

2011-12 School Improvement Plan:

School: Highland Terrace Elementary

Date: November 1, 2011

Principal: Mike VanOrden

State Uniform Bar for **MATH**:

- 79.0% of 3rd, 4th, and 5th grade students will meet standard.
- 79.3% of 6th, 7th, and 8th grade students will meet standard.
- 81.2% of 10th grade students will meet standard.

District SMART Goal for **MATH**: The 2012 AYP Proficiency Index, by district and by school, for at least one of the lowest performing subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Low Income, or Special Education) will exceed the 2011 AYP Proficiency Index.

Comprehensive Needs Assessment:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Intensive Easy CBM 0-20 th Percentile - 11 Strategic Easy CBM 21-50 th Percentile - 8 # Students	Intensive Easy CBM 0-20 th Percentile - 10 Strategic Easy CBM 21-50 th Percentile - 10 # Students	Intensive Easy CBM 0-20 th Percentile - 5 Strategic Easy CBM 21-50 th Percentile - 16 # Students	Intensive Easy CBM 0-20 th Percentile - 1 Strategic Easy CBM 21-50 th Percentile - 8 # Students	Intensive Easy CBM 0-20 th Percentile - 7 L1 WASL 10-11 - 4 Strategic Easy CBM 21-50 th Percentile- 6 L2 WASL 10-11 - 5 # Students	Intensive Easy CBM 0-20 th Percentile - 2 L1 WASL 10-11 - 4 Strategic Easy CBM 21-50 th Percentile- 2 L2 WASL 10-11 - 4 # Students	Intensive Easy CBM 0-20 th Percentile - 6 L1 WASL 10-11 - 3 Strategic Easy CBM 21-50 th Percentile 6 L2 WASL 10-11 - 7 # Students
Total "At Risk" Students = 19	Total "At Risk" Students = 20	Total "At Risk" Students = 21	Total "At Risk" Students = 9	Total "At Risk" Students = 13	Total "At Risk" Students = 8	Total "At Risk" Students = 12

Subgroups where N>Required (Asian/Pacific Islander, White, Special Education, Low Income) meeting AYP Proficiency Goal in 2010: 100%

School MSP or HSPE Target for MATH: 85% of students in grades 3-6 will meet standard on the MSP in Math.

School SMART Goal for MATH: Highland Terrace will decrease the percentage of students performing below the 20th percentile by 50% and from the 21st-50th percentile by 50% from fall 2011 to spring 2012 as measured by the easyCBM math assessment.

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

SMART Processes				
Instructional Leadership Team Plan/Map		Resources		
Effective Methods and Instructional Strategies for All Students	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ol style="list-style-type: none"> 1. Implement enVision math curriculum and recommended instructional strategies, including 4 step lessons, print materials an online resources. 2. Utilize the University of Washington CEL, 5D Framework to plan for instruction, analyze lessons and examine student work. 3. Review MSP performance level descriptors and questions, and align with enVision curriculum. 4. Utilize professional learning teams by grade level to focus on math (including curriculum, instruction, and intervention). 	<ol style="list-style-type: none"> 1. Grade level meetings and professional development days to share strategies, and troubleshoot. 2. Training during PLT meetings and non-student days to develop understanding of 5D Framework. 3. Training at staff meetings with P-6 Math Instructional Specialist. 4. Staff trained in strategies and data sharing protocols for use during bi-monthly grade level meetings. 	K-6 teachers, principal, P-6 Math Instructional Specialist,, Rtl coaches	enVision Math Materials, MSP Performance Level Descriptors, 5D Framework	Building Rtl mini grant
Assessment Plan	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ol style="list-style-type: none"> 1. Utilize easyCBM as a screening tool to identify students below the 20th and 50th percentiles for intervention. 2. Progress monitor students below the 50th percentile using the easyCBM progress-monitoring tool. 3. Utilize enVision online math assessments to identify students needing additional intervention related to specific skills and 	<ol style="list-style-type: none"> 1. Review easyCBM data with staff in Rtl meetings. 2. Refresher training for staff in the use of the easyCBM progress-monitoring tool. 3. Staff meetings scheduled with P-6 Math Instructional Specialist. 	K-6 teachers, Rtl coaches, principal, P-6 Math Instructional Specialist	enVision Math Materials	Building

