



Successful School Improvement Plan

School Information:

School Name: Hunter Elementary School.

Plan Year: 2024-2025

City/Village: Fairbank.

Zip Code: 99701

Phone Number: 907-456-5775

Principal: Jane Bedford

Contact Information: jane.bedford@k12northstar.org

District: FNSBSD

Superintendent: Luke Meinert

District Liaison: Chane Beam

Phone: 907-452-2000

Email: chane.beam@k12northstar.org

ESSA Designation: TSI

TSI Subgroup(s) (if applicable): AK native/American Indian & Special Education

School Mission: The mission of Hunter Elementary School is to create a positive, safe and secure learning environment. All students will reach their highest academic, social, and physical potential through the coordinated efforts of families, staff, and community. We value each child's uniqueness and commit ourselves to sharing the responsibility for achieving high academic standards, enhancing student self-esteem, promoting cultural diversity, and fostering positive social growth.

School Vision: Supporting all students to ensure they develop the skills to: Bee Kind, Bee Helpful, Bee Excellent

Goal #1: Hunter AK native/American Indian and Economically Disadvantaged students will increase their reading and math proficiency by 5% per year, over the next three years. Proficiency will be measured by the new mClass and MAP composite scores.

Goal #2: Hunter AK native/American Indian and Economically Disadvantaged students will show 5% growth per year over the next three years, in social/emotional awareness and emotional regulation as measured through the DESSA skills assessment.

Measures: Students who show 5% growth per year over the next three years in reading and/or math proficiency based on the AK STAR state assessment.

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Hunter AK native/American Indian students will increase their reading and math proficiency by 5% per year, over three years starting with 2022 AK STAR Data as a baseline.	AK STAR	37.1%/25.5% proficient respectively	42.1%/30.5% proficient respectively	47.1%/35.5% proficient respectively	52.1%/40.5% proficient respectively
2. Economically disadvantaged students will increase their reading and math proficiency by 5% per year, over three years starting with 2022 AK STAR Data as a baseline.	AK STAR	36.8%/25.1% proficient respectively	41.8%/30.1% proficient respectively	46.8%/35.1% proficient respectively	51.8%/40.1% proficient respectively
3. Both AK Native/American Indian and Economically Disadvantaged students will show 5% growth per year over three years starting with 2023, in social/emotional awareness as measured by DESSA starting Fall 2023.	DESSA				

Strategy #1: Fidelity with new CORE reading materials for all students AND intentional small group intervention for tier 2 and 3 students using 95% group Phonological Awareness Lessons

Measures: Progress monitoring growth by-weekly and tutor group data

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
# of Students participating in tutoring groups	Tutor schedule	140 students			

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
Progress monitoring data	Progress monitoring data				

Year 1, Year 2 and Year 3 Milestones and Actions

Milestone 1: If we build capacity for staff with group materials, phonological awareness lesson kits and provide time for classroom teachers to meet with tutors then all instructional staff will be able to work together in support of student learning outcomes in literacy.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. All teaching staff trained in 95% group materials	Students' reading scores improved by 5% per year, over three years starting with 2022 AK STAR Data as a baseline.	Sept. 2023 - 2025	\$0	Mark Ellingrud	All teaching staff
2. Purchase of 95% Phonological Awareness Lesson kits for all K-5 teachers.	Students reading scores improved by 5% per year, over three years starting with 2022 AK STAR Data as a baseline.	Sept. 2023 - 2025	20 kits @ \$430.00= \$8,460.00	Jane Bedford	
3. Provide substitute coverage for classroom teachers to meet with tutors during the work day two hours for each teacher 4 x per year.	Improved student growth through collaboration with classroom teacher and tutors	End of each quarter 2023-2024, 2024-2025, 2025 -2026 school years.	27 substitutes (throughout the year) x \$140 per sub= \$3,780.00	Jane Bedford	Classroom teachers and tutors

Milestone 2: If we build capacity for teachers with Connecting Math Concepts materials then classroom teachers will be able to work together in support of student learning outcomes in numeracy.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
4. Purchase Connecting Math Concepts teacher's editions, student workbooks, and answer keys for 15 classroom teachers to provide intervention math materials to be used outside of iReady CORE math instruction.	Students' math scores improved by 5% per year, over three years starting with 2022 AK STAR Data as a baseline.	Sept. 2023	15 teachers guides at \$61.88= \$928.20 15 Answer keys at \$61.40 = \$921.00 5 pack workbooks 9 packs per grade level at \$145.50 x 6 grade levels= \$7,857.00 Total \$9706.20	Jane Bedford	

