



School Improvement Plan

Hunter Elementary School

Gibraltar School District

Mr. John Kernan
21320 ROCHE RD
BROWNSTOWN TWP, MI 48183-4888

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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?

Hunter Elementary School has 368 students in grades Pre-K through 5. It is located in the downriver community of Brownstown, Mi; part of the Gibraltar School District. Our students come from varying socioeconomic backgrounds, but are predominately considered middle class. Our community has supportive businesses and groups that are present in the school setting. Our district is unique in that it serves students from five different municipalities. This can be challenging as students move through middle and high school. We have an auto plant that is based in our community that has recently gone through many changes including downsizing. This has resulted in student moves and some economic hardship. We also service students whose parents are resident doctors at a nearby hospital. This causes some transient population. Hunter houses emotionally impaired, cognitively impaired and early childhood developmentally delayed students as well as a GSRP pre-school and a general education K-5. It has also brought on a first year administrator. This has posed advantages and disadvantages. New ideas are shared and a new outlook on education is being gained, however there are learning curves for all involved.

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.

Vision Statement: All children can learn

Mission statement: The Hunter school community will provide a safe, nurturing environment, promote success and produce respectful, lifelong learners.

Belief Statements: We believe all of our students will leave our district as:

Responsible and caring participants

Literate and self-directed learners

self-actualizing individuals

Quality producers and

Informed and contributing citizens

Hunter works to embody its beliefs and ideals through creating a community environment, engaging all stakeholders in the learning process as well as pushing students to explore the possibilities of their learning.

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.

Hunter Elementary has taken part in initiating a Professional Learning Community, taking part in professional discussions, data walks and reflection of teaching models. We also have a fully implemented PBIS (Positive Behavior Instructional Support) system. Staff is proud of our state achievement testing results, especially in the areas of Reading, Writing and Science. Staff members have been involved in Writing with the Experts, guided reading training and Math Expressions training. Staff is using NWEA and Fountas and Pinnell testing results to drive instruction. We are also involved in a pilot for the Smarter Balanced Assessment Consortium. In the next three years, we are working to institute technology into the classrooms as part of the learning process as well as continuing to train teachers in Next Generation Science Standards. We hope to work hard to make Hunter a PLC and increase time for collaboration among teachers. .

Additional Information

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

Hunter Elementary School has a positive and welcoming climate. Perception data shows that parents, students and staff are generally pleased with every aspect of the school.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our SIP Team meets monthly to review, plan and address building needs. Staff is surveyed for input on a regular basis. All staff is expected to participate in School Improvement. Meetings are scheduled before school with advanced notice. Stakeholders are assigned roles based on strengths, passion, and knowledge of subject matter. Hunter will become a Professional Learning Community and work to collaborate on formative assessments, looking at data and processes.

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

Stakeholders are instrumental in developing goals, objectives, strategies and activities. Furthermore, school improvement teams collect student data on a trimester basis through electronic measures. The data is disaggregated and strategies are developed to implement effective research-based pedagogical techniques.

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 improvement plan was communicated to all stakeholders at a staff meeting and information is given at monthly staff meetings. Information is also disseminated through email and verbal messages.

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?

Student enrollment over the last three years has declined, causing a loss of funds for the district and the school. It has caused us to reevaluate where we spend our money as well as how we deploy our staff to meet the needs of our students.

Student Demographic Data

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

Attendance has dropped slightly in the past years, especially students arriving late to school. This could be due to the amount of non-home school students that we have this year. Many of our students who struggle with attendance are not supposed to be assigned to Hunter, however are assigned due to overages at other schools.

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?

Trend data shows us that students are responding positively to our behavior plans within the school. Our current challenge is to stay relevant with students and find ways to not make them compliant, but responsible for their decisions.

Student Demographic Data

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

Students within low socio-economic status can be helped in achievement by assisting parents to fill out free and reduced lunch forms, providing in-depth progress reports and at home strategies to engage parents in their child's learning process.

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?

The majority of the teaching staff within Hunter has been with the district and/or school for many years. This has allowed for them to become well known within the learning community and familiar with outside influences that could impact the learning of our school. Hunter has a new administrator, which poses both opportunities and difficulties. Together, the balance of seasoned and new staff members allows for student achievement to be looked at in new ways, continually moving forward with teaching and learning.

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?

Staff are well ingrained with the learning community, providing a connection with the wants and needs of stakeholders. It helps create an environment within the school that is conducive for learning.

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?

Days of administrator absence hurt the learning environment and achievement within the school because it is difficult to become ingrained with the learning that is going on. Many of the days, particularly at the beginning of the school year made the transition from one administration team to the next difficult as school leaders were not readily available to become part of the learning community.

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?

Any day that a staff member is not with their class hurts the learning that is going on in the classroom. Staff members take time to build and nurture relationships as well as find ways to bring out the best of their students. Even though a substitute is capable of continuing the tasks that are left, the level of learning often takes a step back.

