



# **School Improvement Plan**

Hunter Elementary School

Gibraltar School District

Jenna Mullins  
21320 ROCHE RD  
BROWNSTOWN TWP, MI 48183-4888

# TABLE OF CONTENTS

Introduction .....	1
<b>Improvement Plan Assurance</b>	
Introduction .....	3
Improvement Plan Assurance .....	4
<b>Title I Targeted Assistance Diagnostic</b>	
Introduction .....	6
Component 1: Needs Assessment .....	7
Component 2: Services to Eligible Students .....	8
Component 3: Incorporated Into Existing School Program Planning .....	9
Component 4: Instructional Strategies .....	10
Component 5: Title I and Regular Education Coordination .....	11
Component 6: Instruction by Highly Qualified Staff .....	12
Component 7: High Quality and Ongoing Professional Development/Learning .....	13
Component 8: Strategies to Increase Parental Involvement .....	14
Component 9: Coordination of Title I and Other Resources .....	16
Component 10: Ongoing Review of Student Progress .....	17
Evaluation .....	18

## **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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans Template Uploaded	Hunter Elementary School Improvement Plan

# **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 program 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 cause. Our School Improvement Team did this work monthly and our entire school met in Data Meetings monthly.

### **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?**

Students are pre-identified using beginning screeners: NWEA, Fountas and Pinnell data (running record, word lists, letters/sounds), Easy CBM math assessment, as well as socio-economic factors to place the students into the RTI program. Students in the program and in the general classroom are then tracked, looking for trends and patterns in performance. Monthly data meetings as well as bi-weekly teacher meetings are held to review the tracking data. Students enter and exit RTI based on growth and area of concern.

### **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 used to identify students are: MSTEP, NWEA, Fountas and Pinnell reading, letters, and word lists, Words Their Way Spelling Inventory, Easy CBM math assessment, and math expressions pre/post tests. Students fall two or more reading levels behind receive an individualized reading plan.

### **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.**

Our Title 1 services are not solely based on teacher judgment, interviews with parents etc. Students are assessed using established criteria guided by CCSS, Fountas and Pinnell, and NWEA. For students in our younger grades, we utilize S.W.A.T. techniques where students are assessed on basic skills (letter and sound recognition). They are then instructed based off of the data that is collected. Students begin taking the NWEA/MAP in Kindergarten.

## **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. Programs utilized are Fountas and Pinnell Leveled Literacy, Literacy Footprints, Intervention and Extension supports from Math Expressions, Fountas and Pinnell Word Study, and Words Their Way Word Study. We also utilize resources out of RIGBY to increase the volume of resources we have to instruct our students. Teachers are using the MAISA Unit for ELA to support their Reading Workshop Framework and for Tier I instruction.

### **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 and paraprofessional work with students that are not making appropriate gains in reading, word study, writing, and math. We work with both staff and parents 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. Finally, additional parent teacher conferences are scheduled for all parents of students who are 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. Some of the strategies include: reading, writing, guided practice, independent practice, cooperative learning, memorization, analyzing, and compare and contrast. We noted this year that the past 5 years have been centered around professional Tier II and Tier III interventions. We plan to increase the professional development that supports our Tier I instruction in all grades.

### **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. To name a few within these programs include: comparing, contrasting, classifying, analogies, summarizing, cooperative learning, cues, questions, and organizers. In line with our instructional framework we have an additional focus on student talk, conferring, vocabulary and quality of questioning.

### **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, writing, word study, and math. In reading and writing, they receive supplemental reading instruction using Fountas and Pinnell Leveled Literacy program. Groups are two to six students, which provide quality accelerated reading programs. Running records are done periodically to assess student achievement and accelerate learning. , In word study, students are in smaller groups of six to ten. Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction program is used to aid in spelling and writing development. Words Their Way Spelling Inventory is given 3-4 times a year to assess achievement and accelerate their learning. In math, students are also seen in groups of four to ten. Math Expressions RtI tier 2 and 3 books are used to enhance learning. Manipulatives, computer programs such as Compass Learning , 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 a small group. All students receive Tier 1 instruction in their classroom. It is then determined if their intervention will be through push-in or pull out services. For the times of the day when pull out is necessary, 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?**

On a quarterly and monthly basis our staff meet in Data Meeting and Child Study Team to review academic and behavior data. These meetings take place with all grade level teachers, our Title I Interventionist, Resource Room Teacher, Building Administrator and School Social Worker and Speech Pathologists. In these meetings we use and compare multiple data sources including F&P, NWEA, MSTEP, WIDA, Local Data, Attendance, Behavior and classroom observation.

