

Site Plan

School Year: 2010-2011

School: Shadow Lake Elementary

Date: 11/17/2010

Area of Focus: Math for Each Grade Level

1. Our school is in the following year of implementation:

Year 1 (*plan attached*)

Year 2

Year 3

2. We have updated the following components of our plan and attached the updates:

 SMART Goal

 Data Collection Plan

 Professional Development Plan

3. Our plan incorporates an emphasis on the following characteristics of Effective Schools (check all that apply):

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning Focused Professional Development
- Supportive Learning Environment
- High Level of Community and Parent Involvement

4. Additional comments:

Christina Everett 1-6-11

Principal Signature

Date

School Improvement Plan

School: Shadow Lake Elementary

Dates: January 2011 – January 2014

Staff Endorsement: 1/4/2011

T&L Review: 1/5/2011

School Board Review: 1/12/2011

A. Data Review Indicators

Student Achievement

State Assessments

- MSP / HSPE

State Accountability

- Accountability Index
- AYP Matrix
-

District Core Assessments

- Reading
- Writing
- Math
- Science
- CBAs

District Outcomes and Indicators

- CBAs
- Project rubrics

Interventions

Perception Data

Staff surveys

- PLC
-

Student surveys

- Climate “My Voice”
-

Parent survey

-

Demographics

Demographic Factors

- Gender
- Ethnicity
- F&R Lunch

Special Populations

- Special Ed
- ELL

Special Programs

- Intervention groupings

School Processes

Classroom Observations Walk-Throughs

Grade Level / Team

Data analysis, assessment and goal Setting

Collaborative Analysis of Student Work / Scoring Conferences

B. SMART Goal

School Improvement Plan

- Examining the last three years data as a baseline, students will improve their performance on the MSP/HSPE as outlined below in the percent of those meeting standard:

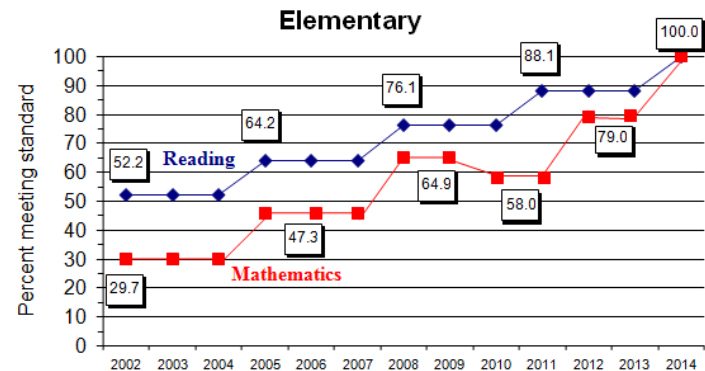
		School Data			Target Goals				State Uniform Bar
		2008	2009	2010	2011	2012	2013	2014	2014
Reading	Grade 3	84.1	87.1	87.6	89	91	92	94	100
	Grade 4	83.5	84.3	86.1	88	90	91	92	
	Grade 5	88.8	83.8	92.1	93	94	95	95	
Writing	Grade 4	74.7	66.3	85.2	87	89	90	92	
Math	Grade 3	76.8	87.0	72.4	78	83	87	90	100
	Grade 4	72.5	71.9	80.6	82	85	87	89	
	Grade 5	64.5	79.0	69.3	75	77	79	81	
Science	Grade 5	66.4	78.1	67.3	70	73	76	79	

2. Adequate Yearly Progress Goal

(required if school didn't meet AYP)

SLES met AYP

ELEMENTARY SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)



NOTE: The state uniform bar has changed for 2010—13 based upon new cut scores on the mathematics assessments.

