third weekend of June. The city is also the site of the Howell Melon Festival, an annual celebration of the Howell melon, a juicy hybrid cantaloupe known to grow only in the surrounding area. The three-day festival, held in mid-August, draws approximately 50,000 visitors each year.

An area of challenge for Hutchings Elementary is keeping up with our growing technology needs. To address this area of need, the District created a 21st Century Technology Committee comprised of various stakeholders, such as teachers, administrators, school board members and parents. The District put forward a bond proposal during the November 2015 election cycle, which voters approved. The funds generated will cover personal computing devices at a 2:1 ratio, as well as a variety of other technology, such as SMART boards, ELMOs, projectors, and teacher technology stations in each classroom. During the 2014-2015 school year, the PTO supplied Hutchings Elementary with two Chrome carts containing sixty Chrome Books, and District resources covered an additional four Chrome carts containing 120 Chrome Books, to help us meet our instructional and online testing needs.

Another area of concern revolves around the budget and reduced state funding. Howell Public Schools prides itself on maintaining a healthy fund balance reserve without sacrificing student programming. In order to protect that balance and to resolve any deficit issues, the District has closely monitored student population and section numbers. For the upcoming school year, one section has been eliminated at the fifth grade level to fit our projected student enrollment. Despite economic challenges, our District has added some attractive programming at the middle and high school levels, such as ROTC, STEM classes, and fire fighter and flight school training. Furthermore, specials classes (music, art, physical education, and technology) continue to be offered at all elementary levels. Hutchings Elementary, in particular, has started a before-school choir for third through fifth graders, which is an important addition to our school, since we have seen the socioeconomic needs of our students increase over the last three years. To further address those needs, staff members across the District, including Hutchings Elementary staff, are engaging in voluntary training entitled "Capturing Kids' Hearts," which focuses on developing relationships before rigor. Although the District is weathering some economic and legislative challenges, Howell Public Schools and Ruahmah J. Hutchings Elementary School remain committed to excellence in all areas of student growth, including academic, creative, physical, social, and emotional development.

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.

Ruahmah J. Hutchings' mission statement is as follows: The Hutchings Elementary School Community provides a safe and supportive environment where all students are challenged to their fullest potential. Staff members strive to meet students at their level of development, whether high or low, and deliver instruction targeted to their needs. Hutchings's vision statement is as follows: We envision a Hutchings School Community of (SMART) lifelong learners who are prepared to be responsible citizens in an ever-changing world. The acronym SMART stands for: Smart, Motivated, Accountable, Respectful, Team. Finally, at Hutchings Elementary, we believe:

Students will show respect and courtesy for all school staff and each other.

Students will leave our school with a lifelong love and excitement of learning with an ability to put that learning to use.

Self discipline, a strong work ethic, and confidence in one's ability to excel, are essential for students to become productive citizens.

Parent participation and support enhances high expectations, student motivation and achievement.

Good self-esteem is vital for maximum academic achievement.

High expectations lead to high achievement for all.

Staff members are committed to utilizing data to drive instruction and meet regularly in a PLC format to collaborate and plan for targeted instruction at each grade level. Our Positive Behavior Support system provides consistency in expectations and collaboration between students and staff.

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.

A few of the school's notable achievements over the last two years are:

- Standardized test scores remain high and State Top-to Bottom composite ranks at the 87th percentile, with all subjects receiving a z score above the state average and a scorecard rating of "Green," the highest rating (85% or greater of possible points).
- The teaching staff has begun to implement the Common Core State Standards.
- A daily 45-minute MTSS block has been established to provide time for intervention or acceleration.
- Staff has utilized data to drive instruction, implemented a Multi-tiered System of Response model (MTSS), and taught students to set goals and track progress toward achievement.
- Professional Learning Communities have been formed to increase collaboration and plan for targeted instruction.
- The Positive Behavior System has been augmented to include collaboration between recess/lunchroom aides and teaching staff, a common language for behavior interventions, a referral and tracking system, and a consequence rubric that includes an opportunity for student reflection and planning for positive choices in the future.
- Staff members working with our students with autism have received START training, which provides strategies and support systems for students on the Autism Spectrum.
- Training and emphasis on customer service has resulted in improved parent perceptions.
- A school-wide science day helped staff develop common language and strategies to increase student achievement in the areas of evidence-based writing and the scientific method.
- A focus on vocabulary development has had a positive impact on reading scores.

Areas for continued work are:

- Although standardized test scores remain high, emphasis on improving student growth in the areas of science and evidence-based writing is needed.
- Further training on implementation of the Common Core is needed. Priority standards will need to be mapped, units and proficiency scales will need to be designed/adopted, and a standards-based report card developed. Staff will need to learn about the demands of the recently-approved Next Generation Science Standards (Michigan Science Standards) and design lessons to reflect new instructional deliveries and student learning.
- Further training on data analysis, interventions and advancement programs and increased opportunities for cross grade-level collaboration will be needed to increase the effectiveness of our MTSS (Target Time) block.
- The next step in improving our Positive Behavior System will be looking at data generated, such as types of recurring behavior or locations of frequent infractions, and determining further adjustments to the System. The PBS team is prepared to review behavior expectations with students and staff in the fall of 2015, utilizing a variety of media to increase student and staff engagement. Program initiatives, such as Capturing Kids' Hearts and student service and mentoring opportunities will also need to be put into place to continue to support our Positive Behavior System.
- To improve our work with students with autism, more staff members will need to receive START training.
- Continued focus on customer service and communication is needed to increase parent perception regarding staff effort to differentiate instruction and provide an environment where all students are challenged to their fullest potential.

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- The successful passage of the technology bond will mean increased technology in the building and a need for staff training.
- Continued training with teaching the Everyday Math Common Core curriculum, and utilizing the Everyday Math online component (ConnectEd) will be a benefit, as we work to increase our students' critical thinking and writing skills in the area of math.
- Continued focus on the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) is needed to raise the number of students proficient or advanced in the area of math.

Additional Information

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

Ruahmah J. Hutchings remains committed to achieving high levels of student growth for all learners, independent of starting points. We aim to achieve at least one year's growth for our at-risk students, as well as our students performing at higher levels of achievement. The District utilizes an online assessment called NWEA (Northwest Evaluation Association), to measure and track student growth. The data generated in the 2015-2016 school year will be helpful in individualizing instruction for students in the 2016-2017 school year and closing the gap between our top thirty percent and our bottom thirty percent. It is also hoped that the results from the 2015-2016 state assessment, M-STEP, will provide further information regarding achievement gaps at Hutchings Elementary.

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 school improvement process benefits from a diverse population of stakeholders. Differing perspectives in brainstorming solutions often achieves the best results. The process used for engaging a variety of stakeholders began within our school. Staff members at each grade level were invited to join the school improvement team. From there, additional support staff were invited to be representatives on the team. The school improvement process was described in newsletters and surveys, so that parents could be informed about the process and have the opportunity to join the team. To increase the number of parents involved, staff members on the team invited a diverse population of parents to consider joining the team as well. All volunteers willing to serve were invited to join. Once the team was established, members identified possible representatives from the business community who might be willing to join the team. Current team members made personal contacts within the business community and invited several individuals to join. Team members were informed of their role by telephone and email and were given a binder containing information about the school improvement process and meeting dates and times.

