

10 – 11 Continuous School Improvement Plan

School:	Team members	Site Improvement Team meetings	
<p>School Improvement Goal (<i>following the ASPIRING Goal template</i>):</p> <p>All staff at Highlands Elementary School will improve students' skills in reading comprehension so that at least 80% of all students will achieve <u>one</u> of the following:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Reach May 2011 benchmark goal (level B) Achieve 90% on letter/sound recognition assessment (76 out of 85) <p>1st Grade:</p> <ul style="list-style-type: none"> Reach May 2011 benchmark goal (level I) Advance 6 benchmark levels Achieve 90% on AASD Spring Phonics Test (81/90) <p>2nd Grade:</p> <ul style="list-style-type: none"> Reach May 2011 benchmark goal (level M) Advance 5 benchmark levels Reach the Grade Level Mean on the Winter or Spring 2011 MAP test Reach targeted growth on Winter or Spring 2011 MAP test 	Principal: Val Dreier, Paula Sween	Aug. 19, 2010	Time 8:00-12:00
	Judy Tweed	Sept 13	Time 3:30-4:30
	Lisa Head	Oct 11	Time 3:30-4:30
	Tricia Kottek	Nov 8	Time 3:30-4:30
	Tanya Lange	Dec 13	Time 3:30-4:30
	Laura Stondall	Jan 10	Time 3:30-4:30
	Melody Manion	Feb 14	Time 3:30-4:30
	Kristy Higbee	Mar 14	Time 3:30-4:30
	Jim Lehto	Apr 11	Time 3:30-4:30
	Dee Abts	May 9	Time 3:30-4:30
	MaiKou Heu		
	Sharon Griswold Liz Kuppernus	June	TBD

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3rd Grade:

- Reach May 2011 benchmark goal (level P)
- Advance 4 benchmark levels
- Reach the Grade Level Mean on the Winter or Spring 2011 MAP test
- Reach targeted growth on Winter or Spring 2011 MAP test

4th grade:

- Reach May 2011 benchmark goal (level T)
- Advance 4 benchmark levels
- Reach the Grade Level Mean on the Winter or Spring 2011 MAP test
- Reach targeted growth on Winter or Spring 2011 MAP test

5th grade:

- Advance 4 benchmark levels for selected students
- Reach the Grade Level Mean on All the Winter or Spring 2011 MAP test
- Reach targeted growth on Winter or Spring 2011 MAP test

6th grade:

- Advance 4 benchmark levels for selected students
- Reach the Grade Level Mean on the Winter or Spring 2011 MAP test
- Reach targeted growth on Winter or Spring 2011 MAP test

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<p>*Benchmark is determined by student's instructional level</p> <p><u>Specific students targeted in this goal:</u></p> <ul style="list-style-type: none"> • Students receiving Special Education Services or ELL services. • Male students in writing <p>All staff at Highlands Elementary School will improve students' writing skills in the writing trait of message, so that:</p> <ul style="list-style-type: none"> • 70% of all students will progress at least one phase on the AASD writing continuum. 			
<p>End of year student outcomes</p>		<p>Implementation Visit dates</p>	
<p>Assessment tools:</p> <ul style="list-style-type: none"> • MAP test • Rigby II Benchmark Kit • End of the Year Data Collection Sheets • AASD Writing Continuum • Student writing samples • <p>Scores/metrics used:</p> <ul style="list-style-type: none"> • RIT scores (2nd – 6th) • Targeted growth scores (2nd – 6th) • Instructional Benchmark Levels (K-6th) • 76/85 on letter and sound recognition (K) • 81/90 on Phonics Test (1st) <p>By May 13, 2011</p>		<p>Late fall:</p> <p>Nov. 8</p>	<p>Midwinter:</p> <p>March 14</p>

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Student progress monitoring	Period 1 progress assessment date(s):	Period 2 progress assessment date(s):	Period 3 progress assessment date(s):	Period 4 progress assessment date(s):
Assessment tool	Dec. 3-22, 2010		April 11-15, 2011	
Score/metric used				

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Designing School-Wide Rtl Systems for Student Success

Academic Systems

Behavioral Systems

Universal:

- All Students
- Preventative & Proactive



Universal
How will we improve academic and/or social/behavioral support so that all classroom practices effectively engage every learner?



Universal:

- All Settings, All Students
- Preventative & Proactive

Targeted:

- Some Students
- High Efficiency
- Rapid Response



Selected
How will we improve academic and/or social/behavioral support for struggling learners and enrichments for advanced learners?



Targeted:

- Some Students
- High Efficiency
- Rapid Response

Intensive:

- Individual Students
- Assessment-Based
- High Intensity



Targeted
How will we provide intensive academic and/or social/behavioral support for struggling learners and enrichments for advanced learners?



Intensive:

- Individual Students
- Assessment-Based
- Intense, Durable Procedures



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AASD Board of Education Goal:**Site Goal:** Increase reading and writing achievement.