Teacher/School Leader(s) Demographic Data

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

As we plan for next year, we need to continually be cognizant of the amount of time we are out of the building and away from our kids. There are important training and professional development that will allow staff to be current with their practices as well as enhance the learning of our students, but we must also be diligent of the time we are away. Streamlining these processes and ensuring that there are qualified substitutes available for when absences must occur will help ensure our students are receiving the best quality education. The balance between development and absences needs to continually be monitored for the betterment of our 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?

Through reviewing our systems review, Standard 2 :Instruction is a strength as indicated by Indicator C, D, E and F. Standard 5: A Culture for Learning was also indicated as a strength based on Indicator N as well as Standard 8: Professional Learning System using Indicator U, V. Finally Standard 9: Communication and Standard 10: Engagement are strengths according to indicators W, X, Y and Z.

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?

According to our School Systems Review, challenges facing our school are Standard 1: Curriculum (Indicators A, B), Standard 3: Assessment (Indicator H, J), Standard 4: Instructional Leadership (Indicator M), Standard 6: Organizational Management (Indicators P, Q), Standard 7: Professional Learning Culture (Indicators S, T)

12. How might these challenges impact student achievement?

Our challenges could impact student achievement through a lack of transparency between the school and parents. Communication is a key to creating a community wide learning environment. Also, the growth of a professional learning environment is still new to the school and district, but gives us the ability to address student needs and focus instruction. Our school will find struggles creating common work time and protocols for discussion of student data and teaching practices.

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.

Our school improvement plan focuses on instructional practices and the foundation of Professional Learning Communities. By utilizing our district's standardized assessments (NWEA, Fountas and Pinnell, MAISA Writing Rubrics, Math Expression common assessments) and creating data review protocols, we will be able to continue to work to improve our practices and student achievement. Through reflection on teaching as well as training in current best practices, our school will be able to better identify learning needs of our students, address them and allow students to transfer their knowledge across subject areas.

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?

If a student is struggling our building we sue our Rtl program to assess academic achievement through an array of different assessments to determine what are the proper steps for the child. We utilize Tier I and Tier II strategies for our students, encouraging push-in supports while
SY 2015-2016

recognizing the need for more intensive out of classroom supports. Once a student is identified, they are continually progressed monitored and either moved up the process or exited to be successful in their general Ed. classroom.

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

During the school day, Hunter Elementary offers an extensive Title I program as well as a special reading and math program geared toward our Kindergarten and 1st grade students. The programs combined utilize two highly qualified teachers and one highly qualified paraprofessional. Hunter also offers an after School Robotics club for 4th and 5th graders, Band for 5th graders and a STEM Fair for 3rd, 4th and 5th graders.

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

Students are identified for our Title I services utilizing a vast array of identifiers based off of standardized assessments (NWEA, Fountas and Pinnell Reading Level, Fountas and Pinnell Word Lists, MEAP, Easy CBM and end of unit assessments). Also contributing to identification are at risk factors such as family history and socio-economics.

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 district has adopted Common Core resources in Social Studies (Mc3), Math (Math Expressions) Reading Assessments and Universal Screeners (Fountas and Pinnell) as well as Leveled Literacy Interventions (LLI). We are also in the process of including MAISA reading and writing units as well as guided reading strategies to increase the alignment of ELA. We utilize standardized testing as well as tracking of student performance on unit assessments to determine the fidelity of our alignment of our curriculum.

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.

N/A

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

Our school has created a systematic process for identifying, evaluating and supporting struggling readers. Using our Title I Rtl process, students receive supports both inside and outside the classroom to make them successful readers. Our staff is also receiving training on Guided Reading, participating in Model Classrooms and data talks that allow us to continually improve our learning for students.

19b. Reading- Challenges

Our biggest challenge to reading instruction comes with a shift in curriculum to the MAISA Reading Units. Our staff is currently receiving procedural training for Guided Reading, but the integration of the MAISA Units has not been fully implemented. There has also been a change to the main diagnostic tool our staff utilizes for student growth. We have switched from DRA to Fountas and Pinnell assessments. Though there are similarities, the amount of change has made becoming familiar with every aspect difficult.

19c. Reading- Trends

According to the MEAP reading data, we have seen an overall improvement in our students reading scores. This year, our pilot program for Kindergarten and First grade struggling readers has been incredibly successful, where 95% of struggling students will be reading at grade level by the end of the current school year.

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.

Professional Development has been required for all teachers in guided reading implementation in addition to Fountas and Pinnell assessment administration and benchmark testing. The District is also implementing systematic procedural changes to align our school and district both vertically and horizontally.

20a. Writing- Strengths

Writing has been a focus for our school for the last two years as well as a focus of our district. We have sent numerous teachers to Writing with the Experts training and are working to help teachers better utilize a workshop model within our literacy plan. We are also beginning to fully utilize the MAISA writing units to help scaffold student learning through grade levels.