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

One teacher was selected as the committee. The Chairperson and principal were responsible for attending District school improvement meetings and relaying information back to the school improvement team. Additional responsibilities included organizing monthly meetings, determining meeting objectives, and ensuring completion of school improvement tasks. The Chairperson was responsible for the preparation and dissemination of the agenda and meeting minutes. The At-risk Response to Intervention Coach was selected as the Data Team Leader and was responsible for sharing at-risk and other assessment data and analysis. Seven teachers represented grades K-5 and special education, and they were responsible for relaying information to and from grade-level professional learning communities. One individual represented the business community and was responsible for providing input from the preschool community. Three team members were parents and were responsible for providing parent perspective and input. All team members were responsible for evaluating the current school improvement plan and progress, reviewing survey data, and determining future plans. The School Improvement team and staff members analyzed survey data from students, staff, and parents, to help determine our needs for the 2016-2017 school year. In May, the staff met to analyze student achievement data, review School Improvement progress, work on the program evaluation tool, organize artifacts/evidence of progress, and make additions or deletions to the plan for 2016-2017. Input was received from all staff members and organized into categories. Consensus was gained and the plan for 2016-2017 was prepared.

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 final improvement plan for -2015-2016 was communicated to stakeholders electronically and through committee work, and the 2016-2017 plan will also be communicated to stakeholders through the school newsletter. The school improvement plan is located on our school [website for stakeholder review as well. Monthly school improvement meetings are held and information on progress is communicated](#)

through online dissemination of meeting minutes and newsletter articles.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached Student Performance Diagnostic and data.	2015-2016 Hutchings NWEA-Reading 2015-2016 NWEA Math Proficiency Data 2015-2016 Hutchings Elementary Student Diagnostic Performance

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

On the 2014-2015 M-STEP in the area of math, fourth graders have exceeded our School Improvement Goal of 69% proficiency by 10%.

Describe the area(s) that show a positive trend in performance.

Current data from the fall of 2015 to the spring NWEA reading assessment of 2016, our first graders increased their proficiency from 47% proficient to 55% proficient, while second grade increased from 56% to 65%.

On last year's NWEA reading assessment (2014-2015) 42% of third graders met their year's growth goal, this year 61% of third graders have made their growth goal.

Which area(s) indicate the overall highest performance?

Our 2014-2015 M-STEP math data demonstrates high performance for the third graders tested.. They scored 79% proficiency which is above our 69% School Improvement Goal.

Which subgroup(s) show a trend toward increasing performance?

Our special education and at-risk population have demonstrated the following percentages of proficiency from the 2015-2016 NWEA:

Math

special ed./at risk

kindergarten: 29%/ N/A

first grade: 80%/ 100%

second grade: 50%/ 80%

third grade: 82%/ 100%

fourth grade: 40%/ 50%

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fifth grade: 71%/ 62%

Reading:

kindergarten: N/A/ N/A

first grade: 42%/ 0%

second grade: 66%/ 66%

third grade: 82%/ 0%

fourth grade: 60%/ 66%

fifth grade: 56%/ 66%

There has been a positive trend among at-risk students in reading. During the 2014-2015 school year, 40% of second graders made their growth, this year that percentage increased to 66%. Last year 60% of third grade at-risk students made their growth, this year that percentage increased to 82%. Forty percentage of fourth grade at-risk students made their growth in 2014-2015, this year 60% achieved their goal. Similarly 27% of fifth graders made growth during the 2014-2015 school year on the NWEA reading assessment. On the same assessment this year, 56% of students made this growth.

Between which subgroups is the achievement gap closing?

Our special education and at-risk population have demonstrated the following percentages of proficiency from the 2015-2016 NWEA:

Math

special ed./at risk

kindergarten: 29%/ N/A

first grade: 80%/ 100%

second grade: 50%/ 80%

third grade: 82%/ 100%

fourth grade: 40%/ 50%

fifth grade: 71%/ 62%

Reading:

kindergarten: N/A/ N/A

first grade: 42%/ 0%

second grade: 66%/ 66%

third grade: 82%/ 0%

fourth grade: 60%/ 66%

fifth grade: 56%/ 66%

The achievement gap is closing between our special education students and our regular education students.. During the 2014-2015 school year, 50% of second graders made their growth in math, this year that percentage increased to 80%. Last year 33% of third grade special education students made their growth, this year that percentage increased to 100%. Thirty-one percentage of fourth grade special education students made their growth in 2014-2015, this year 50% achieved their goal. Similarly 43% of fifth graders made growth during the 2014-2015 school year on the NWEA math assessment. On the same assessment this year, 62% of students made this growth.

Which of the above reported findings are consistent with findings from other data sources?

NWEA is the only universal assessment administered for the area of math in our district. Our reading percentages for proficiency on NWEA are fairly consistent in all assessments given including SRI, DRA and DIBELS, although students tend to have slightly higher percentages on these other assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

2015-2016 NWEA proficiency percentages in reading were below the School Improvement Goal of 83% in all grade levels.

Describe the area(s) that show a negative trend in performance.

Our school has identified reading as a building-wide School Improvement goal due to the failure to achieve our 69% proficiency goal in all grade levels.

This was consistent with 2014-2015 M-STEP data which identified reading as an area of concern with only 40% of our fourth graders scoring proficiency on the reading assessment.

Which area(s) indicate the overall lowest performance?

The NWEA reading spring assessment based on students above the norm RIT indicated that no grade levels achieved the level of proficiency of 83% in our School Improvement Plan. The highest proficiency percentage was 65% in second grade while fifth graders declined in their percentages of proficiency from fall to spring.

Which subgroup(s) show a trend toward decreasing performance?

Our special education and at-risk population have demonstrated the following percentages of proficiency from the 2015-2016 NWEA:

Math

special ed./at risk

kindergarten: 29%/ N/A

first grade: 80%/ 100%

second grade: 50%/ 80%

third grade: 82%/ 100%

fourth grade: 40%/ 50%

fifth grade: 71%/ 62%

Reading:

kindergarten: N/A/ N/A

first grade: 42%/ 0%

second grade: 66%/ 66%

third grade: 82%/ 0%

fourth grade: 60%/ 66%

fifth grade: 56%/ 66%

In the area of math, some at-risk students have decreased in the percentage of students who met their goal on the spring NWEA assessment. Kindergarten students decreased from 35% to 29% and second grade at risk students have decreased from 80% to 50%,

Between which subgroups is the achievement gap becoming greater?

Our special education and at-risk population have demonstrated the following percentages of proficiency from the 2015-2016 NWEA:

Math

special ed./at risk

kindergarten: 29%/ N/A

first grade: 80%/ 100%

second grade: 50%/ 80%

third grade: 82%/ 100%

fourth grade: 40%/ 50%

fifth grade: 71%/ 62%

Reading:

kindergarten: N/A/ N/A

first grade: 42%/ 0%

second grade: 66%/ 66%

third grade: 82%/ 0%

fourth grade: 60%/ 66%

fifth grade: 56%/ 66%

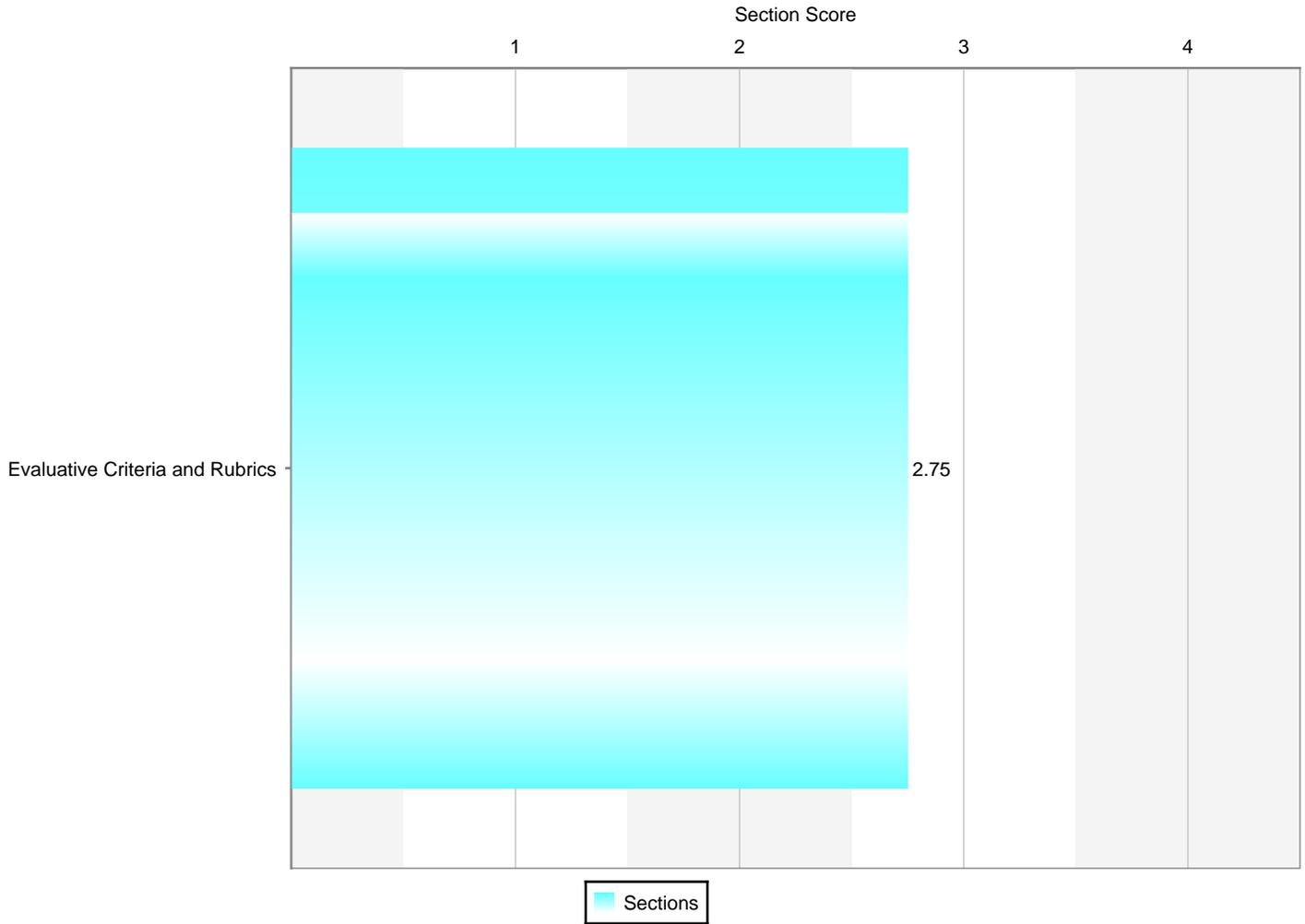
In the area of reading the achievement gap has become greater among first and third grade special education students with 0% achieving their growth goal on the 2015-2016 NWEA.

Which of the above reported findings are consistent with findings from other data sources?

Our students have been below the goal set by our School Improvement team of 83% proficiency in reading at all grade levels on the NWEA, in both first and second grades on the spring DRA and in second, third and fifth grades on the spring SRI.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Attachments include the Stakeholder Feedback Data Document and all required Survey Scoring Summaries.	Stakeholder Feedback Data Improve Spring Parent Survey 2016 Spring Staff Survey 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent Survey	Teaching and Assessing for Learning	4.20
Staff Survey	Purpose and Direction	4.16
Student Survey	Purpose and Direction	2.81

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Parent Survey:

In the area of Resources and Support Systems - The 2014-2015 Parent Survey question # 24 "Our school provides qualified staff members to support student learning" increased in stakeholder satisfaction from 44.4 % strongly agrees/agrees to the 2015-2016 Parent Survey question #1 results of 92% strongly agrees/agrees

Staff Survey:

In the areas of Teaching and Assessing for Learning-The 2014-2015 Staff Survey question # 18 "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills" increased in stakeholder satisfaction from 80% strongly agrees/agrees to the 2015-2016 Staff Survey question # 3 results of 86% strongly agrees/agrees

Student Survey:

In the areas of Resources and Support Systems- The 2014-2015 Student Survey question #18 "My school has computers to help me learn" increased in stakeholder satisfaction from 90%/agrees to 2015-2016 Student Survey question #1 survey results of 92% agrees.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We have no other stakeholder feedback sources.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parent Survey Governance and Leadership and Purpose and Direction both received a 4.11

Staff Survey Teaching and Assessing for Learning 3.67

Student Survey Using Results for Continuous Improvement 2.53

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Parent Survey:

In the areas of Teaching and Assessing for Learning the 2014-2015 Parent Survey question # 22, "My child has up-to-date computers and other technology to learn" decreased in stakeholder satisfaction from 93% strongly agrees/agrees to the 2015-2016 Parent Survey question #13 results of 83% strongly agrees/agrees

Staff Survey:

In the area of Teaching and Assessing for Learning the 2014-2015 Staff Survey question# 25, " All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)" decreased in stakeholder satisfaction from 65% strongly agrees/agrees to the 2015-2016 Staff Survey question # 13 results of 38% agrees.

Student Survey:

In the area of Teaching and Assessing for Learning the 2014-2015 Student Survey question # 11, "My teachers always help me when I need them, " decreased in stakeholder satisfaction from 83% agrees to the 2015-2016 Student Survey question #6 results of 73% agrees.

What are the implications for these stakeholder perceptions?

The Parent Survey results indicates that we have a need for up to date technology. This area of concern should show an increase in parent satisfaction, as the school district recently passed a technology bond that will provide new and updated technology across the district beginning with the 2016-2017 school year.

The Staff Survey results indicate the need for staff support in the areas of training to implement a formal process for staff to conduct action research, examine student work, reflect on teaching and learning, implementation of study teams and peer coaching. This area proves to be a difficult area to strengthen as we are subject to restraints in regards to time and money.