School Improvement Plan

Shadow Lake Elementary, 2008

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	7	5	5	5	NA	5.50
Low inc. ach.	5	5	3	2	NA	3.75
Ach. vs. peers	5	5	5	7	NA	5.50
Improvement	6	7	5	7	NA	6.25
Average	5.75	5.50	4.50	5.25	NA	5.25

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	92.09%	77.61%	77.78%	73.26%	NA
Low inc. ach.*	74.14%	73.91%	53.57%	44.44%	NA
Ach. vs. peers**	+0.15	+0.08	+0.06	+0.21	NA
Improvement**	+0.15	+0.19	+0.09	+0.18	NA

↑
Index
(Very Good)

* Percent meeting standard for content areas, extended graduation rate

** Content areas measured using the Learning Index

Shadow Lake Elementary, 2009

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	6	4	6	6	NA	5.50
Low-inc. ach.	5	4	4	2	NA	3.75
Ach. vs. peers	5	3	5	7	NA	5.00
Improvement	5	1	7	7	NA	5.00
Average	5.25	3.00	5.50	5.50	NA	4.81

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	89.2%	68.6%	84.9%	86.8%	NA
Low-inc. ach.*	75.9%	64.7%	65.5%	47.6%	NA
Ach. vs. peers**	+0.09	-.15	+0.13	+0.32	NA
Improvement**	+0.06	-.17	+0.28	+0.24	NA

↑
Index
(Good)

* Percent meeting standard for content areas, extended graduation rate

** Content areas measured using the Learning Index

Shadow Lake Elementary, 2010

Indicator	Reading	Writing	Math	Science	Grad Rate	Average
Non-low inc. ach.	7.0	6.0	6.0	5.0		6.0
Low inc. ach.	5.0	6.0	3.0	2.0		4.0
Ach. vs. peers	5.0	7.0	4.0	7.0		5.75
Improvement	4.0	7.0	1.0	1.0		3.25
Average	5.25	6.5	3.5	3.75		4.75

Indicator	Reading	Writing	Math	Science	Grad Rate
Non-low inc. ach.*	91.56%	85.54%	80.17%	76.0%	
Low inc. ach.*	77.5%	84.0%	56.96%	42.31%	
Ach. vs. peers**	0.12	0.24	0.03	0.33	
Improvement**	-0.05	0.37	-0.3	-0.25	

↑
Index
(Good)

* Percent meeting standard for content areas, extended graduation rate

** Content areas measured using the Learning Index

Accountability Index Data:

Last year SLES had a focus on writing, including collaboration with LWES, focus on writing strategies, look-fors in classroom practices and collaborative scoring of student work. The increase in writing data across all cells in the accountability index was a celebration and reinforced the research based work we focused on.

Math continues to be an area of focus and is reflected in the site plan goals which follow. Science and reading have curriculum and framework revisions happening at the systems level that are being phased in.

SLES has been working consistently on investigating and trying various intervention approaches, including those that have a computer basic skills focus and we have been pleased with the impact this has had for students.