20b. Writing- Challenges

As our literacy program becomes better developed by our district our challenges will be addressed and achievement will increase. Complete use of the MAISA Writing Units as well as the expectation that classrooms will use the writers workshop model will be important in increasing our student achievement.

20c. Writing- Trends

Since our school has created a focus around writing, our MEAP scores have increased from 2012-2013 to 2013-2014. With the change in statewide testing to the M-Step, it will be important to compare scores, but even more important to look at writing process. New assessments put a higher level of emphasis on the writing process and leveraging of technology.

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.

The expectation will be for all classrooms to utilize the writers workshop model and will mirror the district's goals for literacy. We will also implement the use of the MAISA Writing Units to align writing instruction horizontally throughout our school.

21a. Math- Strengths

We have a systematic and efficient method for which students performing below grade level in mathematics are identified and supported both inside the classroom and outside. Students are identified utilizing NWEA, fact fluency and unit pre/post tests as well as ongoing teacher observation to determine the need and level of supports.

Our Math Expressions Curriculum contains a scaffolding approach to learning, teaching and intervention.

Our building has Title I staff including an interventionist and a full-time paraprofessional. Title I serves students K-5.

21b. Math- Challenges

Overall, our challenges in math has been the implementation of the new Math Expressions resource. Children who start in the kindergarten with this program will have a common academic language, increased background knowledge and familiarity wiht routines and expectations. Upper elementary students are faced with the challenge of filling gaps and adapting to a curriculum that assumes they have this prior knowledge.

21c. Math- Trends

Over the past three years, MEAP math proficiency scores have increased from 47% (3rd), 17% (4th), 43% (5th) to 48% (3rd), 49% (4th), and 66% (5th).

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.

The purchase and implementation of our new math resource, Math Expressions, is a result of a need to improve our overall math proficiency. This need is shown in both formative and summative assessments.

22a. Science- Strengths

All students throughout the school take part in multiple STEM activities, building on the need for hands on learning experiences for our children. We also are proud to take part in many Green School activities, stemming from recycling to environmental cleanups.

22b. Science- Challenges

Our greatest challenge across grade levels for teaching science is time. Teachers try to incorporate science across curriculum as well as find individual time to teach, however it does fall to the wayside at times.

22c. Science- Trends

Over the past three years, our 5th graders have shown consistently low scores using out statewide assessments (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.

Our challenge of time will be addressed through giving teachers the option to have departmentalized teaching between science and social studies. We will also continue to integrate Next Generation Science Standards to increase our STEM opportunities for our students.

23a. Social Studies- Strengths

MC3 has stabilized our social studies curriculum across grade levels.

23b. Social Studies- Challenges

The biggest challenge to our staff has been bridging the gap from a loose curriculum in 2013-2014 to a more structured MC3 Curriculum.

23c. Social Studies- Trends

Formal testing at the elementary levels has not happened consistently in elementary school, especially utilizing standard summative assessments. Beginning with the 2014-2015 school year, all elementary schools will be using the MC3 tests.

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.

Our staff will continue to use the MC3 curriculum to align our instruction and monitor our achievement through the MC3 assessments and M-Step 5th grade social studies.

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?

Our student surveys indicate that reading and writing gives the students the most satisfaction.

24b. Student Perception Data

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

According to student survey data, Science showed the lowest level satisfaction.

24c. Student Perception Data

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

To improve science within our school, a focus will be put on STEM projects as well as moving towards the use of Next Generation Science standards. Staff will also work to utilize Project Based Learning (PBL) opportunities for students to increase the engagement with the curriculum.

25a. Parent/Guardian Perception Data

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

According to the parent survey, parents reported many areas of high satisfaction.

All my child's teachers report on my child's progress in easy to understand language.

My child knows the expectations of learning in all classes.

Our school ensures that facilities support student learning.

Our school provides qualified staff members to support student learning.

Our school provides a safe learning environment.

25b. Parent/Guardian Perception Data

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

According to parent survey, the parents indicated the lowest level of satisfaction in the following areas:

- *Communicates effectively about the school's goals and activities.
- *Teachers meet learning needs by individualizing instruction.
- *Inform parents regularly of how my child is being graded.
- *School ensures the effective use of financial resources.

25c. Parent/Guardian Perception Data

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

In the area of communication, we will increase the use of edulink, school websites, classroom website, and parent newsletters. We will also continue to work with our parents to transition away from using paper handouts for communication and continue to support our "Green School" initiative by using web-based communication systems.

In the area of effective use of financial resources, our school is working with our parent association to continue to raise funds that will allow for better allocation of materials to address areas of needs.

In the area of meeting student needs, teachers will receive training on guided reading and continued support becoming more comfortable with our Math Expressions resource. This will allow staff to better differentiate instruction to meet the needs of all of our children.

26a. Teacher/Staff Perception Data

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

According to the staff survey, the highest levels of satisfaction were as follows:

- *The schools purpose statement is focused on student success.
- *Our schools leaders expect staff members to hold all students to high academic standards.
- *Our school provides qualified staff members to support student learning.