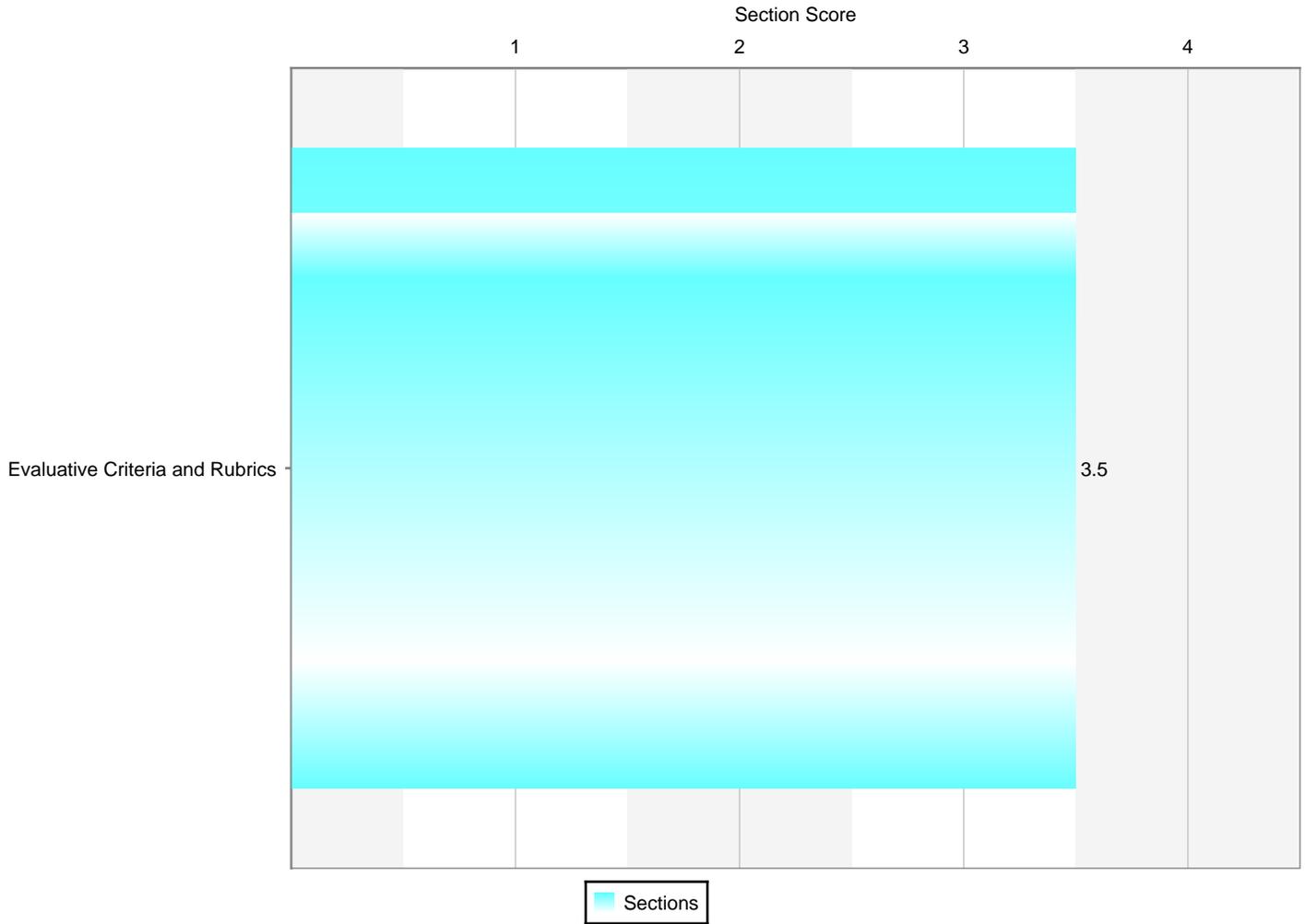
The Student Survey results indicate that students feel that their teachers do not always help them when students feel they need them (teachers). Possible reasons for this student perception is that class sizes are large and teachers struggle to meet the needs of all students. Also our teachers are continuously encouraging self-efficacy, problem-solving skills and critical thinking in students, it may be perceived by the students that they are not receiving teacher help.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We have no other stakeholder feedback sources.

Report Summary

Scores By Section



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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Last year our total enrollment had gone up from the year before by 15 students. This school year, we have had a decrease in our overall student enrollment. Last year we had a total of 547 students in our school. This year we have 525 students. Our largest grade level are now fifth graders. There are a total of 114 fifth graders. They will be leaving our building at the end of this year for the middle school which should provide yet another decline in enrollment. This could create a decrease in staff in our building in the future. One increase has been that our kindergarten enrollment was up from 79 students last school year to 89 students this year.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Overall, our building has considerable good attendance with all grade levels consistently attending well over 90%. We have found that students with truancy issues, continue to have higher absences, despite reminder letters going home and articles in our school newsletters stressing the importance of good attendance. After sending these letters, students are then referred to the county truancy officer. Data still shows that our special education population is absent more frequently than our general education population. The reason for this may be that we house an Emotionally Impaired classroom in our building and students from that classroom sometimes are absent due to disciplinary actions and suspensions.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

We have implemented a Positive Behavior System here at Hutchings. We have identified behaviors that should be corrected and addressed with follow-up through a system in which students have write-ups that identify the specific incident as well as any consequences. Students are often asked to complete a "Time to Think" form in which they themselves identify their poor choice, the reason for it and what can be done to improve the situation. These are then sent to the teacher for signature and home for parent signature. These are documented at the end of each year so that we can identify the behaviors and how we can improve these situations for all of our students.

In the past three years we have had an increase in disciplines logged into our data base. Three years ago, we documented 189 incidents, last year we documented 215 behavior reports, this year there were 240 documented behavior reports. This is an indication that we need to look at how we handle those incidents and determine if we need to make changes that might eliminate any behaviors from reoccurring.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

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Because of our unique situation in that we house the district elementary Emotionally Impaired program, we will continue to have more discipline issues than others. We continue to work to improve academic goals with these students by including them as much as possible in their regular education classroom and to also include them in our at-risk reading program when appropriate. Our hope is that they begin to feel success and feel less segregated from other students in the building, accepting them into our whole school community.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our school principal has now been an administrator with us for five years. Before that she was a teacher for thirteen years. She is a relatively new administrator and stays current with trends in education. We are hopeful that we may be fortunate enough to have the same administrator for a number of years which would provide consistency for our staff and students alike. Although our principal is fairly new to those of us that have taught in this building a long time, having now been with us for five years, we feel as if we have established a working relationship and understand her expectations and philosophies.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

A large majority of our teaching staff has experience of more than 10 years (23 out of 28 teachers) with seven teachers having more than 20 years of teaching experience. In our building, we have established a teaching community that positively collaborates with one other because they have worked together for a number of years. Students benefit from teachers with many years of experience to draw upon and families from our building enjoy the benefit of getting to know teachers well over the years. Student achievement is affected by students feeling comfortable with the familiarity of the consistent staff in our elementary school building.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our school principal was only absent due to illness 2 days this school year. Her professional days out of the building were only slightly more. Many of the district meetings for administrators are conducted during the first hour or so of a school day or the last hour of a school day. Most days our principal is in the building the majority of the day. When the principal is out of the building, our district appoints a lead teacher to act on the principal's behalf. School business can be conducted as normal despite the absence of our administrator on those occasions. Student achievement is positively impacted by having a principal consistently here during the school day so that teachers can teach without interruption as the principal attends to matters in the school office.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

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This year, to date, teachers have been absent due to personal or family illness 224 days. They have been out for school business or professional learning 110 days. Teachers have used a greater number of sick days this year than in the past (about 75 more). The reason for this may be that we have 4 teachers who are pregnant and two who have used personal illness days for their maternity leave. School business days are primarily used for professional learning, attending in district meetings and for teachers to assess children according to our district assessment grid. Teacher absences may have a negative impact on student achievement because it disrupts continuity in the instructional environment. However, teachers in our building take great care to ensure that our guest teachers are prepared for their day in our building. Our staff tends to utilize the same guest teachers, which helps to provide more continuity and decreases disruption of instructional time. The two maternity leaves were filled by a past teacher in our building who had just retired from the grade level she was subbing for, as well as a guest teacher who is a past teacher with many years of experience in the grade level she was asked to sub for. A guest teacher folder, developed by our staff, that includes lesson plans and building procedures, is available in all classrooms.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

When an opening is available in our building, our principal is committed to filling the position with teachers who share the same dedication to our students as current staff. Interview committees are always made up of teachers from our building, along with the principal. Luckily many of our teachers have been in our building 10 years or more. There is a very low turn over rate. Having staff that is more experienced and has been given time to develop rapport with each other is a benefit to all students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Under Purpose and Direction Standard 1, indicator 1.1 (The school engages in a systematic; inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success) was a strength for our school. We have many examples of evidence including our survey results, examples of stakeholder communication including newsletters and handbooks, minutes from related meeting, teacher participation in extended PLCs and collaborative school improvement planning.

