2023-2024 Continual Improvement Plan - Hunter El

Year-End Mission, Vision, and Goal Reflection

What is your school's vision statement?

> Students at Hunter Elementary will become lifelong learners who take pride in and lead their community.

What is your school's **mission statement**?

> The mission of Hunter Elementary is to prepare all students to leave our school ready for secondary education. We build a school community based on respect, dependability, communication, responsibility, hard work and resilience. Our teachers actively participate in professional learning to continuously engage students in relevant learning opportunities. We foster a welcoming and safe learning environment for all who enter our school. We strive to engage families in their student's learning by connecting families with resources, hosting family education events and encouraging volunteers in the school.

How do you **communicate your vision and mission** statements to stakeholders?

> We publish our school mission and vision monthly on our school newsletter. For each school event we have the mission and vision posted and we discuss them with the parents. At the beginning of each assembly we review our mission and vision for the students and staff.

Review and Reflection of Stakeholder Input

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

> We only had a few responses from the survey. The themes that surfaced were that the school administration and the staff are welcoming and engaging parents.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

> With the limited responses the areas for improvement were the classroom management and engagement of students in one teacher's class

Reflection on School Achievement Data

What **strengths** stood out while reviewing student levels of academic achievement?

> The first strength that stood out to our team was the overall growth and the growth of the lowest 25%. We also noted growth in our ML students over the last year.
>
> We were also able to identify that our early literacy was a strength. The students making typical or above growth as measured by POP has increased over the past couple of years.

What are areas of school "**critical academic need**?"

> Although we have seen gains in reading we have identified that we still have work to do. We have seen that there are still significant holes in the student's reading and we need to implement a school wide intervention system to support the students in filling in those holes.
>
> In Math we have identified that there is a lack of basic math fact fluency. Teachers report that the students are struggling with grade-level concepts due to their struggle with math fact fluency.

Setting School Goals

Academic Goals

Goal:		Leading indicators:	Review intervals:
1a.	3% Increase in the students who are reading at Benchmark or Above on the End of Year Acadience Reading assessment over the previous school year as measured by the EOY Acadience Reading Assessment.	Acadience Reading BOY and MOY assessment and progress monitoring, teacher literacy CFA reviewed consistently in PLCs, and student growth data from the 95% Group Assessment.	Data will be reviewed every 15 days from the 95% Group assessments. We will also review the Acadioence Reading data after each benchmark. Progress monitoring data will be reviewed during the weekly PLC meeting.
1b.	Increase the number of students who reach proficiency as measured on the RISE Math assessment by 3% over the previous school year.	Acadience Math BOY and MOY assessment and progress monitoring, teacher math CFA data reviewed consistently in PLCs, grade level CFAs and I-Ready Diagnostics.	Progress monitoring data will be reviewed during the weekly PLC meeting.

Social Skills and Dispositions Goals

Goal:		Leading indicators:	Review intervals:
2a.	During the 2023-2024 school year, daily student attendance will improve by 5% compared to average daily attendance of 48% in 2022-2023.	Monthly Daily Attendance Report	Once a month during SST the report will be pulled and data dsicussed.

Talent Development Goals

Goal:		Leading indicators:	Review intervals:
3a.	100% of PLCs are problem solving student learning by standard as opposed to collaborating or generally problem solving student learning	PLC Agendas and Meeting Minutes are completed and turned into Admin.	We will collect the agendas and the minutes weekly.

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Strategies

Academic Strategies

Academic Learning Strategy #1	If additional teachers are hired to lower the student-to-teacher ratio, then all teachers will be able to provide more targeted student interventions, allowing them to better master core standards and success on year-end assessments.
Academic Learning Strategy #2	If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments.
Academic Learning Strategy #3	If classroom instruction is supported with additional technology (Chromebooks, accessories, connectivity, etc.), then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to read and perform well on their assessments.
Academic Learning Strategy #4	If additional student learning software is purchased and utilized in classrooms, then students will receive appropriate enrichments or needed interventions with core standards, ultimately preparing students for increased success on summative assessments.
Academic Learning Strategy #5	If a schoolwide system of intervention is established, then all staff will provide data-driven interventions as needed and identify students as part of the SST process; this in turn will provide students needed support while closing learning gaps.

Social Skills & Dispositions Strategies

School Behavioral Plan	To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts. The link to your current School Behavior Plan is **here**.
SSD Strategy #1	If we purchase additional (social worker, psychologist, BHA, and/or counselor) time to teach students additional coping skills and also provide more timely and targeted de-escalation strategies for students experiencing Tier III behaviors, then students will be in class more, receiving more Tier I instruction with less interruptions, allowing them to better reach proficiency in grade level standards.
SSD Strategy #2	If the school implements an attendance tracking system that provides accurate information to teachers and parents about the attendance patterns of their students, has early interventions students, and motivates improved attendance, then attendance patterns will increase, allowing students to receive more Tier I instruction, thus improving academic performance.
SSD Strategy #3	If we engage parents more effectively in their child's learning through a school family and parent engagement plan, then parents will have increased capacity to assist their children navigate the education system and perform better academically.

Talent Development Strategies

Talent Development Strategy #1	If we build the capacity of Professional Learning Communities to engage in data protocols, collaboratively problem solve to meet student needs, and design and monitor appropriate student interventions and extensions, then the capacity of PLC teams will increase, allowing them to provide quality, differentiated instruction which will increase student achievement.
Talent Development Strategy #2	If all teacher professional development offered to staff is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration, then teacher practices and subsequently positive student outcomes will increase.