26b. Teacher/Staff Perception Data

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

According to the staff survey, the lowest levels of satisfaction were as follows:

*Our schools governing body or school board complies with all policies, procedures, laws, and regulations.

*Our schools governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

*Our school provides a plan for the acquisition and support of technology to support student learning.

26c. Teacher/Staff Perception Data

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

At the district level, we have had a change in leadership through bringing in a new Superintendent. Her role will be to reinvigorate staff through mending relationships and creating a student centered learning system. At the school level, our new leadership is acclimated with the learning environment and our leadership team is forming plans to move the school into the next stage of its life. As part of our new direction, a technology plan is being created in the district which is being mirrored at our school. Our parent association is committed to raising funds that will help our school acquire the necessary technology to leverage our student's learning.

27a. Stakeholder/Community Perception Data

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

N/A

27b. Stakeholder/Community Perception Data

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

N/A

27c. Stakeholder/Community Perception Data

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

N/A

Summary

28a. Summary

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

Hunter Elementary prides itself with its close knit, family atmosphere. Staff, parents, and students work together to create a learning environment that inspires life long learners. As a school community, we recognize our need to for clear communications and will strive to increase the communication between the school and home. We will also continue down our path of improvement through professional development opportunities for staff, relationship building chances for our community and systematic improvements for our school processes.

28b. Summary

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

Communication with home greatly impacts the learning of students. With new curriculum and processes in place, it is important to provide educational opportunities for our parents as well. We recognize and realize the importance of open communication and will work to increase the involvement of all parents within our learning community.

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?

We will continue our professional development around Math Expressions, utilize guided reading groups and MAISA reading/writing lessons as well as integrate Next Generation Science Standards into our daily practice. We also will continue to build upon our work in PLC's and begin to utilize protocol to analyze data which will help us better diagnose and attack problems that arise.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	NWEA Testing is completed 3 times per year in the areas of Math and Reading. MEAP/M-Step testing occurs for grades 3-5. Reading fluency and literacy skills are also assessed using Fountas and Pinnell diagnostic testing.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our annual report can be found on our district website at: http://www.gibdist.net/gibdist/our-district/annual-reports/hunter/AER%20Hunter%20data%20report%202014-2015.pdf/view	Annual Report

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

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

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

School Improvement Plan

Hunter Elementary School

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Thomas Harrell 19370 Vreeland Road Woodhaven, MI 48183 734-379-6394	

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was developed by reviewing school demographics, system processes, protocols for practices, instruction program, and student achievement data. Achievement data was disaggregated by subgroups including "students with disabilities" and "economically disadvantaged". Gap analysis was used to identify areas of need and their causes.

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

Our school improvement team, in conjunction with our RtI committee review individual student needs of at-risk students. Teachers first use in class strategies and parent support to improve student achievement. The next phase of review comes when students are still not making gains and students are then referred to our Title 1 interventionist and/or Title 1 paraprofessional for additional support. We use the GLCEs and CCSS as our goal for attainment and refer to assessment criteria from differing sources including DRA, NWEA, district common assessments, as well as other district criteria.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Each student who is considered for Title 1 support is referred using a profile sheet and criteria is established by grade level. The criteria that is used to identify students are: NWEA, DRA, MLPP word lists, Advantage Math Subtests, and Focus Math pretests.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Students are assessed using established criteria guided by GLCEs, CCSS, DRA, and NWEA.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

We provide an intervention specialist and paraprofessional support.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Program planning for Title 1 is incorporated through both overall planning and data analysis. Our intervention specialist works with children that are not making appropriate classroom gains in both reading and math. We work with both staff and parents (we are represented on our building school improvement team) through our building school improvement team to incorporate building Title 1 programs. Staff and parents review programs and look for new ways to improve outcomes for students that may be at risk.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

All strategies in the plan are focused on helping students meet state standards. This includes differentiation, Title 1 services, as well as interventions.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

The following are research-based methods and strategies used in the plan: Reader's Workshop, Guided Reading Groups, Writer's Workshop, Math Fluency, Math Talks, STEM challenge projects, and district common assessments.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Students are seen in small groups for instruction in reading and math. In reading, they receive supplemental reading instruction using the Fountas and Pinnell Literacy program. Groups are two to four students which provide quality accelerated reading programs. Running records are done periodically to assess student achievement and accelerate learning. In math, students are in small groups. Focus Math is used to accelerate learning. Manipulatives, computer programs, and ipads are used to help teach the concepts that are being taught in the classroom.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our students are seen in various settings, including the classroom, as well as small group. Interventionists and Title I aides work within the classroom on a regular basis. For pull out groups, the schedules are done with the classroom teachers to ensure that students are not missing quality instruction.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Through our RtI process and through an additional intervention meeting between general education, Title 1, and special education, we plan and consult with varying groups.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Our district has a GSRP program and consistently sends information through emails, phone calls, and notes home.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the instructional paraprofessionals meet the NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of our teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Staff is offered sustained professional development in the areas of writing, math, Daily 5, Next Generation Science Standards, technology, and assessment.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Ancillary staff are offered a variety of professional development opportunities pertinent to their area.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	No	At this time, our professional development calendar is not yet complete for the 2014-2015 school year.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parent communications are sent home as well as parent perception surveys. Parents participate on our School Improvement team. Title 1 parent meetings are held and input is received.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents make sure to get their students to school and on time. Parents are consulted through conferences, emails and phone calls.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parent surveys are provided. Meetings are held with parents to discuss and design our Targeted Assistance program. Parents are provided with a packet to prevent "summer slide". Follow up will be done via email throughout the summer to ensure that students are involved in the activities provided in a routine manner.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Our parent involvement plan is uploaded in this report.