Under Governance and Leadership Standard 2, indicator 2.3 (The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively) and indicator 2.5 (Leadership engages stakeholders effectively in support of the school's purpose and direction) were also strengths for our school. Our evidence supporting the success of this indicator is: our school improvement plan, stakeholder input and feedback, communications regarding board actions, agendas and minutes of meetings.and roles and responsibility of school leadership.

Under Using Results for Continuous Improvement Standard 5, indicator 5.1 (The school establishes and maintains a clearly defined and comprehensive student assessment system) was a strength in our self assessment. We have many articles of evidence including the documentation and description of evaluation tools, survey results, evidence that assessments are reliable and bias free, consistent assessments given throughout grade levels, continuous and consistent progress monitoring and a District Assessment Calendar.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Under Teaching and Assessing for Learning Standard 3, Indicator 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) is a challenge for our school. We have developed a list of students in need that are matched with an adult advocate, however there is not a specific criteria by which these students are identified and there is not a formal structure in place to dictate what their advocate will provide for them.

Another challenge is under Resources and Support Systems Standard 4, Indicator 4.6 (The School provides support services to meet the physical, social, and emotional needs of the student population being served) and Indicator 4.7 (The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students). These both received low ratings due to a reduction in the amount of support staff in our district, including counselors and social workers, that has resulted in these services professionals being in our building less.

Lastly, under Using Results for Continuous Improvement Standard 5, Indicator 5.3 (Professional and support staff are trained in the evaluation, interpretation, and use of data) we have another challenge. Although much data has now been provided on students to improve student growth and guide instruction, our teachers feel as if they require more training to become proficient in analyzing the assessment data and explaining it to parents.

12. How might these challenges impact student achievement?

A lack of support staff and ancillary staff in our school district can negatively impact student achievement. Students in need of special services such as counselor support, the school psychologist, occupational therapy and physical therapy may not receive as many services as needed to ensure their success because of the reduced amount of time that these professionals are in our building.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Unfortunately, the amount of time that our support staff is in our building is scheduled at the county level and is dictated by budgetary constraints. However, we can ensure that our student's needs are met by creating schedules with these professionals when they are in the building that would service our most vulnerable students.

As a staff, we can continue our student mentor program and create more specific services that it will provide.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Our building receives Section 31a funding. With this funding, we employ a full time at-risk reading teacher and two instructional assistants. Students qualify to receive these services based on their academic performances on universal testing qualifiers, as well as their economic status and home situations. Once they have qualified they are seen by the teacher and instructional assistants in small reading intervention groups in all grade levels. This program reaches our lowest academic population and provides them with additional reading support daily.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Our school does not offer Extended Learning Opportunities outside of the school day.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Our school does not offer Extended Learning Opportunities outside of the school day.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our five district Professional Development days have been dedicated to addressing implementation of the Common Core State Standards and aligning them with goals on our School Improvement Plan. Our new teacher evaluation tool will also address the implementation of Common Core State Standards, since teacher lesson plans must state the CCSS being addressed. The observer will also look for lesson

goals being posted in the classroom or stated during the lesson. In addition, our staff has conducted extended Professional Learning Communities that included cross grade level meetings for the opportunity to discuss the teaching of standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

This question does not apply to our elementary school.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

During the 2014-2015 school year a new state assessment was introduced to our students. Our students participated in the M-STEP which replaced the MEAP. The new assessment was given to 3rd through 5th grade students on Chrome Books. Because the new assessment is given in the spring, we do not have complete data back for this current school year. Therefore, data from last years M-STEP was analyzed. In the area of reading, our third grade students demonstrated a strength. Sixty-Eight percent of our third grade students scored advanced or proficient on this assessment. The district average for third grade students was 64%, therefore our students were 4% higher than the district average. The state of Michigan average was 50.1%, therefore our students were 18% over the state average of advanced and proficient students.

In our lower grades, 58% of our students in second grade were at or above the norm RIT on the NWEA Winter Reading assessment this school year compared to only 48% during the winter of last school year.

All of our staff this year chose to have reading as their SMART Goal. It is an important school improvement goal and we feel as though working together to improve reading as a staff would benefit the students in our building. We are actively addressing domain specific vocabulary in our curriculum across subject areas and increasing the amount of non-fiction text in daily instruction. We have also utilized At-Risk 31a funding to include a full time reading intervention teacher and instructional assistants who work with our most struggling readers in small group instruction.

19b. Reading- Challenges

A challenge we have seen occur from the data of our 2014-2015 M-STEP state assessment is that only 40.3% of our fourth graders scored in the advanced or proficient range. This is 6.3% below the state average of 46.6%. It is also 7.3% below the district average of 47.6%. A great concern is that 30.7% of those students had scores that fell within the not-proficient range. Although test scores are lower across the state with the introduction of the new state assessment, that is still well below (45.6%) the percentage of our fourth graders that were advanced or proficient on our previous state assessment (MEAP) of 85.9% in 2013-2014.

In our lower elementary grades, first grade had 33% at or above the norm RIT on our Winter 2015-2016 Reading assessment. In the winter SY 2016-2017

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of last year, there were 60% of students at or above the norm RIT on the same assessment. This is a 27% decline.

Challenges to our reading instruction include no set reading and grammar curriculum.

19c. Reading- Trends

With the introduction of our new state assessment (M-STEP) we were told to expect scores of students being tested to be lower. However, we can still see some positive, as well as negative trends when we review our assessment data from last year and subsequent years. One positive trend we do see is that there has been a relatively low percentage of students scoring in the not proficient category in third grade.

On the 2014-2015 M-STEP only 5.8% of third graders were in the not proficient range. During the MEAP assessment in 2013-2014 only 1.2% of students were not proficient, and the percentage was the same during the 2012-2013 school year.

One negative trend is that the number of fourth grade students testing as not proficient on the state assessments has increased 27.3% from only 1.3 percent on the 2013-2014 MEAP to 28.6% on the 2014-2015 M-STEP.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In our school improvement plan for next school year, reading will continue to be a focus. We are dedicated to using our data to improve our instruction by using the DIBELS program for a progress monitoring system. We will also apply Project Based Learning to incorporate reading with other content areas. Our district is supporting training with programs such as Curriculum Crafter to ensure that all standards are being addressed with lessons being aligned to these standards. Multi-Tiered Systems of Support will be a focus with students being seen in small groups who need reading help outside of core instruction time.

20a. Writing- Strengths

Both our third and fifth graders assessed on the 2014-2015 M-STEP, had a higher percentage of students making adequate progress in the area of writing than the state averages. There were 93% third graders making adequate progress in writing compared to 73.1% in the state of Michigan. There were 80.4% of fifth graders making adequate progress in writing compared to the state of Michigan average of 66.8%. Third and fifth graders were also almost 10% higher than the district average.

20b. Writing- Challenges

Our fourth grade students had a significantly lower percentage making adequate progress in writing on the 2014-2015 M-STEP than the state and district averages. There were 64.7% of fourth grade students making adequate progress in our building, while the state average was 66.8% and the district average was 70.4%.

A challenge in our district in the past has been the lack of a consistent writing curriculum. In the past few years our building as adopted the Craft Plus Writing program and has begun to use it more exclusively, especially in the lower grades.

20c. Writing- Trends

From our Winter 2014-2015 NWEA writing section in the Language Usage portion of the assessment, most of our students in each grade level have shown a positive trend in data increasing to the 2015-2016 Winter assessment. Second graders had 41% of their students in the average, high average, and high range last year. This year, 68% of second graders were in those ranges. Third graders were at the same percentage (72%) from last year to this year. Fourth graders increased from 66% last year to 79% this year in the average, high average and high range. Fifth graders were the only grade level to decrease from last year to this year. Fifth graders last year had a percentage of 71% in that range compared to 63% this year. When we look at cohort data however, the drop is not as great considering that this year's fifth graders were fourth graders last year and at 66%.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Teachers will continue to implement Craft Plus writing as a supplement into their writing program. In addition, our teachers gave writing prompts this year and will continue to do so.

