

Huntington Elementary
School Improvement Plan
2024-2025

1. Introduction

The Faculty and Staff and Huntington Elementary are committed to student success through motivation, inspiration, encouragement and support while providing a safe, secure, and loving learning environment where educational practices will meet social, emotional, and cognitive needs to create and build a foundation for life-long learning centered around students as independent learners, directed by teachers, and supported by home and community.

2. Evaluation and Identification of Critical Academic Needs

Educators will evaluate the State end of year testing results, DIBELS, Really Great Reading, and Classroom Performance to determine the highest needs of their students. The School Community Council will evaluate grade and school level results and monitor the use and evaluation in the over all school plan.

- a. Language Art
 - i. Reading Skills – Basic Phoneme and Phonics
 - ii. Reading Vocabulary/Language
 - iii. Reading Fluency
 - iv. Reading Comprehension

3. Other Areas that would Enhance or Improve Academic Achievement

- a. Math
- b. Writing
- c. Positive Learning Atmosphere
- d. Intrinsic Learners
- e. Increasing Opportunities for Reading
- f. Increasing STEAM and Arts
- g. Increasing Communication and Support from Student Homes
- h. Increasing Communication and Support from the School

4. School Plan

Identify each student's specific need or deficiency in their reading ability. Group students requiring immediate attention based on their specific needs.

5. Recommended Course of Action

Teachers and Paraprofessionals will use re-teaching, remedial, Title 1, and small group instruction, and individualized reading lessons to address the learning needs of each student. Students will be provided with reading on level and off level with in their classroom. Students will be provided with guided reading levels for at home reading practice.

6. Programs, Practices, Materials, Resources, and Implementation

Intensive interventions for K-3, Really Great Reading, Read Naturally, 6-Minute Reading,, Lexia, Reading Eggs for grades K-3, Guided Reading, ELL Services, Resource, Title 1, Reading Aides, Cross-Age Tutoring, and Classroom Guided Reading.

Other areas for support include: School Counselor Services, Parent Survey, School Volunteer Reading Support, Spelling City, Cooperative Reading Groups, School Media Center, and City Media Center.

7. Assessment and Reports Results

Beginning, Middle, and End of year DIBELS Benchmark Assessments, and Really Great Reading Assessment. During the year teachers will use other forms of assessment within their classrooms for informal and formal measurements of growth and conduct informal observations. Faculty and Staff will meet quarterly to discuss reports and adjust learning needs of each student. Teachers will meet with parents to discuss reports, student needs, and reading placement in Parent Teacher Conferences.

8. Funding the Program

Land Trust Funds and TSSA Funds.

9. Results of the Plan

The result of the plan will be reported to Teachers and Paraprofessionals, Scholl Community Council, Parents, and District Administration.

10. Staff Development

An On-going process of staff development will be in place and modified as needed. Training will be provided and designed to use most effective practices and teaching strategies. We will stay aligned to our district standards and our state objectives. On-site training for reading programs will be conducted by developers. PLC 's at our schools cross grade and grade level will provide shared information and evaluate success or needs as they might change.

11. Professional Development Activities

Positive growth and progress will be recognized within the school. Training will be on going and as needed. Teachers and Staff will identify areas where additional training is needed.

a. Educator Professional Practices

- i. Teachers and paraprofessionals are to be experts in using their curriculum resources. Teachers and principal will work with support staff to use curriculum resources effectively.

b. Educator Evaluations

- i. Evaluation will be conducted and all teachers and principals will be evaluated. Evaluations will be used as a tool for the

teacher and principal to discuss together opportunities and areas for improvement and growth.

- c. Schedule for Plan Implementation
 - i. Community Council will review, adjust, and approve the plan. Teachers will complete their self-evaluations and set professional goals. Teachers will meet with the data analysis team to discuss each student and set student learning goals. Interventions will be discussed and implementation plans made.
- d. Financial Resources
 - i. (Insert financial resources here.)
- e. Plan Evaluation
 - i. The plan will be evaluated and adjustments made after each benchmark. Goals will be adjusted to meet individual student needs.