

## 2011-12 School Improvement Plan: MATH

School: Syre      Date: November 1, 2011  
Principal: David Tadlock

State Uniform Bar for **MATH**:

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

District SMART Goal for **MATH**: 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 2011 AYP Proficiency Index.

### Comprehensive Needs Assessment:

Like many schools, our state and local data indicates our need to increase student proficiency with essential math concepts, procedures, and skills. As a result, we have shifted in recent years to a focus on proficiency of math concepts, balanced with practice in procedures. This shift is based partly on a recommendation from the District Instruction Team to consider a goal that is more comprehensive for math learning. Our CBM and MSP data indicates that while math fact fluency is important to teach and monitor progress, proficiency with facts does not predict proficiency with concepts. While we value fact fluency and procedures, and believe they are important to our families, we are focused on a goal that will more closely reflect our interest in comprehensive and conceptual math teaching and learning. We also believe this goal aligns closely and is supported well by the EnVisions Math Program.

Student understanding of essential math concepts (“power standards”) is critical for success with math facts, problem solving, critical thinking, secondary math, and as a gatekeeper for advanced math & college readiness. We are working to prepare our students for middle school math and provide foundations for successful completion of Algebra by the end of ninth or tenth grade. Our new Math Program, EnVisions, is aligned closely with our Power Standards and this program provides the daily instructional tools for all teachers, including teachers who do not have a strong background in math, to provide effective math instruction. An analysis of fall CBM data indicates we are on track with norms, but we will adjust our benchmark to a higher level if needed.

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. . . )

**Syre MSP Target for MATH**: 2012 MSP targets for Math will be 79%, the same as the State Uniform Bar. Our AYP Proficiency Index target will be the same as the district target.

**School SMART Goal for MATH**: By June 2011, 80% of students grades K - 6 will demonstrate proficiency with math concepts as measured by CBM.

## SMART Processes

<b>Instructional Leadership Team Plan/Map</b>		<b>Resources</b>		
<b>Effective Methods and Instructional Strategies for All Students</b>	<b>Professional Development Activities</b>	<b>People/Team Involved</b>	<b>Materials Needed</b>	<b>Budget Required</b>
<p>Effective teaching is a critical component of our school improvement plan. Teachers and teams will utilize specific best practice instructional strategies to provide core instruction (tier 1) for all students in math concepts. This includes:</p> <ul style="list-style-type: none"> <li>• Focused lessons that lead to proficiency with State Standards and District Power Standards</li> <li>• Year 2 implementation of the EnVisions Math Program, including fidelity to the lesson format: Review, Interactive Problem Solving, Guided Practice, Independent Practice, and Independent Problem Solving.</li> <li>• Consistent utilization of math Academic Vocabulary &amp; strategies for building background knowledge, aligned with state standards and supported by EnVisions</li> <li>• Utilization of specific strategies, such as: small groups, re-teaching activities, graphic organizers, math journals, homework, interactive games, kinesthetic activities, and others.</li> <li>• Supplemental math activities as needed.</li> <li>• Grade Level PLC and Vertical Teams will identify other specific strategies as needed.</li> </ul>	<p>Team PLC meetings            Grade Level TDC pull-outs            Staff Meetings            Study Group            District Math Specialist Professional Development            A Day Professional Workshops            Math Goals Group Meetings            SIP Team</p>	<p>PLC teams &amp; teachers             Para-educators             Principal             Math specialist             Syre Math Goal Group             Parents</p>	<p>EnVisions program materials            --textbooks            --handouts            --technology            --manipulatives             Supplemental materials</p>	<p>Building Budget             State Math Professional Development Funding             Teacher time:            -Collegial time            -282             RTI mini-grant             SLF Bldg Grant</p>