21a. Math- Strengths

All three grade levels taking the 2014-2015 M-STEP Math assessment had a greater percentage of students advanced or proficient than the state average. There was a percentage of 79.1% of third graders scoring advanced or proficient compared to the state average of 48.8%.

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There was a percentage of 42.9% of fourth graders scoring advanced or proficient compared to the state average of 41.4%. There was a percentage of 55.7% of fifth graders scoring advanced or proficient compared to the state average of 33.4%. Both third grade and fifth grade also had a higher percentage than the district average of 66.2% for third grade and 49.1% for fifth grade.

On our Winter NWEA Math assessment 76% of our fourth graders scores at or above the norm grade level RIT.

There has been revisions and additions to our Everyday Math program and teachers have all received training this year in the new program.

21b. Math- Challenges

Our fourth grade students taking the 2014-2015 M-STEP Math state assessment had a percentage of students advanced or proficient (42.9%) below that of our district average (50.4%). In addition, these fourth graders were below the state average of students making adequate progress in both the areas of "Math Communicating and Reasoning" and "Math Problem Solving/Modeling and Data Analysis".

In our lower elementary grades, two grade levels (kindergarten and first grade) had less than 50% of their students at or above the grade level Mean RIT on the NWEA Winter Math assessment for 2015-2016 school year.

21c. Math- Trends

Using our Winter Math NWEA assessment to look at trends from the past few years, three grade levels have decreased their Mean RIT on this year's assessment from last year's winter assessment. Three grade level have had an increase in their Mean RIT.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address these challenges, our teachers have been identifying areas of math weakness in our students through assessments such as NWEA and our Everyday Math program assessments. They have been targeting their instruction during our protected "target time" to provide small group interventions and needed extra practice to these students.

Our district adopted math curriculum, Everyday Math, has gone through changes to become more aligned with the Common Core. Because

of these changes, teachers have had some new professional development to become more familiar with new practices.

22a. Science- Strengths

Our science curriculum is very hands on and provides many interesting and informative activities for students. We give a district common assessment that has been generated based on the kits that are taught at each grade level.

Although we had only 13.5% of our fourth grade students advanced or proficient in science, we are 1.1% above the statewide percentage of 12.4% advanced or proficient on the fourth grade M-STEP science assessment in 2014-2015.

22b. Science- Challenges

Although our science kits (Battle Creek Science Kits) are very hands-on and engage our students, they do not very closely align with state standards. Changes are being made to the kits, and we are hopeful that these changes will bring training and will more closely align.

The majority of our fourth grade students taking the 2014-2015 M-STEP science assessment scored in the not proficient range (52.1%). On this assessment only 13.5% were advanced or proficient which is 4% lower than the district average of 17.5%.

22c. Science- Trends

On the 2014-2015 M-STEP science assessment for fourth graders only 13.5% of our students were proficient or advanced. This is a downward trend from the past three previous years in which 26.8% were advanced or proficient on the 2013-2014 MEAP, 22.7% were advanced or proficient on the 2012-2013 MEAP and 23% were advanced or proficient on the 2011-2012 MEAP.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Knowing that we could improve the quality of our science instruction, we included a school wide science day into our school improvement plan. Prior to this day, teachers focus on teaching the scientific method to students who then show their understanding through the completion of science experiments. Students are then asked to explain their process and experiment to visiting classes, staff and parents. Our special education students participate with this day in their general education classrooms. Our at-risk and support staff are among the visitors to the classrooms.

We are also including more non-fiction text relating to science topics in our instruction at both science and reading time.

23a. Social Studies- Strengths

On the 2014-2015 M-STEP Social Studies Assessment taken by fifth grade students, only 4.1% of our students were not proficient. A total of 36.1% of students were advanced or proficient. This is 3.6% above the district average and 13.9% above the state average. Our social studies curriculum (History Alive) is very hands-on, interactive, and project-based. Students seem to have a high interest level in the Social Studies topics. As a district, we have developed common assessments are given quarterly in some grade levels and by semester in others to assess student's understanding of Social Studies topics.

23b. Social Studies- Challenges

On the 2014-2015 M-STEP fifth grade Social Studies assessment, a large percentage of our students (59.8%) scored in the partially proficient range. Our teachers have noted that some of the grade level's curriculum does not match up with the state standards. As with science, we feel there is a need for non-fiction texts that cover the topics taught in our social studies standards that can be used across subject areas.

23c. Social Studies- Trends

On the 2014-2015 M-STEP state assessment, only 13.5% of our fourth grade students were proficient or advanced. On the state assessment the prior year (MEAP), 26.8% were proficient or advanced. This was up from the 2012-2013 year in which 22.7% of our fourth grade students were proficient or advanced on the MEAP.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We will incorporate more non-fiction reading into our curriculum that includes social studies related topics.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

In the "Governance and Leadership" section, 96% of students agreed to the statement "In my school, my teachers want me to do my best work".

24b. Student Perception Data

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

In the "Using Results for Continuous Improvement" section, only 35% of students agreed to the statement "My principal and teachers ask me what I think about school".

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We, as a staff, need to be sure that we are communicating with students and giving them a voice. Having students participate in planning parties and parent teacher conferences may make them feel more included.

25a. Parent/Guardian Perception Data

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

In the "Resources and Support Systems" section of the survey, 94% of parents agreed or strongly agreed to the statement "Our school ensures that the facilities support student learning".

25b. Parent/Guardian Perception Data

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

In the "Resources and Support Systems" section of the survey, only 65% of parents agreed or strongly agreed that "Our school provides
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excellent support services".

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

In our district, school counselors, social workers, psychologists, occupational therapists and physical therapists are shared between our buildings. That means that there are days during the week when those included in that support staff are not present in our building. It is difficult for them to always meet students needs in the time that they are here. The district makes these staffing decisions based on budgetary restrictions and student need. The support staff in our building is very mindful of the time that they have with students when they are here and try to support students the best they can given their reduced time in each building.

26a. Teacher/Staff Perception Data

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

In the "Governance and Leadership" section of the survey, 95% of staff agreed or strongly agreed to the statement "Our school leaders expect staff members to hold all students to high academic standards".

26b. Teacher/Staff Perception Data

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

In the "Teaching and Assessing for Learning" section of the survey, only 43% of our staff agreed or strongly agreed to the statement "In our school, staff members provide peer coaching to teachers".

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Although our district does appoint a mentor teacher to all new staff, no release time or direction is given to identify ways that mentors can support new teachers. It would be beneficial to new staff to have time to regularly meet with their mentor teacher to provide them opportunities to ask questions and review their concerns. In addition, allowing teachers time and training for peer coaching would be beneficial.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

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When looking to our community, 90% of parents and 100% of staff feel that "Our school's purpose statement is clearly focused on student success".

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

When looking at our community, only 65% of parents and 25% of staff feel that "Our school provides high quality or excellent support services".

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Our lowest levels of satisfaction indicate that there is dissatisfaction with the amount of time and services provided by support staff (counselors, occupational therapists, physical therapist, school psychologist). Unfortunately, these services are sometimes reduced because of budgetary necessity from the district. We are hopeful that once our school population begins to increase again, these services will be increased as well.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

In the area of Demographic Data we have many considerable strengths. Our staff has been consistent in our building for a number of years with very little change. This is a positive in that we all know each other very well and are very comfortable with collaboration. Students also feel very comfortable and safe coming to school each year, knowing so many names and faces. We also have very high attendance rates for both students and staff. School success is directly linked to attendance.