5. Describe how the parent involvement activities are evaluated.

Surveys are compiled and information will be dis-aggregated.

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

The compact is developed with staff and parent input.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Compact attached	Parent compact

8. How does the school provide individual student academic assessment results in a language parents can understand?

All teachers communicate assessment results to parents. Language specific reports are provided as needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	Attached	Parent involvement plan

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Each parent is asked to read and sign the Parent Compact at parent-teacher conferences. Questions and concerns are addressed by teachers and building principal.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Our Federal, State and local programs are coordinated and integrated through our consolidation application process,

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school provides breakfast and lunch to all eligible students. We have a GSRP preschool program in our building. Our 4th grade students participate in a GREAT program that promotes violence prevention. The school participates in a over-all safety and cyber safety assembly for grades K-4.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Student progress is reviewed on criteria established through the intervention professional. For reading, running records are taken once a week by the intervention teacher. Also, once per month, the intervention teacher assesses students' word recognition. For math, students are assessed after every unit by both the classroom and intervention teacher.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Data on student progress is kept, reviewed, and disaggregated to assist with program revision. The reading is based upon the reading level. Students are assessed weekly and lessons are revised to meet student needs. In math, concepts are introduced in the classroom. Small group instruction using manipulatives is done by the intervention specialist. One day later, students are assessed on the skill and lessons are revised to meet student needs.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All of the teachers have been trained in DRAs, MLPP, and ADDvantage math. They keep running records. Students who are not at grade level are brought up to the Rtl team for suggestions and further evaluation. Teachers receive ongoing training in the Common Core State Standards for their grade level.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The school evaluates the implementation of the Targeted Assistance program by looking at NWEA growth for each student in the program in the areas in which they qualify. In addition we also monitor DRA scores and Pre/Post test for math.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

We are looking for growth on the NWEA in reading and math. DRA scores are looked at to see if students are achieving benchmark grade levels. Pre/Post test in math are looked at to evaluate the rate of progress.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

If students have growth in the content areas in which they are receiving services, then we know the Targeted Assistance program has been effective.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

To ensure continuous improvement of eligible students in the Targeted Assistance program, growth and progress are closely monitored. If growth rate is not meeting expectations students are brought to the RTI team for further diagnoses and an academic plan is put in place for that student.

2014-2017 School Improvement Goal

Overview

Plan Name

2014-2017 School Improvement Goal

Plan Description

Math Goal

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 Hunter Elementary School will be proficient in the Math Common Core State Standards.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$64000
2	All students at Hunter Elementary will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	All Students at Hunter Elementary will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$3400
4	All Students at Hunter Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$143000
5	All students at Hunter Elementary School will become proficient in the area of social studies.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$5500

Goal 1: All students at Hunter Elementary School will be proficient in the Math Common Core State Standards.

Measurable Objective 1:

A 2% increase of 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 in the Math Common Core State Standards in Mathematics by 05/31/2017 as measured by the NWEA Projection Growth Report and state assessments when appropriate..

Strategy 1:

Math Institute Train the Trainer - Staff members will attend workshops and bring back skills and strategies learned to share with colleagues.

Research Cited: Number Talks: Helping Children Build Mental Math and Computation Strategies by Sherry Parrish

Radical Equations: Math Literacy and Civil Rights by Robert P. Moses and Charles E. Cobb

Math Common Core State Standards

Tier: Tier 1

Activity - Math Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole group instruction of explanation of Math Talks, varying by grade level, to increase student understanding of numeracy, operations, and problem solving.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$4000	Title II Part A	All staff will be participating in Math Talks within their grade levels.
Activity - Strategy Games and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with math strategy games and activities to use in the classrooms from the TiPM3 Trainers.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	Other	All staff will be responsible for using math strategy games and activities in the classroom.

School Improvement Plan

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Strategy 2:

Math Fluency - First through fifth grade students will increase their math fluency.

Research Cited: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, May).

Elementary School Mathematics intervention report: Saxon Math. Retrieved from <http://whatworks.ed.gov>

Tier: Tier 1

Activity - XTRA Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades first through fifth use the computer to go to the XTRA Math website and practice fluency.	Technology	Tier 1	Implement	03/24/2014	05/31/2017	\$0	No Funding Required	Staff members in grades first through fifth.