## SMART Processes

<b>Instructional Leadership Team Plan/Map</b>		<b>Resources</b>		
<b>Assessment Plan</b>	<b>Professional Development Activities</b>	<b>People/Team Involved</b>	<b>Materials Needed</b>	<b>Budget Required</b>
<p>We are in the process of utilizing the district CBM tool to assess our progress with math concept proficiency. This tool is relatively new (year 2) and we have some questions about alignment with grade level power standards. We also want our benchmark to be high compared to other schools similar to ours.</p> <p>Our “system of feedback” requires we utilize data to assess student progress and inform our instructional plans. Three times per year we will utilize the CBM screening tool to rank and identify students above and below standard. This ranking and the item analysis for the assessment will help identify areas of need. We also know that CBM is a good tool for predicting success with MSP.</p> <p>We are also utilizing the CBM Progress Monitoring tool in Grades 4 and 6.</p> <p>The EnVisions program provides daily checks and topic tests. On a daily basis, teachers will utilize the problem of the day or daily checks to assess student progress with a specific skill and their readiness to move forward or for specific re-teaching or intervention.</p> <p>We will also utilize the District Fact Fluency assessments to inform our instruction on skills and algorithms and inform our instruction on concepts.</p>	<p>Staff meetings focused on data ranking, data analysis, and item analysis for informing and adjusting instruction.</p> <p>Intervention planning aligned with assessments and progress monitoring tools and needs.</p> <p>Teacher and Team PLC study and utilization of data and progress monitoring tools.</p> <p>Utilizing the Assessment Director as a professional resource regarding use of data.</p>	<p>PLC teams Classroom teachers Principal Assessment Director Math Specialist</p>	<p>EnVisions Data Dashboard CBM</p>	<p>RTI Mini Grant  High Impact  Building Budget</p>

## SMART Processes

<b>Instructional Leadership Team Plan/Map</b>		<b>Resources</b>		
Provide Assistance to Students Experiencing Difficulty	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
<p>Response to Intervention guides our assistance plan for student experiencing difficulty. Syre has developed a comprehensive Intervention System for this year. This system requires teams to analyze current data, identify students at risk, and develop a specific intervention plan for this group of at risk students. Our RTI Coaches provide the guidance for this process. Please see the Syre RTI information included.</p> <p>We will utilize tools for assistance, including:</p> <ul style="list-style-type: none"> <li>• EnVisions intervention tools</li> <li>• IXL</li> <li>• CBM Progress Monitoring</li> <li>• Other supplementary intervention materials.</li> </ul> <p>We have allocated a portion of our State Learning Assistance staffing (LAP) to math intervention for grade 4. This is targeted Tier 3 Intervention.</p> <p>Our High Impact plan provides for classified targeted tutoring and certified expert instruction in targeted areas of need.</p>	<p>Syre staff are involved in an extensive Response to Intervention planning on an ongoing basis.</p> <p>RTI Coaches regularly attend district professional development and facilitate intervention learning for staff.</p> <p>Teams are involved in regular PLC meetings based on systems of intervention.</p> <p>Staff A Day workshop for February that will involve staff growth with EnVisions resources.</p>	<p>Teachers and other certified staff.</p> <p>Classified Para-Educators</p> <p>LAP .1 for Math</p> <p>RTI Coaches</p> <p>Principal</p>	<p>As determined by teams to implement the intervention plan for that group and trimester; materials include: EnVisions intervention materials, technology tools, and supplemental.</p>	<p>High Impact Funding</p> <p>State LAP</p> <p>Building Budget</p>
<b>Strategies to Increase Parent Involvement (Optional for schools that are not Title I)</b>	<b>Professional Development Activities</b>	<b>People/Team Involved</b>	<b>Materials Needed</b>	<b>Budget Required</b>
<ul style="list-style-type: none"> <li>• Information about EnVisions Math at PTA meeting.</li> <li>• Information about EnVisions Math at Community Coffee.</li> <li>• PTA Family Math Night.</li> <li>• Parent Education Night.</li> <li>• LAP parent information.</li> </ul>				

## 2011-12 School Improvement Plan: READING

School: Syre

Date: November 1, 2011

Principal: David Tadlock

### State Uniform Bar for **READING**:

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

Syre's demographics continue to change and indicate increasing needs. We are more diverse and our free/reduced lunch rate, while relatively low, continues to increase. Our enrollment is strong, but our population overall is less ready to learn as compared to previous years. We have more non-readers, reluctant readers, and more challenged readers. Our state and local data indicates strengths in reading overall as a school, but with our increasing needs, we recognize that we must continue to develop and refine our program to ensure fluent readers by the end of Grade 2, fluent and understanding readers by the end of grades 3-4; and highly fluent and sophisticated readers at the end of grades 5-6 who are ready for middle school content area reading (example – science).

