School Name: HUNTER ELEMENTARY

Guilford County Schools

2008-2011 School Improvement Plan

Vision Statement

School's Mission Statement:

Hunter Elementary will graduate responsible citizens prepared to succeed in higher education or the career of their choice.

School's Vision Statement:

In an environment where they feel capable, cared-for and connected, students will experience academic success at or above grade level through strategies promoting high levels of achievement.

Self Assessment

Current AYP Status:	Not Achieved	Current ABC Status:	No Growth

(Synthesized Narrative from Self-Assessment Exercises)

Hunter first opened as Bergman School in 1929 in what was then called Pomona. Thomas A Hunter owned the factory located in the neighborhood and wanted the best for the children whose parents worked in his mill. Based on his deep concern for the school, he was allowed to select the first principal, Mrs. R.A. Merritt. The citizens of the community loved Mr. Hunter so much that Mrs. Merritt went to the Greensboro City Board of Education and requested that the name of the school be changed to the Thomas A. Hunter School.

"I want the children around here to have a school as good as any city school. I want them to have good books to study and good books to read for special enjoyment." said Mrs. Merritt. The students later had the main street of Pomona renamed in her honor, which is now Merritt Drive.

Hunter Elementary has gone through many changes and improvements during the past 78 years, but Mrs. Merritt's philosophy still holds true. We do want our children to have a school as good as every other school and we do want our children to have good books for study and enjoyment. However, we want and expect much, much more of and for our students.

Our comprehensive Self-Assessment research indicates areas where we can celebrate success and areas that offer opportunities for improvement. The math and the reading data for kindergarten through fifth grade (performance assessments, running records, DIBELS and QBA) reveal that we are making strides in many areas for all subgroups. We met all targets for Math and will be on the Watch list for an additional year. We missed the LEP target for Reading and will be in year one sanctions for Reading. Overall, we met 20 of 21 targets for AYP. The LEP subgroup continues to be one of the strongest in Math but due to acquisition of language and reading tests not being read, they do not perform as well. We will concentrate our efforts in reading on growth. In addition, other areas to provide additional support will be Reading subgroups for Black and Economically Disadvantaged (which is 94% of the students).

For the 2009-2010 school year we will use several strategies to address struggling learners. At grades k-2 DIBELS student data will provide target groups in the red and yellow areas. Progress monitoring will be provided twice each week for red students and once a week for yellow students. In addition, DRA levels will guide PEP goals and monitoring to build comprehension for struggling readers. In grades 3-5 QRI/DRA levels will be used to determine struggling readers. Our Reading specialist will use DIBELS data for students two or more grade levels behind and response to intervention strategies will be utilized for progress monitoring. Progress monitoring will be conducted twice

each week for red students and once each week for yellow students to provide information on Red and Yellow students and use Response to Intervention research based strategies to progress struggling readers.

For the 2009-2010 school year we are using the district approved EnVisions text book, Math Toolbox, GCS Math Initiatives and EDM games and strategies to build a highly focused math program. Teachers are constructing well planned 90 minute daily lessons that incorporate teacher directed, guided practice, investigations and games. Pre and post math assessments and skill building drills will be used to target students struggling in math.

Each grade level will target struggling students in reading and or math. PEP, Reading specialist, ESOL and Day Tutors will use specific targeted goals to progress students forward using a growth model. Using the SIP goals grade levels and instructional staff will monitor remedial assitance through deployment plans. Deployment plans will use pre and post assessments tightly aligned to targeted research based interventions. Deployment plans will be submitted in advance for approval of leadership team. Progress towards goals will be reviewed at the completion of each quarter.