Activity - Math Fluency Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use math games (examples: math bingo, flash cards, etc.) to increase fluency.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	No Funding Required	Staff in grades first through fifth are responsible for math fluency games.

Strategy 3:

Math Expressions - All students will be instructed using the Math Expressions series.

Research Cited: Fuson, K. C. 2003. "Developing mathematical power in

whole number operations." In J. Kilpatrick, W. G. Martin, and

D. Schifter (Eds.), A Research Companion to Principles and

Standards for School Mathematics. pp. 68–94. Reston, VA:

NCTM.

Tier: Tier 1

Activity - Review and Utilize Math Assessments from Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will review and utilize assessments from the Math Expressions series.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$60000	General Fund	All staff will be responsible.

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the online component of the Math Expressions series to enhance instruction.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	General Fund	All staff will be responsible.

Goal 2: All students at Hunter Elementary will become proficient in Science.

Measurable Objective 1:

80% of 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 in Science by 05/31/2017 as measured by pre/post tests and state testing (where applicable)..

Strategy 1:

Departmentalizing - At each grade level, one teacher is responsible for science education.

Research Cited: Burts, D., Charlesworth, R., Hart, C. (1997). Integrated curriculum and developmentally appropriate practice: Birth to eight. (pp.42-46). Albany: State University of New York Press.

Chan, T., Jarman, D. (2004, Sept/Oct). Departmentalize elementary schools. Principal Magazine.

STEM: The National Center for STEM Elementary Education <http://stem.stkate.edu/basics/stem.php>

Tier: Tier 1

Activity - Scientific Inquiry Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will directly instruct students on the Scientific Inquiry Process. This will be monitored through administrative walkthroughs.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$0	No Funding Required	All Science teachers and administrator will be responsible for this activity

Activity - NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each science teacher will become familiar with the Next Generation Science Standards (NGSS) as they apply to their grade level.	Curriculum Development	Tier 1	Getting Ready	09/03/2014	05/31/2017	\$0	No Funding Required	All science teachers in grade levels K-5.
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Strategy 2:

STEM projects - In all grades, students will complete 3 total STEM challenge projects throughout the school year.

Research Cited: STEM: The National Center for STEM Elementary Education <http://stem.stkate.edu/basics/stem.php>

Tier: Tier 1

Activity - STEM Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades three-five will have the option to create a STEM Fair project by using Science, Technology, Engineering, and Mathematics to evaluate and increase the results of a product. BASF scientists will judge the projects based on rubrics provided. The community will be invited to view the projects and demonstrations in an evening event. K-2 students will have the opportunity to participate in the fair, but it will not be mandatory. All grade levels will participate in a STEM activity within the classroom.	Community Engagement	Tier 1	Implement	09/03/2014	05/31/2017	\$0	No Funding Required	All science teachers, science school improvement team, and administrator.
Activity - STEM Challenge Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 3-5 will participate in STEM challenge days where they will be given the opportunity to test their prototypes which were created for the STEM Fair.	Other	Tier 1	Implement	09/03/2014	05/31/2017	\$0	No Funding Required	All science teachers

Goal 3: All Students at Hunter Elementary will become proficient writers.

Measurable Objective 1:

77% of All Students will demonstrate a proficiency on trimester writing pieces and state testing (when appropriate) in Writing by 05/31/2017 as measured by Teacher evaluation using rubrics and state testing (when appropriate) results.

Strategy 1:

Writing Workshop - Teachers in every grade level will use the Writer's Workshop Model to help students achieve the measureable objective.

Actions:

- 1.Send teachers to Writing With Experts
2. Structure Writer's Workshop for 5 days a week for at least 50 minutes(10 min. Mini Lesson, 30 min Writing, 10 min Share time)
3. Conferencing 1:1 every day with tracking system

School Improvement Plan

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4. Teacher as a Writer Model
5. Independent Writing Project (Writer's Folders)
6. Writing PLC

Resources:

MAISA Units

Mentor texts

Monitoring:

Lesson Plans

Conferencing Tracking and notes

Listing of Mentor Texts used

Research Cited: <http://www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf>, First Grade Writers and Second Grade Writers by Stephanie Parsons, The Writing Teacher's Troubleshooting Guide By Lester Laminack and Reba Wadsworth, A Writer's Notebook by Ralph Fletcher, Assessing Writers by Carl Anderson, Writing Workshop with Our Youngest Writers by Katie Wood Ray, Crafting Nonfiction Primary and Intermediate by Linda Hoyt, Writing Workshop: The Essential Guide by Ralph Fletcher and JoAnn Portalupi, The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts) by Katie Wood Ray

