

Cape Horn-Skye
Elementary School
School Improvement Plan
2011-2012



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Planning Team

Cape Horn-Skye's School Improvement Plan represents collaborative work of staff guided by the members of the Leadership Team

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Pam Anderson, First Grade

Jocelyn Aldridge, Second Grade

Lucie Willeman, Third Grade

Kam Lawrence, Fourth Grade

Chelsea Meats, Fifth Grade

Laurie Brown, Learning Assistance Program

Stephanie Closson, Special Education

1. Comprehensive Needs Assessment

Table 1: Core Program Description

Core Materials/Strategies	Content area (R or M)	Grade(s)	How much time?	How many days/week?
Read Well	R	K - 2	90 min/day	5
Scott Foresman	R	2	60 min/day	5
Scott Foresman	R	3	90 min/day	5
Scott Foresman	R	4 – 5	60 min/day	5
Growing with Mathematics	M	K – 5	60 min/day	5

Reading

Kindergarten and First grade ~ Students receive 90 minutes of instruction using the district adopted curriculum, ReadWell.

Second grade student receive 60 minutes of ReadWell each day. In addition, second grade students also receive 90 minutes of instruction in the district-adopted curriculum, Scott Foresman

All third grade students receive 60 minutes of reading instruction in the district adopted curriculum, Scott Foresman

K-3 students who qualify for LAP services receive an additional 30 minutes of small group reading instruction each day.

All fourth and fifth grade students receive 60 minutes each day of instruction provided by classroom teachers using the district adopted curriculum, Scott Foresman

Students that qualify for LAP services receive an additional 90 minutes of instruction using Read 180.

Special Education Program ~ K-5 students that qualify for special education services receive reading instruction in the resource room according to their Individual Education Plan (IEP).

Strengths of Reading program:

*Daily/weekly assessments

*Differentiated instruction for wide range of abilities

Concerns of Reading program:

- *Classroom teachers spend many hours each week researching and purchasing supplemental materials because district adopted programs do not match state standards.
- *Materials do not match state vocabulary for grades 3-5.

Math

All K-5 students receive 60 minutes of math instruction each day provided by the classroom teacher.

Students that qualify for special education services receive additional math instruction in the resource room according to their Individual Education Plan (IEP).

Special Education students in grades 4 and 5 who did not meet math standards on the MSP receive additional 30 minutes of services from LAP staff.

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Strengths of Math program:

- *Unit assessments
- *Additional activities for interventions and enrichment

Concerns of math program:

- *District adopted curriculum does not match state standards
- *Curriculum promotes spiraling vs. teaching to mastery
- *There is no student textbook.

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Table 2: Supplemental Programs

Reading		Mathematics	
Daily 5	Read 180	First in Math	Math A Minute
Read Naturally	Earobics	Calculation Nation	Math Club
Accelerated Reader	Wednesday Club	Wednesday Club	Math Masters
Rewards		Other (List):	
Other (List):			