Goal Summary Page

Goal 1

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)
By June 2011, the percentage of students in grades k-5 scoring at or above proficiency in Reading will increase by 10% each year from 38.3% to 44.4% as measured by year end performance assessment data and the NCEOG

Target SMART Goal/Measure:
(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

1. By June 2010, 3rd through 5th grade students will increase Reading proficiency by 10% from 38.3% to 44.4% as measured on the EOGs
2. By June 2010, 1st through 2nd grade students will increase Reading proficiency by 10% from 43.5% to 49.2% as measured on PAST, DIBELS and DRA

Supporting Data for SMART GOAL: See Goal 1 Data Tab

Key Strategy:
Grade level remediation groups in reading using pre and post assessments focused on lowest critical area of need for literacy

Goal 2

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)

By June 2011, the percentage of students in grades K-5 scoring at or above proficiency in Math will increase by 10% each year from 71.6 to 75.8 as measured by year end performance assessment data and the NCEOG.

Target SMART Goal/Measure:
(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

1. By June 2010, 3rd through 5th grade students will increase Math proficiency by 10% from 71.6% to 74.4% as measured on the EOGs
2. By June 2010, 1st through 2nd grade students will increase Math proficiency by 10% from 74.28% to 76.85% as measured by primary grades year end performance assessment data

Supporting Data for SMART GOAL: See Goal 2 Data Tab

Key Strategy:

Intense second dose Math instruction using teachers and Title I paid day tutors.

Goals, Strategies, Monitoring and Budget

Goal 1

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)

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Supporting Data for SMART GOAL: See Goal 1 Data Tab

QUARTERLY ACTION PLAN - Goal 1

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	**Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.**	1. What does the data tell us? Data from EOG or initial testing shows that students are making progress. LEP group is heavily impacted due to acquistion of English Language. Grade level	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? DIBELS data began during the second half of the year so we are encouraged that progress monitoring will further decrease red and yellow students when properly used.	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? We increased teacher capacity to instruct using researched based strategies for phoenemic awareness. Initial 2009 baseline testing reflects the majority of the students at first dropped only slightly over the	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement We missed missed ABC growth by -0.4. We will utilize the grade level deployment tutoring plan process developed during the second semester after trial and error. ESOL will target literacy, vocabulary and phoenemic awareness at all grades. Title I tutors will be used to remediate the most fragile students at each grade. DIBELS progress monitoring will be introduced and monitored during phase II implementation.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
			4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement

Plan	**Identify Key Strategy (Approach)**	Grade level remediation groups in reading using pre and post assessments focused on lowest critical area of need for literacy			
Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Grade level chairs, principal and CF			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	Title I day tutors will work with RED students 4 days each week			
Plan	**Resources Needed during the current quarter**	Pre and Post assessments, lesson plansm, roster of students			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	K-2 progress monitoring with DIBELS, Title I Reading Teacher DIBELS assessment training (Kufel and Metzger)			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Share remediation plan and goals Meet to discuss PEP and discuss home support			
Do	**Create the deployment plan For the current quarter**	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	**Evaluation:** **A. What data will you use to determine if the strategy was deployed?** **B. What data will you use to determine if the strategy was deployed with fidelity?** **C. What data will you use to determine if the strategy impacted the overall goal or target goal?**	A. Plan, pre and post assessment results B. Approved plan, schedule, pre assessment and post assessment artifacts and results C. Growth noted from pre to post assessment	A. B. C.	A. B. C.	A. B. C.
Act/Plan	**Target Goal Met?**		☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Complete assessments for Literacy	Certified Teachers	DRA, QRI, DIBELS, K-2 Assessments	Sept. 25, 2009
#2	Develop grade level plans for literacy tutroing groups (pre and post assessments, plans)	Grade Level Teams	Plan Turn in	Sept. 15, 2009
#3	Give pre-test to all below grade level students	Classroom Teachers	Results	Sept. 23, 2009
#4	Determine tutoring groups	Classroom Teachers	Rosters	Sept. 25, 2009
#5	Remediate students for 7 weeks	Assigned Tutor	Plans and observations	Nov. 13, 2009
#6	Progress Monitoring completed 2x a week for red and 1x a week for yellow students (k-2)	Classroom Teacher, Support Staff	Progress Monitoring Chart	Sept. 25-Nov. 13, 2009
#7	Post Test	Assigned Tutor	Results	Nov. 13, 2009
#8	Turn in completed packet of Tutoring to leadership team for review	Leadership Representative	Completed Documentation	Nov.16, 2009
#9				

Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Goal 1 Data Worksheet

Supporting Data for SMART GOAL 1:

Quarter 1

Reading Percent Proficient Year End DRA Data for Grades K-2

Grade	Start: Quarter 1	Target: End Quarter 1
K	62.74	66.47
1	57.79	62.01
2	65.43	68.89

Reading Percent Proficient EOG Data for Grades 3-5

Grade Level	YEAR				
	06-07	07-08	08-09	Target Goal 09-10	Target Goal 10-11
3rd	70.8%	% proficient will be added as reading results are available for 07/08	40.8%	46.72%	52.04%
4th	78.8%	% proficient will be added as reading results are available for 07/08	26.6%	33.94%	40.54%
5th	84.5%	% proficient will be added as reading results are available for 07/08	35.3%	41.77%	47.59%

Goals, Strategies, Monitoring and Budget

Goal 2

Overall SMART Goal:
(Your overall goal will reflect a two to three year long-range goal)

By June 2011, the percentage of students in grades K-5 scoring at or above proficiency in Math will increase by 10% each year from 71.6 to 75.8 as measured by year end performance assessment data and the NCEOG.

Target SMART Goal/Measure:
(Selection of a one year school wide goal based upon academic or operational need and supported by data. State clearly how academic goal will provide for accelerated learning for students at risk of not meeting standards or making AYP.)

1. By June 2010, 3rd through 5th grade students will increase Math proficiency by 10% from 71.6% to 74.4% as measured on the EOGs
2. By June 2010, 1st through 2nd grade students will increase Math proficiency by 10% from 74.28% to 76.85% as measured by primary grades year end performance assessment data

Supporting Data for SMART GOAL: See Goal 2 Data Tab

QUARTERLY ACTION PLAN - Goal 2

		Quarter 1	Quarter 2	Quarter 3	Quarter 4
Study	**Data analysis: (SWOT) analysis SWOT: Strengths, Weaknesses, and Opportunities for improvement, Threats At the end of each quarter, report the data from the current quarter deployment plan and use the data questions to analyze the results.**	1. What does the data tell us? The NCEOG results shows that math continues to be a strength at Hunter. We need to concentrate efforts at closing the acheivement gap between our AA students and our H students. Particularly at 4th	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.	Report the data from the previous quarter deployment plan and use the data questions below to analyze the results.
		2. Not tell us? This year we will join the district Math initiative and use EDM as a resource. This will allow students to be on the same pacing calendar and take aligned BM assessments. We will not know how this will	1. What does the data tell us?	1. What does the data tell us?	1. What does the data tell us?
		3. Celebration(s)? We are back on the Watch List since we met expected growth and proficiency in all subgroups for AYP Math. Proficiency increases were observed for the ALL subgroup across every grade in the area of Math.	2. Not tell us?	2. Not tell us?	2. Not tell us?
		4. OFIs? OFIs: Opportunities For Improvement Focus attention on AA, Multi Racial, SWD for Math at 4th grade and LEP for Math at 5th grade.	3. Celebration(s)?	3. Celebration(s)?	3. Celebration(s)?
			4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement	4. OFIs? OFIs: Opportunities For Improvement

Plan	**Identify Key Strategy (Approach)**	Intense second dose Math instruction using teachers and Title I paid day tutors.			
Plan	**Person(s) Responsible for ensuring the strategy is deployed during the current quarter**	Homeroom teachers			
Plan	**Resources Available during the current quarter (include $ encumbered and name of budget)**	Title I day Tutors (funds from Title I) Remedial math materials (funded from local and state supplies- amt TBD)			
Plan	**Resources Needed during the current quarter**	Remedial Math materials			
Plan	**Professional Development during the current quarter (Indicate title, content and audience)**	Support Training on creating PEPs			
Plan	**Parent and Community (Stakeholder) Involvement during the current quarter**	Inform parents of opportunities for SES Tutoring, Day Tutoring, Remedial Tutoring Hold conferences to discuss and agree on PEP goals			
Do	**Create the deployment plan For the current quarter**	Use the Quarter 1 deployment plan template below	Use the Quarter 2 deployment plan template below	Use the Quarter 3 deployment plan template below	Use the Quarter 4 deployment plan template below