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
knowledge.				
Provide Assistance to Students Experiencing Difficulty	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ol style="list-style-type: none"> 1. Identify strategic and intensive students through early assessment of every child. 2. Build accelerated learning plans for “strategic” and “intensive” students that target needs. 3. Utilize Rtl Data Sharing Meetings 4 times during the year where each grade level meets with a support team to review progress of strategic and intensive students and to develop or revise learning plans for each student. 4. Utilize enVision intervention kits for students not performing at standard on enVision math assessments. 5. Utilize IXL to provide additional practice time. 	<p>Provide training to the staff on Math IXL and enVision math intervention kit Oct. – Jan. with P-6 Math Instructional Specialist.</p>	<p>K-6 teachers, Rtl coaches, principal, SPED teacher, Math Instructional Specialist</p>	<p>enVision Math Materials IXL Math Software</p>	<p>Building Shoreline Foundation – IXL Math Software</p>

2011-12 School Improvement Plan:

School: Highland Terrace Elementary

Date: November 1, 2011

Principal: Mike VanOrden

State Uniform Bar for **READING**:

- 88.1% of 3rd, 4th, and 5th grade students will meet standard.
- 82.5% of 6th, 7th, and 8th grade students will meet standard.
- 87.2% of 10th grade students will meet standard.

District SMART Goal for **READING**: The 2011 AYP Proficiency Index, by district and by school, for at least one of the lowest performing subgroups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Limited English, Low Income, or Special Education) will exceed the 2010 AYP Proficiency Index.

Comprehensive Needs Assessment:

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
22% Intensive DIBELS 11-12 FSF <5 2% Strategic DIBELS 11-12 FSF<10	20% Intensive DIBELS 11-12 NWF <15 16% Strategic DIBELS 11-12 NWF <27	13% Intensive DIBELS 11-12 ORF<36 7% Strategic DIBELS 11-12 ORF<50	14% Intensive DIBELS 11-12 ORF<35 4 % Strategic DIBELS11-12 ORF<51	3% Intensive LEXILE <450 (1.5 + yrs below grade level) 11% Strategic L2 09-10 MSP (5%) LEXILE <625 (+ .5 yrs below grade level)	2 % Intensive LEXILE <625 (1.5 + yrs below grade level) 11% Strategic LEXILE <750 (+ .5 yrs below grade level)	3% Intensive LEXILE <750 (1.5 + yrs below grade level) 6% Strategic Acc. <100 LEXILE <850 (+.5 yrs below grade level)
11 Students below grade level - fall 2011	20 students below grade level - fall 2011	14 students below grade level - fall 2011	9 students below grade level - fall 2011	8 students below grade level - fall 2011	8 students below grade level - fall 2011	6 students below grade level - fall 2011

Subgroups where N>Required (Asian/Pacific Islander, White, Special Education, Low Income) Meeting AYP Proficiency Goal in 2011: 100%

School MSP or HSPE Target for **READING**: 90% of students in grades 3-6 will meet standard on the MSP in Reading (89% met standard in 2011).

School SMART Goal for **READING**: 90% of students starting the year below grade level in reading will make more than one year's worth of

growth as measured by DIBELS NWF in grades K-1, ORF in grades 2-3, and SRI/Lexile Scores in grades 4-6. (73% made more than 1 year’s worth of growth in 2011)

WAC 180-105-020 Reading and mathematics, WAC 180-16-220 Supplemental basic education program approval requirements (. . . shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous process . . .) RCW 28A.655.100 Performance goals – reporting requirements (. . . include the school level goals, student performance related to the goals, and a summary of school-level plans to achieve the goals. . .)