In the area of Demographic Data we have some challenges. The entire district has suffered from declining enrollment numbers. Although numbers in some grade levels seem to be slightly rising, we have fewer sections in each grade level than in previous years (5-10 years ago). Another challenge has been maintaining order and consistent behavior plans while ensuring academic growth in our self-contained k-5 Emotionally Impaired classroom. Students are being included more in their regular education classrooms as well as in At-Risk reading groups with other regular education students.

In the area of Process Data we have many strengths. Our At-Risk reading program has provided services to our most struggling students through RTI. Because of changes to our teacher evaluation process, teachers have been more diligent than ever about covering all standards with fidelity.

In the area of Process Data we have some challenges to address. Our resource and support services have been decreased due to district budgetary choices. Our Teacher Consultant has gone from a full time staff position to part time in our building. Counselors are shared between buildings, as well as the school social worker, psychologist, physical and occupational therapists.

In the area of Achievement Data we have many strengths. This year we committed as a staff to continue to have reading as a focus by including many reading action steps in our school improvement plan as well as having all teachers make reading their SMART goal focus.

In the area of Perception Data we continue to have many strengths. Teachers, parent and students all noted that we here at Hutchings Elementary continue to have high expectations for students. They feel these expectations are clearly conveyed and are positive for students.

Challenges in the area of Perception Data continue to be concern over the reduction in support services. Student needs are not always met because of these reductions.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

In the area of Demographic Data the challenges of declining enrollment may impact student achievement through larger class sizes. As less
SY 2016-2017

sections of grade levels are needed in our building, decisions are made at the district level that result in larger class sizes.

In the area of Process Data the challenges of a reduction in our support staff can impact student achievement in many ways. Not having a full time school psychologist and teacher consultant impacts the amount of professional guidance sought by teachers of their expertise. Staffing meetings for students occur less frequently because of their absence as well.

In the area of Perception the challenges that most of our stakeholders mentioned were the reductions in support and service staff. The reduction in our support staff can impact student achievement in many ways. If students emotional needs are not met (less time to meet or see the school social worker or counselor) their academic success is often affected.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Teachers will continue to use data from sources such as M-STEP, NWEA and DIBELS to discuss and plan for which strategies and interventions are the changes we can make to ensure all students are making expected growth. We will ensure that grade level PLC's (Professional Learning Communities) are scheduled frequently so that all teachers have time to evaluate data and collaborate with colleagues.

In addition, our At-Risk reading program is now utilizing Leveled Literacy Intervention when working with our most struggling readers. This research based, consistent intervention will assist with our students who have the greatest need for support in the area of reading. The district has decided to include the standards based program Curriculum Crafter as a part of our school improvement plan. We are excited that with training, we will be able to use this program as a resource that that will ensure that all teaching is aligned to Common Core.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes	<p>Students in grades K-3 are assessed in literacy using M-STEP (grade 3), NWEA, DIBELS, and DRA. Students in grades 3-5 are assessed in literacy using M-STEP, NWEA, DIBELS (at-risk students), and SRI.</p> <p>Students in grades K-3 are assessed in math using M-STEP (grade 3), NWEA, and SMI (at-risk students). Students in grades 3-5 are assessed in math using M-STEP and NWEA.</p> <p>For additional assessment information, please see the attached Howell Public Schools Assessment Calendar</p>	2015-2016 HPS Assessment Calendar

Label	Assurance	Response	Comment	Attachment
2.	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://www.howellschools.com/Hutchings.cfm?subpage=551580	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This question does not apply to Ruahmah J. Hutchings Elementary School.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	This question does not apply to Ruahmah J. Hutchings Elementary.	

School Improvement Plan

Ruahmah J. Hutchings

Label	Assurance	Response	Comment	Attachment
5.	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
6.	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	Liza M. Kelly, J.D., PHR Executive Director of Labor Relations & Personnel Howell Public School District 411 N. Highlander Way, Ste. B Howell, Michigan 48843 Phone: (517) 548-6239 Fax: (517) 548-6229	

Label	Assurance	Response	Comment	Attachment
7.	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.	No	This question does not apply to Ruahmah J. Hutchings Elementary.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	This question does not apply to Ruahmah J. Hutchings Elementary.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Under the Title I program, Ruahmah J. Hutchings has been identified as an At-Risk school for the 2016-17 school year. As such, our At-Risk students will receive specialized instruction during the school year to close achievement gaps and bring students to grade level. Please refer to the attached 2015-2016 At-Risk Report and 2016-2017 At-Risk Plan.	31a At-Risk End of Year Report 2015-2016 31a At-Risk Plan 2016-2017

Ruahmah J.Hutchings School Improvement Plan for 2016-2017 School Year

Overview

Plan Name

Ruahmah J.Hutchings School Improvement Plan for 2016-2017 School Year

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 Ruahmah J. Hutchings Elementary School will be proficient in reading.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$134992
2	All students at Ruahmah J. Hutchings Elementary School will be proficient in writing.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Ruahmah J. Hutchings Elementary will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students at Ruahmah J Hutchings Elementary will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Ruahmah J. Hutchings Elementary will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students at Ruahmah J. Hutchings Elementary School will be proficient in reading.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at the state level target of 83% in English Language Arts by 06/30/2016 as measured by the State of Michigan assessment..

Strategy 1:

Vocabulary CCSS - All teachers will provide direct instruction of content CCSS-specific vocabulary to improve students' comprehension and fluency.

Category: English/Language Arts

Research Cited: Neuman, B. Susan, Wright, S. Tanya. April 2013 "All About Words, Increasing Vocabulary in the Common Core Classroom PreK-2." Teachers College Press.

Marzano, R. Simms, J. 2013 "Vocabulary for the Common Core". Marzano Research Laboratory.

Marzano, R. Simms, J. 2013 "Vocabulary for the Common Core". Marzon Research Labortory.

Tier: Tier 1

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn and implement research-based vocabulary instruction. (ie: Voabulary for the Common Core, by Marzano and Simms)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers. Pncipal

Activity - Student Goal Setting and Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will train students to set goals and track progress through the use of vocabulary data journals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Students

Strategy 2:

Phonics - All K-5 teachers will provide direct phonics instruction.

Category:

Research Cited: National Reading Panel. (2000). Teaching Children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction- Reports of the subgroups. Washington. D.C: US. National Institutes of Health, National Institute of Child Health and Human Development.

Tier: Tier 1

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Activity - Phonics Timelines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will reference the DIBELS Curriculum Maps (phonics timeline) to ensure systematic phonics instruction at grades K-2 and with reading intervention	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn to use DIBELS in progress-monitoring strategies to track phonics development.	Implementation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	No Funding Required	All teaching staff

Strategy 3:

Comprehension of Nonfiction Text - All teachers will provide direct instruction in improving student comprehension of nonfiction text.

Category: English/Language Arts

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx>

Goodwin, Bryan and Miller, Kristen. Common Core: Now What? Non-Fiction reading promotes Student Success. December 2012 Volume 70 Number 4 pp. 80-82.

Tier: Tier 1

Activity - Nonfiction Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn and implement research-based comprehension strategies. (ie Reading Apprenticeship)	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All teaching staff

Activity - Nonfiction Text Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn to integrate an increased amount of nonfiction text in the English Language Arts block. Text will correlate with grade-level science and social studies GLCEs or standards. (ie: use of Scholastic News)	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teaching staff

Strategy 4:

MTSS Instruction - Tier I and Tier II All teachers will provide MTSS (Multi-tier System of Supports) outside of core instruction time.