Response to Instruction (social, emotional, physical, cognitive)		Specific objective:	
Action	Resource(s) / Funding	Timeline	Measurable Outcome
Differentiate the curriculum based on data analysis, with special emphasis on students receiving ELL and special education services. Attend RtI Training in Green Bay.	TAG teacher Literacy Coach ARRA Title I funds for 20 days, \$5,681 Intervention Specialist. \$250 ARRA Title I funds	20-2011 school year Workshop May 2011	80% of all students will meet 1 of the assessment criteria in reading and writing
Individualize Instructional goal setting for reading and writing, with special emphasis on students receiving ELL and special education services	Highlands Staff	2010-11 school year	80% of all students will meet 1 of the assessment criteria in reading and writing
Small group and individual instruction of reading and writing through structures such as Daily Five, Centers or Student Workshops, with special emphasis on students receiving ELL and special education services. Attend Lucy Calkins Reader's Workshop Training in Milwaukee	Readers and Writers Workshop materials purchased with Title I ARRA funds, 7 sets of Readers	2010-11 school year	Selected teaches will have classroom books and units of study for teaching Reader's and Writer's s Workshop with their students

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(2 staff)	Workshop Materials (\$1800) 2 sets of Writers Workshop materials(\$600) (total = \$2400) Discretionary; 6 copy sets and word work materials for small group and individual instruction purchased with Title I ARRA funds (\$7500). \$400 Reader's Workshop Conference (ARRA Title I funds)		
Universal instruction support through use of technology	Title I ARRA funds for purchase and installation of projectors in classrooms \$22,081 Discretionary	October – June (depending on date of installation)	All classroom teachers will have access to district software via their computer and the installed projector
Use of data to determine viable methods of assessing 1 st graders and special education students (pilot one 1 st grade	Title I ARRA funds to pay for license for 30 MAP tests at the	September, May	Accurate information to determine appropriate instructional level for first grade and special education students

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class and selected	1 st grade level \$195 Discretionary		
Universal instruction support through use of literacy coach.	Book Study, staff development	Selected staff development days	All staff will have access to literacy coach for instruction
Using the ECERS rating scale, evaluate ECH and Kindergarten classrooms and determine materials/practices needed. Order materials.	Title I ARRA funds to purchase materials identified in ECERS \$2000 Discretionary	October	Kindergarten classrooms will receive higher ratings on ECERS scale
Expand knowledge base and implementation of writer's workshop. Implement daily writing in classroom schedules.	Grade level sharing/staff development/literacy coach Title I ARRA funds \$919 Intervention	2010-11 school year	All staff will have access to assistance in implementing writer's workshop
Implement AASD Writing Continuum to plan for writing instruction. Utilize message trait band of Continuum for classroom instruction.	Grade level sharing/staff development	2010-11 school year	Staff members will become familiar with Writing Continuum and develop writing lessons based on students' readiness level
Students will use 6-Trait writing activities across all curricular areas, including art, music, physical education, and guidance.		1 writing experience of teacher's choice per quarter	Students will have increased writing experiences across all curricular settings as based on writing samples.

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Book study on <u>The Book Whisperer</u> and <u>Catching Readers Before They Fall</u> with information shared at a staff meeting and/or staff development.		October – April	Teachers involved in the book study will increase knowledge and activities in order to better meet the needs of male students' writing interests.
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AASD Board of Education Goal:

Site Goal: Improve reading and writing achievement

Specific Objective for Collaborative Culture of Improvement:

Focal points: student success (social, emotional, physical, cognitive) school climate assessment & data use professional learning

Action	Resource(s)/Funding	Timeline	Measurable Outcome
Continue progress monitoring system for at-risk readers and writers (4 students/classroom) involving classroom, resource, and specialist teachers.	Title I ARRA funds \$6,000 for subs for collaboration or progress monitoring Substitute	Two times during school year will be for each classroom or collaboration time will be scheduled: Dec. 3-22, 2010 and April 11-15, 2011	80% of students will increase their reading and writing proficiency as measured by AASD assessments
Complete end of the year data collection sheet	Data sheet	Ongoing throughout the year	80% of students will increase their reading and writing proficiency as measured by AASD assessments

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AASD Board of Education Goal:

Site Goal: Improve reading and writing achievement.

Specific Objective for Strategic Family and Community Partnerships:

Action	Resource(s)/Funding	Timeline	Measurable Outcome
Plan and implement family literacy activities and events. Family Reading Night	Books and materials from Title I ARRA funds \$400 Discretionary	Sept 2010-June 2011 December 9, 2010	50% of families will participate in at least one school or classroom family literacy activity beyond the school day
Collaboration between B & G Club and Highlands staff to provide homework assistance	Assignment notebook, email, face-to-face contact	2010-2011 school year	100% of involved staff participate in the collaboration

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