As a result, we will continue to focus on fluency for grades K - 2 and comprehension for grades 3 – 6. Our emphasis for beginning readers is to learn to master sounds and decode words in order to later read for information, understanding, and comprehension. We are focused on decoding for grades K-2 and comprehension for grades 3-6. Our fall screening data for K-2 early reading skills indicates that 85% is an ambitious but reasonable benchmark for fluency. An analysis of our fall SRI data indicates that 83% is an ambitious benchmark for grades 3 – 6 reading comprehension. We will use the district assessment tools to measure our progress, and will adjust our benchmarks to higher levels if we are making progress.

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. . . )

**Syre MSP Target for READING:** 2012 MSP targets for Reading will be 88%, the same as the State Uniform Bar. Our AYP Proficiency Index target will be the same as the district target.

### School SMART Goals for **READING**:

By June 2012, 85% grade K – 2 students will meet or exceed grade level reading fluency proficiency benchmarks, as measured by DIBELS. By June 2012, 83% grade 3 - 6 students will meet or exceed reading comprehension proficiency benchmarks as measured by SRI.

## 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
<p>We are intentional about effective instruction for reading fluency and comprehension. Classroom teachers and teams will utilize best practice strategies to provide core (tier 1) instruction for all students. This includes:</p> <ul style="list-style-type: none"> <li>• Instruction that leads to proficiency with Power Standards.</li> <li>• Balanced Literacy approach K – 6 that includes learning to read and reading to learn; balanced approach for skill development , stories and literature, and loving to read.</li> <li>• K-2 daily instructional strategies for phonemic awareness &amp; early fluency (letters, sounds, sight words, etc.).</li> <li>• 3-6 daily instructional strategies for comprehension, including: content reading, summarizing, recall, interpretation, inference, predicting, sequencing, cause/effect, making connections, visualizing, main idea, fact/opinion, context clues, summarizing</li> <li>• Utilization of specific pedagogical strategies, such as: reading or literature groups, re-teaching activities, graphic organizers, reading logs, journals, homework, interactive games, kinesthetic activities, and others.</li> <li>• Consistent utilization of math Academic Vocabulary &amp; strategies for building background knowledge, aligned with state standards and supported by Literacy Place and other materials</li> <li>• Grade Level PLC and Vertical Teams will identify other specific strategies as needed.</li> </ul>	<p>CORE Reading Training</p> <p>Team based PLC meetings</p> <p>Study groups: <u>Strategies that Work</u> and <u>Growing Readers</u></p> <p>Wired for Reading, Living Linguistics</p> <p>Teacher specialist (Sue McAllister) providing PD at staff meetings and team PLC meetings</p> <p>Reading Team meetings</p> <p>Power Standards Committee</p> <p>SIP Team</p>	<p>District Reading Specialist</p> <p>PLC teams and teachers</p> <p>Principal</p> <p>Parents</p> <p>Syre Reading Team</p> <p>Para-Educators</p>	<p>Achieve 3000</p> <p>Accelerated Reader</p> <p>Literacy Place</p> <p>Library materials</p> <p>Classroom libraries</p> <p>Supplemental materials aligned with balanced literacy program (example: Reading A – Z)</p>	<p>Building Budget</p> <p>Teacher Time: -Personal PD time (282) -Collegial time</p> <p>RTI Mini-Grant</p> <p>SLF Bldg Grant</p>