Year 2 Milestones and Actions

Milestone 1: Milestone 1: If we build capacity for staff with group materials, extension of Heggerty materials into intermediate grades. Provide access to supplemental teaching material for Special Education Teachers and provide time for classroom teachers to meet with tutors then all instructional staff will be able to work together in support of student learning outcomes in literacy.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Provide continued training on Heggerty, Bridge the Gap materials		Fall Semester	(8) Bridge the Gap: Intervention Complete Bundle 2025 (\$379.00 x 8 = \$3,032.00+ (6) Teacher Editions, (\$89.00 x 6 = \$534.00)	Jane Bedford	
2. Provide continued training on Heggerty, Bridge the Gap materials		Fall Semester	Walk to Read Intervention and training on	Jane Bedford	

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
			Heggerty Bridge the Gap Materials \$3,958.79		
3. Provide substitute coverage for classroom teachers to meet with tutors during the work day. This will provide improved student growth through collaboration with classroom teacher and tutors.		4 x per year.	27 substitutes (throughout the year) x \$140 per sub= \$3,780.00		

Milestone 2: If we build capacity for teachers with understanding barriers to education for students who qualify for special Education Services, then classroom teachers will be able to work together in support of student learning outcomes to remove barriers.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Register 6 staff to attend the 2024 Alaska Statewide Special Education Conference.		Feb. 3- 5, 2024	Registration for (6) staff to attend the Alaska Statewide Special Education Conference, Feb 3-5, 2025 in Anchorage, AK. (6 x \$600)= \$3600.	Admin Secretary	Principal
2. Arrange travel for 6 staff to attend the 2024 Alaska Statewide Special Education Conference.		Feb. 3-5 2024	(6) staff travel to Alaska Statewide Special Education Conference Feb 3-5, 2025 in Anchorage, AK. Flights - \$600 x 6= \$3600.00 Hotel \$250 x 2 nights x 6= \$3000.00 Per Diem - \$60 x 4 days x 6 people = \$1,440.00	Admin Secretary	Principal

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
3.					

Year 3 Milestones and Actions

Milestone 1:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

Milestone 2:

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1.					
2.					
3.					

Reporting

Year 1 Progress Reporting (To be completed at end of school year)

Goal:

Goal #1: Hunter AK native/American Indian and Economically Disadvantaged students will increase their reading and math proficiency by 5% per year, over the next three years. Proficiency will be measured by AKSTAR data and the new mClass and MAP composite scores.

Goal #2: Hunter AK native/American Indian and Economically Disadvantaged students will show 5% growth per year over the next three years, in social/emotional awareness and emotional regulation as measured through the DESSA skills assessment.

Click or tap here to enter text.

Indicator: Proficiency will be measured by AKSTAR data and the MClass Composite All Students BOY - EOY

Actual Results:
K- 23% Increase in proficiency
1st -19%Increase in proficiency
2nd - 15% Increase in proficiency

Comments:AKSTAR data not available.
DESSA skills Assessment data not yet available
MClass - Progress monitoring data shows growth

MAP Reading Achievement Scores 41% or higher BOY - EOY

3rd - 4th- similar achievement
5 - 7% increase in achievement

Comments: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: Click or tap here to enter text.

Year 2 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: text

Year 3 Progress Reporting (To be completed at end of school year)

Goal: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Strategy: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: text

Assurances

By my signature below, I assure that

- **the district has reviewed and approved the school's improvement plan as submitted through GMS,**
- **that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.**
- **that the district will continue to support the school in the full implementation of the plan as presented, and**
- **the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.**
- **The district will ensure federal funds are spent in compliance with the Uniform Grant Guidance.**

Superintendent's Signature: _____



Date: _____

8/30/24

By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by

- **holding regular School and Community Leadership Team planning meetings,**
- **monitoring the implementation of the actions and tasks according to the timeline, and**
- **communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.**

Principal's Signature: _____



Date: _____

8/30/24