### **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 Young Five's Program and consistently sends information through emails, phone calls, and notes home. The first day of school for kindergartners is open house. At Kindergarten Round-up students receive a book and families receive information on how they can help their child succeed in kindergarten. Additionally, our teachers meet with every kindergarten and young fives student prior to the first day of school. We have mentoring programs at Hunter, where older students work with Kindergarten and younger students on various academic skills and building relationships.

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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		

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

## 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, guided reading, technology, and assessment. We also have monthly professional development focusing on instruction and student growth. Furthermore, each teach is offered professional development opportunities as it relates to their individual goal setting plan. We currently provide some professional development during the school day as it relates to District Wide initiatives.

**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. We have held several professional development opportunities for ancillary staff during our half-day professional development sessions. Furthermore, there are times when learning situations arise and we hold sessions outside of the school day.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Please use this link to view our professional development calendar: <a href="https://docs.google.com/spreadsheets/d/15EWT9Yn4nYQ6qQNsIGtp0opqkZcN6unniCKiGWLWhI4/eedit?usp=sharing">https://docs.google.com/spreadsheets/d/15EWT9Yn4nYQ6qQNsIGtp0opqkZcN6unniCKiGWLWhI4/eedit?usp=sharing</a>	

## 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. Parent perception surveys are done. Parents participate on our School Improvement Team. Title 1 parent meetings are held and input is received. Additionally, we meet with every parent of a student who has an IRIP to review the action plan for success. We also have yearly parent teacher conferences and curriculum nights to support learning and relationships.

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

Parents make sure to get their students to school on time. Parents are consulted through conferences, emails, and phone calls. Parents can also volunteer to work with students in teacher controlled strategy groups.

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 are involved in the evaluation of the program through conferences.	

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

We have monthly parent nights at Hunter. They range from relationship building events to academic (Reading and Science Night.) We invite and promote these events through multiple social media outlets as well as email and printed notes. Additional, our Interventionist meets with each family of At-Risk students to create a learning plan with parent input.

### 5. Describe how the parent involvement activities are evaluated.

Our parent involvement activities are evaluated through surveys by families, students and staff.

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

The compact is developed with staff and parent in-put. It is create with our School Improvement Team as the meeting platform and reviewed yearly.



## School Improvement Plan

Hunter Elementary School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	Use the link below to view the Parent/Student/Staff Compact: <a href="https://docs.google.com/document/d/1dMKasRAuKxoDr4yOm4wV-0kgzPLF853Lss8i1YolQs/edit?usp=sharing">https://docs.google.com/document/d/1dMKasRAuKxoDr4yOm4wV-0kgzPLF853Lss8i1YolQs/edit?usp=sharing</a>	

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

Translated documents are available for parents who need it. Supports are also available to help parents understand materials and progress of students.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes	The School Level Parent Involvement Policy of Targeted Assistance: <a href="https://docs.google.com/document/d/1DNu8DHQv2CAJ6414-PJtIU9pTekOKtvIH1lwro1IsE8/edit?usp=sharing">https://docs.google.com/document/d/1DNu8DHQv2CAJ6414-PJtIU9pTekOKtvIH1lwro1IsE8/edit?usp=sharing</a>	

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

The document is walked-through and explained at conferences. Parents are given a copy and asked to sign a copy that is kept by the teacher. Questions and concerns are addressed by the teacher and or 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 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 safely assembly for grades K-4. Additionally, we have the WATCH DOGS program for mentorship.

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

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

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.

### **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.**

All the teachers have been trained in F&P, MLPP, NWEA, Math Expressions and ADDvantage Math. They keep running records weekly in guided reading groups. Students who are not at grade level are brought up to the MTSS team for suggestions and further evaluation. Teachers receive ongoing training in the Common Core State Standards for their grade level. We are currently reviewing our Math Series and assessments as well as our reading materials.

### **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.**

The school evaluates the implementation of the Targeted Assistance program by looking at NWEA growth for each student in the program in the area in which they qualify. In addition, we also monitor F&P scores and pre/post tests for math.

## **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.**

We are looking for growth on the NWEA in reading and math. F&P scores are looked at to see if students are achieving benchmark grade levels. Pre/post tests in math are looked at to evaluate the rate of progress. We look at multiple data sources monthly and determine next steps in instruction for classrooms and individual students.

**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.**

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

**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.**

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

**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.**

Our school improvement team meets monthly, our Child Study and MTSS teams meet monthly. Furthermore our PBIS Team meets monthly. Each of these teams continuously provide feedback and look at student data to determine strengths of our programs/supports and tweaks and changes that need to be made. These teams bring suggestions and ideas forward to the whole staff in bi-weekly staff meetings.