Tier: Tier 1

Activity - Writer's Workshop Refresher course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be given a refresher course on Writer's Workshop	Professional Learning	Tier 1	Getting Ready	08/28/2014	08/28/2014	\$0	No Funding Required	Stacy Edmonds-Murphy Shannon Poslaiko
Activity - Daily Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will engage students daily in relevant and meaningful writing instruction that enable students to compose, revise, or edit narrative, informational and persuasive writing. Some staff will be attending Writing with the Experts REMIX and staff that has already attended will serve as peer coaches.	Direct Instruction	Tier 1	Implement	08/28/2014	05/29/2015	\$2400	Title II Part A	All classroom teachers are responsible for daily writing instruction. This will be monitored through lesson plans, conferring notes, and administrative or walk-throughs. Staff will also collaborate through a writing PLC.
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Strategy 2:

Writing with Technology - Teachers will instruct students on note taking, research, revising and editing their work. These skills will be taught during teacher's daily writing time. Teachers will then show students how to publish their work. All of these skills are necessary for common core and SBAC. Teachers will also instruct children how to revise, edit, and publish their work using technology.

Research Cited: Lucy Calkin

Tier: Tier 1

Activity - Learn How to Research	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will show students how to research grade level appropriate topics on the internet and publish.	Direct Instruction	Tier 1	Implement	09/02/2013	05/31/2017	\$0	General Fund	All teachers will be responsible for teaching the students how to note take, revise, edit, research, and publish their work.

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Activity - Increase Keyboarding Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be using web based word processing programs with progress monitoring to increase keyboarding skills.	Technology	Tier 1	Implement	09/02/2013	05/31/2017	\$1000	Title II Part A	All classroom teachers are responsible for teaching keyboarding skills.

Goal 4: All Students at Hunter Elementary School will become proficient readers.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency at grade level in Reading by 05/31/2017 as measured by DRA levels.

Strategy 1:

Guided Reading Groups - All teachers will provide guided reading instruction four to five times per week using Reading Workshop model.

Research Cited: Fountas and Pinnell, "Guided Reading", Heinemann Publishing, 1996.

Serefini, Frank, "Reading Workshop", Heinemann Publishing, 2001.

Tier: Tier 1

Activity - Teacher Training on Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in the Reading Workshop model.	Professional Learning	Tier 1	Implement	09/08/2014	05/31/2017	\$5000	Title II Part A	Building Administrators and central office personnel. All teachers will be attending training.

Activity - Monitor Implementation of Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of guided reading groups and the workshop model through walk through and program fidelity checks.	Walkthrough	Tier 1	Monitor	10/15/2014	05/31/2017	\$0	No Funding Required	Building administrator

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Strategy 2:

Reading Intervention - Students who fall below stated criteria will receive reading intervention support.

Research Cited: When Readers Struggle-Teaching That Works By Gay Su Pinnell and Irene C. Fountas

Heinemann 2009

Tier: Tier 2

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialist and intervention aides will conduct small group reading instruction.	Direct Instruction	Tier 2	Implement	09/03/2014	05/31/2017	\$138000	Title I Part A	Intervention specialist and aides.

Activity - Individual Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialist works one on one with students not showing improvement in small group instruction.	Direct Instruction	Tier 3	Implement	10/22/2014	05/31/2017	\$0	No Funding Required	Reading intervention specialist.

Goal 5: All students at Hunter Elementary School will become proficient in the area of social studies.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in common core curriculum in Social Studies by 05/31/2017 as measured by pre/post tests and interim assessments.

Strategy 1:

MC3 Instruction - All social studies teachers will utilize MC3 materials to instruct students.

Research Cited: Jere Brophy and Janet Alleman, "A Reconceptualized Rationale for Elementary Social Studies," Theory and Research in Social Education 34, no 4 (2006)

Tier: Tier 1

Activity - Informational Text Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core curriculum is taught using trade books in all social studies classes.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$500	General Fund	All social studies teachers.

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Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Introducing vocabulary using trade books and using vocabulary cards from MC3.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$0	No Funding Required	All social studies teachers.

Strategy 2:

Class A Common Assessments - All social studies teachers will use common unit assessments found on Class A.

Research Cited: Learning by Doing © 2006, 2010 Solution Tree Press • solution-tree.com

DuFour, Rebecca, DeFour, Richard, Eaker, R., Many, T. Learning by doing: a handbook for professional learning communities at work. Solution Tree; 2006

Tier: Tier 1

Activity - Class A Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be the train the trainer model.	Curriculum Development	Tier 1	Getting Ready	11/17/2014	05/31/2017	\$5000	Title II Part A	District social studies committee members.