Category: English/Language Arts

Research Cited: Buffon, Austin., Mattos, Mike., Weber, Chris. Pyramid Response to Intervention. (2009). Bloomington: Solution Tree Press.

Tier: Tier 1

School Improvement Plan

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn and implement research-based reading strategies falling under the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in order to differentiate instruction to meet individual student needs during Target Time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teaching staff
Activity - Analysis of NWEA and Other Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn to review, evaluate, monitor and analyze NWEA and other data to determine necessary interventions. Teaching staff will learn to utilize technology as a tool to differentiate instruction to meet individual students' needs.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$1440	Title II Part A	Teachers, principal
Activity - MTSS Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide Multi-tiered System of Supports (MTSS) through 31a (at-risk) and general budget funding for staff, supplies, and parent involvement.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$133552	Section 31a	MTSS teaching coach and teaching assistants

Goal 2: All students at Ruahmah J. Hutchings Elementary School will be proficient in writing.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at the state level target of 76% in writing in English Language Arts by 06/30/2016 as measured by the State of Michigan assessment.

Strategy 1:

Narrative and Expository Writing - All teachers will provide direct instruction in narrative and expository writing.

Category: English/Language Arts

Research Cited: Graves, Donald. Writing: Teachers and Children at Work. Heinemann Educational Book, 1983.

Fischer, Douglas. The Reading Teacher, Volume 61, No. 1, Sept. 2007.

Tier: Tier 1

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Activity - Project-based Writing Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will learn to implement and engage students in a project-based writing activity, guiding students to present research-based findings	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teaching Staff/ Principal

Goal 3: All students at Ruahmah J. Hutchings Elementary will be proficient in mathematics.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at the state target level of 69% in Mathematics by 06/30/2016 as measured by the State of Michigan assessment.

Strategy 1:

Critical Thinking Instruction - All teachers will provide instruction in critical thinking and problem-solving.

Category: Mathematics

Research Cited: Marzano, R., Brandt, R., Hughes, C., Jones, B., Presseisen, B, Rankin, S. & Suhor, C. (1988) Dimensions of Thinking: A Framework for Curriculum and Instruction. Alexandria, VA: Association for Supervision and Curriculum Development.

Carr, K. (1990). How can we teach critical thinking? ERIC Digest, ERIC NO. : ED326304

Bhattacharya, M. (2002). Creating a meaningful learning environment using ICT. CDTL Brief, 5, Singapore: National University of Singapore. Retrieved March 2007, from <http://www.cdnl.nus.edu.sg/brief/v5n3/sec3.htm>

Klenz, S. (1987). Creative and Critical Thinking, Saskatchewan Education Understanding the Common Essential Learnings, Regina, SK: Saskatchewan Education.

Tier: Tier 1

Activity - Problem Solving Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teaching staff will learn to implement critical thinking and problem solving strategies from the Common Core State Standards for Mathematics (CCSSM) edition of Everyday Math and the Connect-Ed online resources.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers. Students

Goal 4: All students at Ruahmah J Hutchings Elementary will be proficient in science.

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Measurable Objective 1:

20% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehending non-fiction text in Science by 06/30/2017 as measured by state-level assessments.

Strategy 1:

Non-Fiction comprehension - Tier 1 and Tier II All teachers will provide direct instruction in improving student comprehension of non-fiction text.

Category: Science

Research Cited: Graves, Donald. Writing: Teachers and Children at Work. Heinemann Educational Book, 1983.

Tier: Tier 1

Activity - Scientific Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate reading, observational and inquiry skills for students to comprehend and apply grade -level scientific knowledge and participate in a research and inquiry-based writing activity for Science Day,	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal
Activity - Integrate Non-Fiction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate an increased amount of non-fiction text in English Language Arts block. Text will correlate with grade-level science and social studies GLCE's or standards. (ie: use of Scholastic News magazine)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal

Goal 5: All students at Ruahmah J. Hutchings Elementary will be proficient in social studies.

Measurable Objective 1:

40% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency comprehending non-fiction text in Social Studies by 06/30/2017 as measured by state-level assessments.

Strategy 1:

Integrate Non-fiction - All teachers will integrate an increased amount of non-fiction text in the English Language Arts block. Text will correlate with grade-level science and social studies GLCE's or standards (ie: Scholastic News magazine)

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Category: Social Studies

Research Cited: Morrow, Lesley Mandel. Scholastic Classroom Magazines Professional Paper. Magazines Make a Difference; Research on How Classroom Magazines Improve Student Reading. Scholastic News, 2006.

Tier: Tier 1

Activity - Non-fiction Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate an increased amount of non-fiction text in the English Language Arts block. Text will correlate with grade-level science and social studies GLCE's or standards. (le: use of Scholastic Magazine)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Strategies	All teaching staff will learn to implement critical thinking and problem solving strategies from the Common Core State Standards for Mathematics (CCSSM) edition of Everyday Math and the Connect-Ed online resources.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers. Students
Project-based Writing Activity	All teachers will learn to implement and engage students in a project-based writing activity, guiding students to present research-based findings	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teaching Staff/ Principal
Nonfiction Text Integration	All teachers will learn to integrate an increased amount of nonfiction text in the English Language Arts block. Text will correlate with grade-level science and social studies GLCEs or standards. (ie: use of Scholastic News)	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teaching staff
Phonics Timelines	All teachers will reference the DIBELS Curriculum Maps (phonics timeline) to ensure systematic phonics instruction at grades K-2 and with reading intervention	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Differentiated Instruction	All teachers will learn and implement research-based reading strategies falling under the five components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) in order to differentiate instruction to meet individual student needs during Target Time.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teaching staff
Non-fiction Comprehension	All teachers will integrate an increased amount of non-fiction text in the English Language Arts block. Text will correlate with grade-level science and social studies GLCE's or standards. (Ie: use of Scholastic Magazine)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Principal
Student Goal Setting and Monitoring	All teaching staff will train students to set goals and track progress through the use of vocabulary data journals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Students
Vocabulary Instruction	All teachers will learn and implement research-based vocabulary instruction. (ie: Voabulary for the Common Core, by Marzano and Simms)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers. Pncipal

School Improvement Plan

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Integrate Non-Fiction	All teachers will integrate an increased amount of non-fiction text in English Language Arts block. Text will correlate with grade-level science and social studies GLCE's or standards. (ie: use of Scholastic News magazine)	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Principal
Nonfiction Comprehension Strategies	All teachers will learn and implement research-based comprehension strategies. (ie Reading Apprenticeship)	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$0	All teaching staff
Scientific Method	All teachers will incorporate reading, observational and inquiry skills for students to comprehend and apply grade -level scientific knowledge and participate in a research and inquiry-based writing activity for Science Day,	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Principal
Progress Monitoring	All teachers will learn to use DIBELS in progress-monitoring strategies to track phonics development.	Implementation	Tier 1	Evaluate	09/06/2016	06/30/2017	\$0	All teaching staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of NWEA and Other Data	All teachers will learn to review, evaluate, monitor and analyze NWEA and other data to determine necessary interventions. Teaching staff will learn to utilize technology as a tool to differentiate instruction to meet individual students' needs.	Implementation	Tier 1	Implement	09/06/2016	06/30/2017	\$1440	Teachers, principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Instruction	The school will provide Multi-tiered System of Supports (MTSS) through 31a (at-risk) and general budget funding for staff, supplies, and parent involvement.	Implementation	Tier 2	Implement	09/06/2016	06/30/2017	\$133552	MTSS teaching coach and teaching assistants