## SMART Processes

<b>Instructional Leadership Team Plan/Map</b>		<b>Resources</b>		
<b>Assessment Plan</b>	<b>Professional Development Activities</b>	<b>People/Team Involved</b>	<b>Materials Needed</b>	<b>Budget Required</b>
<p>We have an extensive reading assessment schedule in Shoreline that provides regular data on reading progress. We will use DIBELS and SRI three times to measure and monitor progress and inform instruction. Our "system of feedback" requires we utilize data to assess student progress and inform our instructional plans</p> <p>By ranking and completing item analysis for these assessments, we can identify areas of need and make decisions for supporting students who are or are not making progress.</p>	<p>Staff meetings: data ranking, data analysis, and item analysis in learning to use data to inform instruction</p> <p>Teacher and Team PLC study and utilization of data and progress monitoring tools</p> <p>Utilizing the Assessment Director as a professional resource regarding use of data</p>	<p>PLC teams</p> <p>Classroom teachers</p> <p>Principal</p> <p>RTI Coaches</p> <p>Assessment Director</p> <p>Reading Specialist</p>	<p>DIBELS</p> <p>SRI</p> <p>Lab and Laptops</p> <p>Data Dashboard</p>	<p>High Impact</p> <p>Assessment Support Account</p>
<b>Provide Assistance to Students Experiencing Difficulty</b>	<b>Professional Development Activities</b>	<b>People/Team Involved</b>	<b>Materials Needed</b>	<b>Budget Required</b>
<p>Syre RTI systems are similar in Reading and Math. Response to Intervention guides our assistance plan for student experiencing difficulty. Syre has developed a comprehensive Intervention System for this year. This system requires teams to analyze current data, identify students at risk, and develop a specific intervention plan for this group of students who are at risk of not meeting standard. Our RTI Coaches provide the guidance for this process. Please see the Syre RTI information included.</p> <p>We will utilize tools for assistance, including:</p> <ul style="list-style-type: none"> <li>• stories and literature at students' level of reading</li> <li>• letter and word materials to provide for skill building</li> <li>• technology tools to enhance understanding</li> </ul> <p>In First Grade, we have a three group Reading Block that provides specific leveled instruction.</p> <p>LAP: We have allocated a large portion of our State LAP staffing to provide reading intervention for grades K, 1, and 2.</p> <p>Our High Impact plan outlines how we utilize para-educator time for individual or very small group tutoring for specific skills interventions.</p>	<p>Syre staff are involved in ongoing Response to Intervention planning.</p> <p>RTI Coaches regularly attend district professional development and facilitate intervention learning for staff.</p> <p>Teams are involved in monthly PLC meetings based on systems of intervention.</p> <p>We are planning a staff workshop for February that will involve staff training on reading fluency and comprehension intervention.</p>	<p>Teachers</p> <p>Para-Educators</p> <p>RTI Coaches</p> <p>Parents</p>	<p>As determined by teams to implement the intervention plan for that group and trimester.</p>	<p>RTI mini-grant</p> <p>High Impact Budget</p> <p>Building Budget</p>

## SMART Processes

Instructional Leadership Team Plan/Map		Resources		
Strategies to Increase Parent Involvement (Optional for schools that are not Title I)	Professional Development Activities	People/Team Involved	Materials Needed	Budget Required
First Grade Reading Block utilizes parent volunteers each day Partners in Print LAP Parent Education Night Read Across America Day KCLS Summer Reading Assembly Author visits				

## 2010-11 School Improvement Goal Evaluations: Syre

### *Reading*

<p><b>School MSP Target for 2010-11:</b> Cohort groups grades 3 through 6, will be 85, 88, 89, and 87, a 3% increase over 2010 MSP scores (by cohort). Grade 3=85, Grade 4 = 79; Grade 5 = 93; Grade 6 = 92.</p>	<p><b>Met goal?</b> <b>Yes, No,</b> <b>Yes, Yes</b></p>
<p><b>Comments:</b> This was an ambitious goal, and we taking steps to understand &amp; analyze the data to inform our instruction and improve our scores.</p>	
<p><b>School SMART goal for 2010-11:</b> By June 2011, 85% of students grades K - 2 will meet or exceed grade level reading proficiency benchmarks, as measured by DIBELS (fluency). By June 2011, 75% of students grades 3 - 6 will meet or exceed reading comprehension proficiency benchmarks as measured by SRI.</p>	<p><b>Met goal?</b> <b>No, Yes</b> <b>83%</b> <b>83%</b></p>
<p><b>Comments:</b> We continue to work hard on reading rate, fluency, and comprehension. As a staff, we are engaged in learning and utilizing specific strategies to help all students meet or exceed standards for reading fluency and comprehension.</p>	

### *Math*

<p><b>School MSP Target for 2010-11:</b> Cohort groups grades 3 through 6, will be 75, 75, 71, and 73, a 3% increase over 2010 MSP scores (by cohort). Grade 3 = 65; Grade 4 = 68; Grade 5 = 71; Grade 6 = 78.</p>	<p><b>Met goal?</b> <b>No, No,</b> <b>Yes, Yes</b></p>
<p><b>Comments:</b> This was an ambitious goal, and we taking steps to understand &amp; analyze the data to inform our instruction and improve our scores.</p>	
<p><b>School SMART goal for 2010-11:</b> By June 2011, 80% of students grades K - 6 will achieve proficiency with math concepts as measured by CBM.</p>	<p><b>Met goal?</b> <b>Yes</b> <b>80%</b></p>
<p><b>Comments:</b> We met our goal, but feel more progress is needed to understand the relationship of concepts and procedures.</p>	