Activity - Monitor Implementation of Class A Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator will monitor the implementation of Class A common assessments in social studies through walk through and fidelity checks.	Walkthrough	Tier 1	Monitor	10/31/2014	05/31/2017	\$0	No Funding Required	Building administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Review and Utilize Math Assessments from Math Expressions	All teachers will review and utilize assessments from the Math Expressions series.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$60000	All staff will be responsible.
Informational Text Comprehension	Common core curriculum is taught using trade books in all social studies classes.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$500	All social studies teachers.
Learn How to Research	Teachers will show students how to research grade level appropriate topics on the internet and publish.	Direct Instruction	Tier 1	Implement	09/02/2013	05/31/2017	\$0	All teachers will be responsible for teaching the students how to note take, revise, edit, research, and publish their work.
Technology	All teachers will use the online component of the Math Expressions series to enhance instruction.	Curriculum Development	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	All staff will be responsible.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Fluency Games	Students will use math games (examples: math bingo, flash cards, etc.) to increase fluency.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	Staff in grades first through fifth are responsible for math fluency games.
Individual Instruction	Intervention specialist works one on one with students not showing improvement in small group instruction.	Direct Instruction	Tier 3	Implement	10/22/2014	05/31/2017	\$0	Reading intervention specialist.
Monitor Implementation of Guided Reading Groups	Monitor the implementation of guided reading groups and the workshop model through walk through and program fidelity checks.	Walkthrough	Tier 1	Monitor	10/15/2014	05/31/2017	\$0	Building administrator
NGSS	Each science teacher will become familiar with the Next Generation Science Standards (NGSS) as they apply to their grade level.	Curriculum Development	Tier 1	Getting Ready	09/03/2014	05/31/2017	\$0	All science teachers in grade levels K-5.
Vocabulary Instruction	Introducing vocabulary using trade books and using vocabulary cards from MC3.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$0	All social studies teachers.
STEM Challenge Days	Grades 3-5 will participate in STEM challenge days where they will be given the opportunity to test their prototypes which were created for the STEM Fair.	Other	Tier 1	Implement	09/03/2014	05/31/2017	\$0	All science teachers
Writer's Workshop Refresher course	All teachers will be given a refresher course on Writer's Workshop	Professional Learning	Tier 1	Getting Ready	08/28/2014	08/28/2014	\$0	Stacy Edmonds-Murphy Shannon Poslaiko
Scientific Inquiry Process	Teachers in grades K-5 will directly instruct students on the Scientific Inquiry Process. This will be monitored through administrative walkthroughs.	Direct Instruction	Tier 1	Implement	09/03/2014	05/31/2017	\$0	All Science teachers and administrator will be responsible for this activity
STEM Fair	Students in grades three-five will have the option to create a STEM Fair project by using Science, Technology, Engineering, and Mathematics to evaluate and increase the results of a product. BASF scientists will judge the projects based on rubrics provided. The community will be invited to view the projects and demonstrations in an evening event. K-2 students will have the opportunity to participate in the fair, but it will not be mandatory. All grade levels will participate in a STEM activity within the classroom.	Community Engagement	Tier 1	Implement	09/03/2014	05/31/2017	\$0	All science teachers, science school improvement team, and administrator.

School Improvement Plan

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Monitor Implementation of Class A Common Assessments	Building administrator will monitor the implementation of Class A common assessments in social studies through walk through and fidelity checks.	Walkthrough	Tier 1	Monitor	10/31/2014	05/31/2017	\$0	Building administrator
XTRA Math	Students in grades first through fifth use the computer to go to the XTRA Math website and practice fluency.	Technology	Tier 1	Implement	03/24/2014	05/31/2017	\$0	Staff members in grades first through fifth.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Keyboarding Skills	Teachers will be using web based word processing programs with progress monitoring to increase keyboarding skills.	Technology	Tier 1	Implement	09/02/2013	05/31/2017	\$1000	All classroom teachers are responsible for teaching keyboarding skills.
Class A Training	This will be the train the trainer model.	Curriculum Development	Tier 1	Getting Ready	11/17/2014	05/31/2017	\$5000	District social studies committee members.
Teacher Training on Reading Workshop	Teachers will be trained in the Reading Workshop model.	Professional Learning	Tier 1	Implement	09/08/2014	05/31/2017	\$5000	Building Administrators and central office personnel. All teachers will be attending training.
Math Talks	Whole group instruction of explanation of Math Talks, varying by grade level, to increase student understanding of numeracy, operations, and problem solving.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$4000	All staff will be participating in Math Talks within their grade levels.

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Daily Writing Instruction	Teachers will engage students daily in relevant and meaningful writing instruction that enable students to compose, revise, or edit narrative, informational and persuasive writing. Some staff will be attending Writing with the Experts REMIX and staff that has already attended will serve as peer coaches.	Direct Instruction	Tier 1	Implement	08/28/2014	05/29/2015	\$2400	All classroom teachers are responsible for daily writing instruction. This will be monitored through lesson plans, conferring notes, and administrative or walk-throughs. Staff will also collaborate through a writing PLC.
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Intervention specialist and intervention aides will conduct small group reading instruction.	Direct Instruction	Tier 2	Implement	09/03/2014	05/31/2017	\$138000	Intervention specialist and aides.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategy Games and Activities	Teachers will be provided with math strategy games and activities to use in the classrooms from the TiPM3 Trainers.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	05/31/2017	\$0	All staff will be responsible for using math strategy games and activities in the classroom.