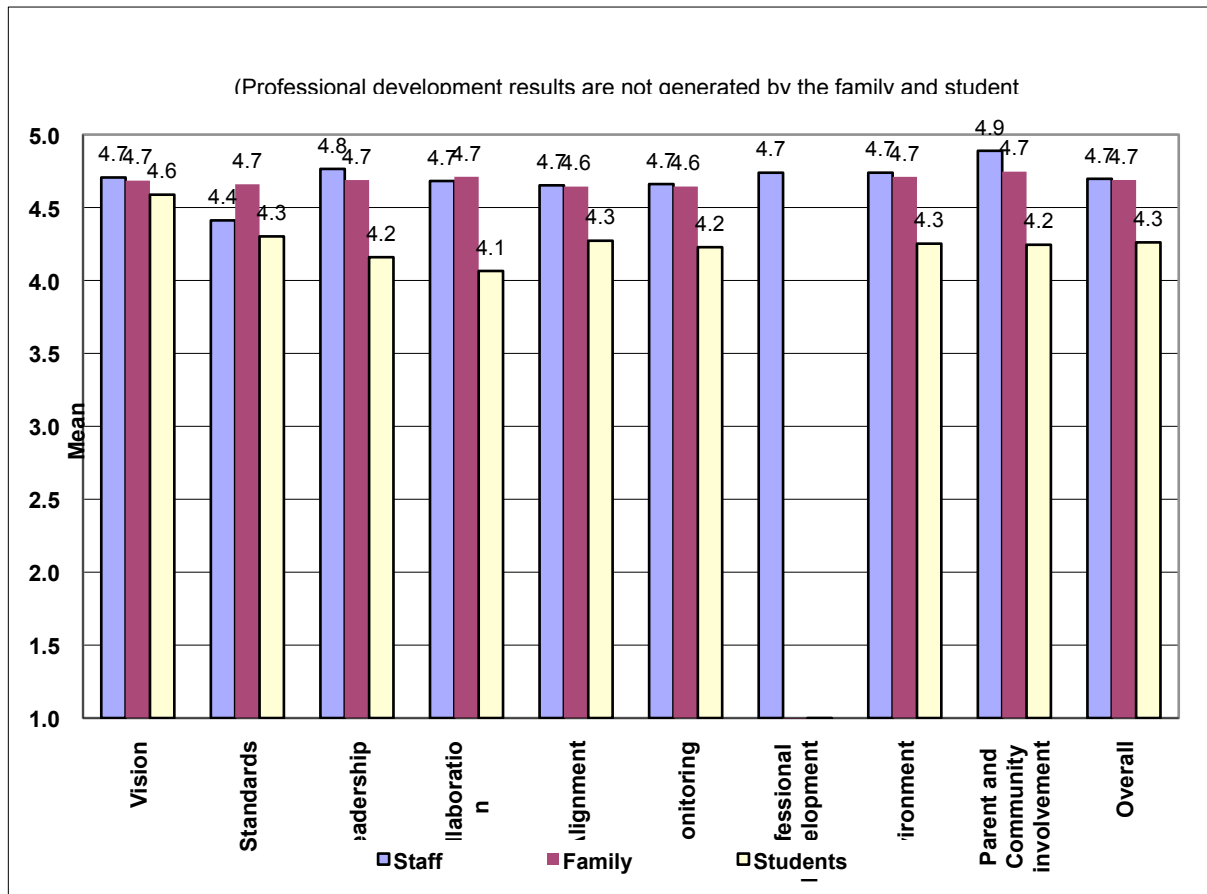
Table 3: Supplemental Programs Description

Intervention	Grade(s)	Frequency (Time and #days/wk)	Total # of Students	Ratio Adults:Students
Read 180	4-5	90min/4wk	16	2:16
Accelerated Reader	1-5	15 min/4wk	150	1:28
Daily 5	4	60 min/5wk	75	1:25
First in Math	3-4	10/min/3wk	76	1:28
Math a Minute	5	10 min/2wk	25	1:28
Wednesday Club	4	180/1wk	15	3:15
Math Club	4-5	60min/1wk	20	1:20
Math Masters	K-5	15min/5wk	400	1:28

Survey Perception Data

The Characteristics of Effective Schools survey was developed by OSPI. Teachers, parents, and students completed a survey in the spring of 2010 to provide information on how they perceived Cape Horn-Skye Elementary based on the Characteristics of Effective Schools.

Staff, parents and students rated the different characteristics on a five-point scale: “agree completely” (5), “agree mostly” (4), “agree moderately” (3), “agree slightly” (2), and “don’t agree at all” (1).



With the exception of Standards, Staff rated all areas with a 4.7 or above.

Parents rated all areas with a 4/6 or above.

Students gave Vision the highest rating. They gave Collaboration the lowest.

Math

School Improvement Goal: Students at Cape Horn-Skye will be proficient in math as measured by 85% of students in grades 3-5 meeting and/or exceeding standards on the math portion of the Spring 2012 Measurement of Student Progress.

