



School Improvement Plan

Hunter Elementary School

Gibraltar School District

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TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Title I Targeted Assistance Diagnostic	
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 2016-2017 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

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded"	Hunter Abbreviated 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.

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 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: NWEA, Fountas and Pinnell reading, letters, and word lists, Words Their Way Spelling Inventory, Easy CBM math assessment, and math expressions pre/post tests.

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 judgement, interviews with parents etc. Students are assessed using established criteria guided by CCSS, Fountas and Pinnell, 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. Programs utilized are Fountas and Pinnell Leveled Literacy, Literacy Footprints from Math Expressions, Fountas and Pinnell Word Study, and Words Their Way Word Study.

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 works with students that are not making appropriate gains in reading, word study, writing, 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. Some of the strategies include: reading, writing, guided practice, independent practice, cooperative learning, memorization, analyzing, and compare and contrast.

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.

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 Rtl tier 2 and 3 books are used to enhance 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 a small group. WIN (what I need) time was established this year. This is an individualized time in the day when students get extra help, extensions, or enrichment-no new instruction is taught. Each grade K-5 has one half-hour block of WIN time. Grades K-2 focus is literacy and 3-5 is math. Teachers collaborate to plan for this time and students across a grade level are grouped and regrouped according to learning needs. Interventionist and paraprofessional work within the classroom on a regular basis. 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?

Through our RtI process of data and intervention meetings 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. 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.

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 paraprofessional go through training that includes current research based reading, writing, and math programs.	

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 teachers are highly qualified in their area of specialty.	

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. 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 2017-18 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. Parent perception surveys are done. 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 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	Meetings are held with parents to discuss and design our Targeted Assistance program. Parent surveys are provided. Parents are provided with a packet or resource book 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 disaggregated.

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

The compact is developed with staff and parent in-put.

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

School Improvement Plan

Hunter Elementary School

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	Each parent is asked to read and sign the Parent Compact at parent-teacher conferences.	

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.

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 the teachers have been trained in F&P, MLPP, and ADDvantage math. They keep running records. Students who are not at grade level are brought up to the RTI 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 area in which they qualify. In addition, we also monitor F&P scores and pre/post tests 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. 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.

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 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.