SMART Processes					
Instructional Leadership Team Plan/Map		Resources			
Effective Methods and Instructional Strategies for All Students	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required	
<ol style="list-style-type: none"> 1. Utilize professional learning teams to identify and share effective instructional strategies, develop common units, and monitor students’ progress. 2. Utilize the CORE “Text Talk” strategy to teach tier two vocabulary words using Washington’s Children Choice Award books in all grades. 3. Utilize strategies from the Reading Comprehension Toolkit in grades 4-6. 4. Utilize reading logs at all grade levels that include multiple reading level measures in order to get “just right” books to all students. 5. Utilize a school-to-home program for half-day kindergarten that includes parent training and take-home bags containing phonemic awareness activities, fiction and non-fiction books and fine motor activities. 	<p>Staff trained in the use of strategies and data sharing protocols during bi-monthly grade level meetings.</p> <p>Training in the use of CORE Text Talk strategy during staff meeting.</p> <p>Meet with grades 4-6 teachers during grade level meetings to share strategies and practice lessons.</p> <p>Librarian to work with staff to provide support for use of leveled reading materials.</p>	<p>LAP teacher, K-6 teachers, principal</p> <p>Sue McAllister, librarian, K-6 teachers</p> <p>Rtl coach, 4-6 grade teachers, LAP teacher</p> <p>Librarian, K-6 teachers</p> <p>LAP teacher, K teacher, District Parent Involvement Coordinator</p>	<p>CORE Manual, Core and intervention curriculum, Data Sharing Protocols</p> <p>CORE Manual</p> <p>Reading Comprehension Toolkit</p> <p>Rtl library</p>	<p>Building</p> <p>Building</p>	
	Assessment Plan	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
	<ol style="list-style-type: none"> 1. Utilize DIBELS, SRI, MSP, CORE phonics grades/scores and teacher knowledge to 	<ol style="list-style-type: none"> 1. & 2. Review assessment procedures, including progress monitoring, with all staff. 	<p>LAP Teacher, K-6 teachers, SPED</p>		<p>School Assessmen</p>

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
<p>identify strategic and intensive students in October.</p> <p>2. Progress monitor all “strategic” and “intensive” students.</p> <p>3. Administer benchmark assessments three times a year to screen for students who are at risk.</p>		teacher		t Allocation
Provide Assistance to Students Experiencing Difficulty	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<ol style="list-style-type: none"> 1. Identify strategic and intensive students through universal screening of every child. 2. Build accelerated learning plans for “strategic” and “intensive” students that target needs. 3. Utilize RtI Data Sharing Meetings 3 times during the year where each grade level meets with a support team to review progress of strategic and intensive students and to develop or revise learning plans for each student. 4. Utilize RtI Library to put “just right” books in the hands of struggling readers. Books are leveled using 3 measures and are available for all reading levels. 5. Provide supplemental small group instruction in a LAP pullout setting for intensive students grades K-4. 6. Provide staff with the opportunity to consult with LAP teacher to plan targeted reading instruction and materials for intensive and strategic students. 	<p>Strategies to improve reading achievement of targeted students, such as explicit comprehension and vocabulary instruction, additional reading time, read and think aloud, and small group instruction.</p>	LAP Teacher, K-6 teachers, SPED teacher, librarian	Student matrix that will allow teachers to use multiple measures to identify strategic and intensive students	Building

SMART Processes

Instructional Leadership Team Plan/Map		Resources		
7. Provide support for teachers new to a grade level with training sessions on whole class and small group intervention.				

2010-11 School Improvement Goal Evaluations: Highland Terrace

Reading

School MSP or HSPE Target for 2010-11: 89% of students in grades 3-6 will meet standard on the MSP in Reading (85% met standard in 2010)	Met goal? Yes
Comments: 89% of students in grades 3-6 met standard on the MSP in reading.	
School SMART goal for 201--11: 90% of students starting the year below grade level in reading will make more than one year's worth of growth as measured by DIBELS NWF in grades K-1 and ORF in grades 2-6, or SRI/Lexile Scores in grades 3-6.	Met goal? Y or N No
Comments: 73% of students starting the year below grade level in reading made more than one year's worth of growth.	

Math

School MSP or HSPE Target for 2010-11: 83% of students in grades 3-6 will meet standard on the MSP in Math (80% met in 2010).	Met goal? Y or N Yes
Comments: 85% of students in grades 3-6 met standard on the MSP in math.	
School SMART goal for 2010-11: Highland Terrace will decrease the percentage of students performing below the 10th percentile by 50% and from the 11 th – 20 th percentile by 50% from fall 2010 to spring 2011 as measured by the easyCBM math assessment.	Met goal? Y or Yes
Comments: 50 % drop in these ranges. Later in the year, we raised the top of the percentile range of concern from the 20 th to the 50 th . This changed the decrease to 34%.	