Action Plan for Math

Strategy to achieve the goal? What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills? How will we ensure job-embedded, on-going PD?	Timeline When will the strategies/actions begin and end?	Available Resources What existing and new resources will be used to accomplish the strategy/action?	Who is involved? Who will provide leadership? Who will do the work?	Monitoring plan What on-going evidence will be gathered? When will the evidence be reviewed?
K-5 vertical teaming to analyze core standards	*staff meetings *PLCs *workshops	*11-12 school year	*Teacher created researched math materials (These resources need to be developed.)	Teachers and principals District Math Team working with school teams	*Curriculum map for core standards. *Assessment data showing grade level mastery of new concepts
Ensure all concepts are taught	PLC Staff meetings	Ongoing	Pacing guide	Teachers	Assessment data
Transitioning from PEs to common core standards	*staff meetings *PLCs *webinar/workshops	Ongoing	Curriculum map for core standards. (needs to be developed)	Teachers and principals	Assessment data

Reading

School Improvement Goal: Students at Cape Horn-Skye will be proficient in math as measured by 85% of students in grades 3-5 meeting and or/exceeding standards on the reading portion of the 2012 Measurement of Student Progress.

Action Plan for Reading

<p>Strategy to achieve the goal?</p> <p>What actions will occur?</p> <p>What steps will staff take?</p>	<p>Professional Development</p> <p>How will staff acquire the necessary skills?</p> <p>How will we ensure job-embedded, on-going PD?</p>	<p>Timeline</p> <p>When will the strategies/actions begin and end?</p>	<p>Available Resources</p> <p>What existing and new resources will be used to accomplish the strategy/action?</p>	<p>Who is involved?</p> <p>Who will provide leadership?</p> <p>Who will do the work?</p>	<p>Monitoring plan</p> <p>What on-going evidence will be gathered? When will the evidence be reviewed?</p>
<p>Teacher modeling of Source based answers</p>	<p>*staff meetings</p> <p>*PLC's</p>	<p>Ongoing</p>	<p>Teacher recreated materials to match state standards</p> <p>OSPI website</p>	<p>Teachers/principal</p>	<p>Assessment data</p>
<p>Provide intervention for students with MSP scores in the range of 397-405</p>	<p>Staff mtgs</p> <p>PLC</p> <p>workshops</p>	<p>2011 school year</p>	<p>Intervention strategies</p>	<p>Teachers</p>	<p>Assessment data</p>

School Wide Reform Strategies

Math

Professional Learning Communities have implemented math SMART (Specific Measureable, Attainable, Realistic, Time Bound) goals for the 2011-202 school year. SMART goals are based on data received from easyCBM, 2011 MSP and classroom based assessments.

Begin transitioning from Performance Expectations to Common Core Math Standards.

Ensure that concepts are taught to mastery.

Reading

Professional Learning Communities have implemented reading SMART goals for the 2011-2012 school year. SMART goals are based on data received from easyCBM, 2011 MSP and classroom based assessments.

Implement Source based answers: Restate, Answer, Evidence

Provide additional interventions for students with scores between 395-405 on the 2011 MSP.

3. How We Ensure Instruction by Highly Qualified Teachers/Staff

The district's human resources department reviews all employee files to ensure that teachers meet 'highly qualified' status within their current positions. In addition, they screen all applicants for new positions to ensure that only those teacher applicants who meet 'highly qualified' requirements are forwarded to building principals as potential candidates for new positions. This is similar to the process utilized when hiring para-educators - only those individuals meeting 'high qualified' requirements for a para-educator positions are forwarded to building principals for consideration of employment within all Title 1 schools.

- Highly Qualified Teachers: To be deemed highly qualified, teachers must have:
 - a bachelor's degree,
 - full state certification or licensure, and
 - prove that they know each subject they teach.
- Highly Qualified Para-educators
 - Have a high school diploma or a GED and complete 48 hours at an institution of higher learning **or**
 - Obtain an Associate's Degree or higher **or**
 - Pass a State approved assessment that assessed the ability to assist in instructing reading, writing and math
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4. Professional Development Activities

CH-S staff will use their professional development funds to learn new math and reading strategies that are both engaging and challenging.

The staff will also learn the new Common Core Math Standards and begin implementing these this school year. Strategies for attaining the math goal include attending webinar/workshops and working in PLCs to begin implementing the standards.

Strategies for attaining the reading goal include attending reading workshops provided by the district (Hathaway), observing in classrooms, PLC work and sharing of strategies at staff development meetings.