Study	**Evaluation:** **A. What data will you use to determine if the strategy was deployed?** **B. What data will you use to determine if the strategy was deployed with fidelity?** **C. What data will you use to determine if the strategy impacted the overall goal or target goal?**	A. Plan, pre and post assessment results B. Approved plan, schedule, pre assessment and post assessment artifacts and results C. Growth noted from pre to post assessment	A. B. C.	A. B. C.	A. B. C.
Act/Plan	**Target Goal Met?**		☐ **YES** If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Abandon current strategy and identify new strategy	☐ YES If yes, change target goal in order to further impact the overall goal ☐ NO If no, check the appropriate action ☐ Continue current strategy and update deployment plan for next Qtr ☐ Continue current strategy, but make improvements to deployment plan ☐ Continue current strategy and identify new strategy

Steps	Quarter 1 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1	Complete assessments for Math	Certified Teachers	EOG, K-2 Assessments	Sept. 25, 2009
#2	Develop grade level plans for Math tutoring groups (pre and post assessments, plans)	Grade Level Teams	Plan Turn in	Sept. 15, 2009
#3	Give pre-test to all below grade level students	Classroom Teachers	Results	Sept. 23, 2009
#4	Determine tutoring groups	Classroom Teachers	Rosters	Sept. 25, 2009
#5	Remediate students for 7 weeks	Assigned Tutor	Plans and observations	Nov. 13, 2009
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#7	Post Test	Assigned Tutor	Results	Nov. 13, 2009
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Steps	Quarter 2 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 3 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Steps	Quarter 4 Deployment Plan	Person(s) Responsible	Measures	Completion Date
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Goal 2 Data Worksheet

Supporting Data for SMART GOAL 2:

Click here to create charts/tables fro

Quarter 1

Math Proficiency Data for K-5 by Grade Level and African American & Hispanic Subgroups

Grade	Start: Quarter 1	Target: Quarter 1
K	74.14	81.55
1	75.64	83.2
2	66.66	73.32
3	63.9	70.29
3rd grade AA	52.4	57.1
3rd grade H	77.3	79.5
4	58.3	64.13
4th grade AA	58.6	62.8
4th grade H	57.1	61.4
5	59.7	65.67
5th grade AA	54.8	59.4
5th grade H	55.0	59.5

Math Proficiency Data on EOG Test by Subgroups Grades 3-5

Start	Year 1	Year 2 Target	Year 3 Target
07-08	08-09	09-10	10-11
All 60.5%	71.6%	74.4%	75.8%
AA 55.6%	64.6%	68.1%	69.9%
H 62.9%	78.7%	80.9%	81.9%
M 60.0%	62.5%	66.3%	68.1%
W 68.8%	87.5%	88.8%	89.4%

School Based Leadership Team Members Signatures

The following team members collaborated with school staff to develop the School Improvement Plan for our school (parents must be included):

Name	Position or Role	Signature	Date
Kathy Spell	Certified Staff	On file	09/08/09
Maria Marble	Certified Staff	On file	09/08/09
Michelle Thompson	Principal	On file	09/08/09
Carolyn Hiatt	Certified Staff	On file	09/08/09
Nancy O'Sullivan	Certified Staff	On file	09/08/09
Genevieve Colbert	Certified Staff	On file	09/08/09
Kara Ciociola	Certified Staff	On file	09/08/09
Jennifer Jones	Certified Staff	On file	09/08/09
William Budusky	Certified Staff	On file	09/08/09
Mary Griswold	Classified Staff	On file	09/08/09
Elizabeth Menefee	Classified Staff	On file	09/08/09
Jennifer Evans	Parent	On file	09/08/09

(i.e. Principal, Assistant Principal, Certified Staff, Classified Staff, Student, Parent or Community Member)

Approvals

Approved by Staff:

Date of Approval by Staff:	9/8/2009	Results (% Approval):	100%
Principal's Signature:	9/21/2009	Date:	09/21/09

Approved By Division of Academic Improvement:

Regional Superintendent's

Signature:		Date:	

Approved by GCS Board of Education: Date: _____

Quarterly Review Team Members Signatures

The following team members collaborated with school staff to review the School Improvement Plan for our school:

Name	Position or Role	Signature	Date

(i.e. Regional Superintendent, Regional Executive Director, Curriculum Specialist, Principal, Assistant Principal, Curriculum Facilitator)

Action Plan for Healthy Students in Safe, Orderly and Caring Schools

LEA: Guilford County Schools School: Hunter Elem

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

(Healthy Active Children (HAC) Policy, #HSP-S-000)

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and / or physical activity during the school day and that it is not taken away as punishment. Indicate if this is in progress or not yet addressed.		In Progress		

Strategy	Yes	No	Time over 180 days
Provide physical education for every student taught by a physical education teacher. Check the appropriate “yes” or “no” box and list the exact number of minutes in PE over the 180-day school year.	Yes		1080 minutes over 180 days
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity over the 180-day school year.	X		In addition to PE with a certified PE teacher an additional 4500 minutes of physical activity are provided to Hunter students.

Strategy	Not Yet Addressed	In Progress	Need Assistance (Please describe.)
Implement a coordinated school health program. Indicate if this is in progress or not yet addressed by the school.		Yes	

	At Our School	In Our LEA	Unsure	Need Assistance (Please describe.)
We have a School Health Advisory Council. Check all that apply.	Yes			
What other areas of Coordinated School Health Programs are you working on implementing in your school? Please explain.	We work with the RN, Leadership Team, PE staff and SW to determine health needs for students. Individual students and small groups are developed based on need. 4th and 5th grade students are invited to participate in after school group addressing eating right, personal hygiene and self respect.			**Need Assistance (Please describe.)**

Safe Schools Plan

According to NC Code 115C-105.47, each school must have a comprehensive safe schools plan. The following are components of that plan:

- Student code of conduct and designated consequences for violating the code
- Roles and responsibilities of all school personnel in maintaining a safe and orderly learning environment
- Procedures for identifying and serving the needs of students at risk of academic failure or of engaging in disorderly or disruptive behavior
- Mechanisms for assessing the needs of disruptive and disorderly students, providing services to them and removing them from the classroom when necessary
- Measurable objectives for improving school safety and order
- Professional development clearly matched to the objectives for improving school safety and order
- Plans to work with local law enforcement and court officials to ensure safety
- Methods of providing a safe physical environment
- Parent involvement in planning for school improvement, safety, and alternative education placements
- School conducts a needs assessment annually (from students, teachers, parents, and staff) to determine their perceptions of school safety and climate
- School has programs, strategies and/or activities that promote good behavior/citizenship

Strategies for maintaining safe and orderly climate, addressing the needs of students at risk, and providing services for students assigned to alternative programs.

What will be done?	Who will be in charge?	When will it be done?	What are the needed resources (including staff development)?	What are the costs	What are success indicators?
Implement PBS (replacing RDP)	PBS Team	Daily	CHAMPS PBS Training Tickets Rewards	Time Ticket production cost School Celebrations	Decrease ODRs Decrease classroom behaviors Increase academic performance
PBS Check In System "Connect Hunter"	PBS Team, SW and Principal	5 minutes at arrival and 5 minutes at dismissal	Goal Setting Cards	Time	Decrease ODRs Decrease classroom behaviors Increase academic performance

Waiver Requests

School-Based Management and Accountability Program
School-Based Waiver Request for 2008-2011

LEA: Guilford County **LEA Code: 410**

School Code/School Name: Hunter Elem

Requests for Waiver	
1.	**Describe the waiver you are requesting.**
2.	**Identify the law, regulation or policy from which an exemption is requested.**
3.	**State how the waiver will be used.**
4.	**State how the waiver will promote achievement of performance goals.**