Little Hornets Preschool
School Improvement Plan
2024-2026

Goal: Strengthen Tier 1 Literacy Instruction

Supporting Activities:

1. Collaborative work to establish program alignment of instructional, assessment, and student achievement standards for literacy skills of alphabetic knowledge and phonological awareness

2. Program-wide and individualized Professional Development to enhance knowledge of literacy acquisition skills in young children and evidence-based instructional strategies. Focused training to include Language Essentials for Teachers for Reading and Spelling (LETRS), Michigan Essential Literacy instructional Practices for Birth through Age 8, and the Heggerty Phonological Awareness instructional model

3. Implementation and enhancement of Little Hornet MTSS model
   a. Classroom teaching teams meet weekly using systemic data analysis model to identify and plan for individualized literacy instruction for students not reaching growth targets in alphabetic knowledge or phonological awareness skills
   b. Create a problem solving support team to meet monthly to reflect on the effectiveness of Tier 1 classroom instructional strategies and support teachers in the planning of individualized student literacy instruction

4. Longitudinal analysis of Preschool to Kindergarten student achievement data to monitor trends and effectiveness of instructional approaches

Evaluation Metric(s):

1. All students will meet their projected growth targets in the literacy subskills of letter naming and letter sound connections.
2. All classrooms will receive a minimum of a 3.5/4 rating in the literacy subsections of the Classroom Coach tool by June 2025 and demonstrate growth in subsequent years.
3. Teacher survey results will demonstrate confidence in knowledge and instructional approaches of literacy components

Goal: Strengthen Tier 1 Mathematics Instruction
Supporting Activities: 1. Collaborative work to establish program alignment of instructional, assessment, and student achievement standards for the mathematical skills of number concepts 2. Program-wide professional development to enhance teacher knowledge of mathematical skills acquisition in young children and the use of evidence-based instructional strategies. Focused training on the Michigan Essential Mathematical instructional Practices for Birth through Age 8 3. Intentional use of Evidence Based Instruction strategies identified in the Mathematical Essential practices for Prek-3 and Connect 4 Learning curriculum during small group math instruction 4. Administrative walkthroughs during small group math instruction using the Fidelity of Implementation of the Connect 4 Learning Curriculum tool to provide on-going coaching of lesson narrative and evidence-based instructional practices 5. Develop and implement data analysis system to identify and plan for individualized mathematics instruction

Evaluation Metric(s):
 	
1. All students will achieve the target growth rate established from the baseline data acquired from Preschool Early Numeracy Screener
 	
2. Using the the mathematical subsection of the Classroom Coach tool
    a. All teachers will establish goals based on baseline data in Spring 2025
    b. All classrooms will demonstrate growth in subsequent years to achieve a minimum of a 3.5/4 rating

Goal: Strengthen Tier 1 and Tier 2 Social and emotional learning
Supporting Activities: 1. Program wide professional development to support the acquisition of social and emotional competence in young children. Focus will include National Center for Pyramid Model, Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the MiMTSS series for Early Childhood 2. Development of a teacher resources site of tier 1 and tier 2 implementation strategies to support the student's learning of social and emotional skills and appropriate behavior 3. Create a student support and behavior response team to meet regularly to address Tier 1 classroom strategies, analyze program and individual student data, and identify learning needs of students to support appropriate behavior 4. Individualized coaching of teachers to support a student's social and emotional learning and positive behavior 5. Provide Tier 2 small group instruction to students to support skill acquisition to foster positive behavior and development of friendship skills 6. Longitudinal analysis of behavior data to include preschool and elementary students using the Behavior Incident Reporting System (BIRS) and School Wide Incident System (SWIS)

Evaluation Metric(s):
 	
1. Teaching Pyramid Observation Tool (TPOT) will be conducted in fall 2024.
    a. All classrooms will set goals based on their baseline data for 24-25
    b. Baseline data will be used to measure program growth in future years.
 	
2. Behavior Incident Reports (BIRS) will decline.
 	
3. On average, students will demonstrate 2 levels of growth in the social and emotional sub skills of managing feelings, following limits and expectations, and developing friendship skills