5. Strategies We Use to Increase Parental Involvement

- *Parent classroom volunteers
- *Friday Home Journals
- *Monthly Booster meetings
- *Fall Carnival
- *Math Night
- *Bi Weekly Kodiak News bulletins
- *School website
- *Good News Postcards
- *Grandparents' Day Luncheons
- *Family Library Night
- *Honor Choir
- *Enrichment Night
- *Science Night
- *Parent Survival and Student Success Night
- *Parent/Student/Teacher conferences Fall and Spring
- *Spring Music program
- *Christmas Music program
- *Classroom to home connection via email
- *Field trips
- *Math Club
- *Math is Cool
- *Science Olympiad
- *Back to School Night
- *Books and Breakfast
- *Camp Read-A-Lot
- *Wednesday Club
- *Veterans' Day assembly
- *Battle of the Books
- *504 Plans
- *Student Teacher Assistance Team
- *Quality Work Awards
- *Monthly Kodiak Assembly
- *Kodiak Stars
- *Counselor at recess twice-weekly working with students

6. How We Attract High-Quality, Highly-Qualified Teacher

The building works closely with district office personnel to ensure that all teachers in the district are aware of the increased opportunities for professional development for teachers assigned to this school.

At Cape Horn-Skye, we have the following professional development opportunities available for all staff:

- *Twice monthly staff meetings are dedicated for staff development purposes.
- *Staff sharing of successful strategies at PLC
- *Modeling of effective math lessons in classrooms
- *Modeling of effective reading lessons in classrooms
- *Modeling of effective writing lessons in classrooms

7. Plan for Assisting Students Transition between Grades

Each spring, teachers meet to discuss placement of students to the next grade level. Each student's learning style, academic abilities and behavior is taken into account when placing them in the next grade level.

In late spring and early fall, before school begins, a teacher may meet on an informal and sometimes formal basis to inform the next year's teacher of individual student's needs and academic challenges. Strategies to assist students are discussed and new strategies are also pursued.

8. How We Include and Train Teachers Regarding Use of Assessment

The district is implementing a universal and progress monitoring assessment system K – 8. Training for this system will be ongoing throughout the 2011 – 12 school year. Components of the assessment system professional development are informed by the following IES Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* recommendations:

- Make data a part of an ongoing cycle of instructional improvement
- Establish a clear vision for school wide data use
 - Establish a school wide data team
 - Define critical teaching and learning concepts
 - Develop a written plan that articulates activities, roles, and responsibilities
- Provide supports that foster a data-driven culture within the school
 - Designate a school-based facilitator who meets with teacher teams to discuss data
 - Dedicate structured time for staff collaboration
 - Provide targeted PD regularly

This system incorporates various assessment data including MSP results, easyCBM benchmark results for all students and easyCBM progress monitoring to ensure that students at-risk for poor educational outcomes are identified for secondary and tertiary interventions and that these students are benefitting from instruction/interventions provided.

9. How do we identify students for supplemental supports? How do we exit these students from program?

Students will only be exited from the LAP program after careful consideration from the classroom teacher and the LAP teacher. In order to be considered for exiting of the LAP program the student must:

- *No longer be in the High risk category according to the easyCBM assessment website
- *Show growth over time according to data provided by LAP teacher
- *Other classroom data from general education teacher

If the above criteria is met the LAP teacher and classroom teacher will meet to review data provided by both teachers. The parents of the student will also be notified of any decision regarding the LAP program.

Students will be identified according to their performance scores from the easyCBM assessments as high risk, some risk, low risk and teacher observation.

Fourth and Fifth grade students MSP scores will also be considered when assessing students' needs for additional intervention support.

Also, those 4th and 5th grade students not meeting math standards on the math portion of the MSP will receive additional 30 minutes of math support one day a week.

10. How We Coordinate and Integrate Funds

The district utilizes federal (Title I, Title IIA, Title III, SPED), state (LAP, TBIP, BEA), and local levy dollars to provide coordinated professional development. Building level plans are analyzed to determine common needs so that funds can be maximized. Program directors also examine building level data to provide targeted professional development and supplemental service supports.