School Improvement Plan

School Climate Goals

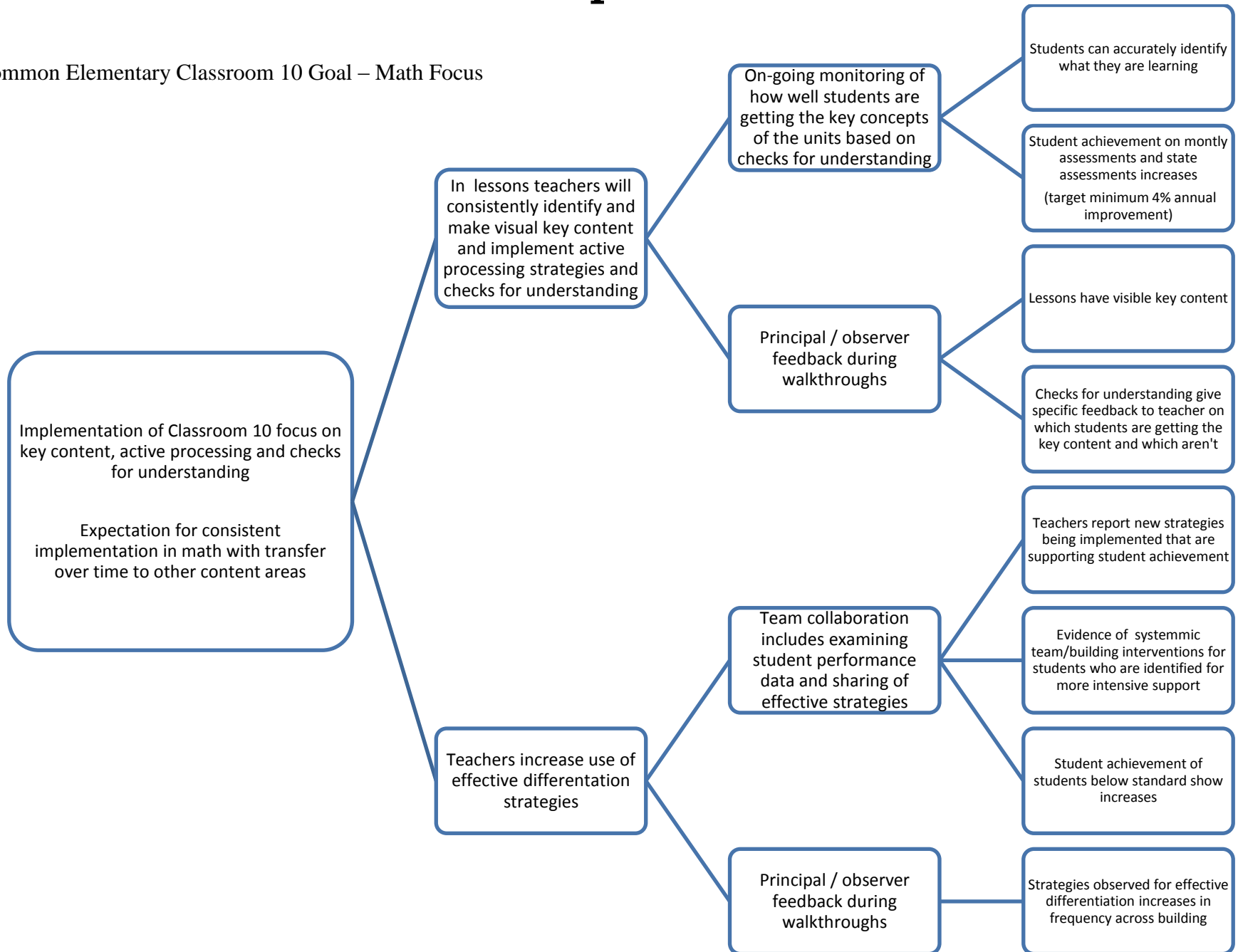
Our goal will be for 85% or more of our students in grade five to report affirmatively on questions related to liking school, feeling cared for by staff, and feeling safe at school as measured by the My Voice Survey 2014.

This goal will be supported by the following programs, strategies, and interventions.

1. Social Thinking skills -and strategies will be provided and implemented by the social worker, BIS, and staff. Social Thinking is a program that focuses on the precursor of day to day social skills. Success social thinkers consider the point of view, emotions, thoughts, beliefs, prior knowledge, and intentions of others. For children who do not intuitively consider use these common cues, these students will learn skills that will aid them in determining the meanings behind the messages communicated by others and how to respond to them within seconds.
2. Why Try is a program that will be used with older elementary students that will provide support in the reduction of truancy, drop- out prevention, and violence prevention. Our school social worker and Bis will pilot and support this program.
3. Roots of Empathy- A program designed for older elementary students that promote the development of empathy through on-going classroom visits by an infant and the mother. Through guided observations of this loving relationship, children learn to identify and reflect on their own thoughts and feelings and those of others (empathy). Independent evaluations of the program consistently show children who receive the Roots of Empathy experience dramatic and lasting effects in terms of increased positive social behavior and decreased aggression.
4. Second Step and Steps to Respect are used throughout Shadow Lake Elementary School to promote positive social skills and are used by classroom teachers and the social worker.
5. Antibullying programs and interventions provided and implemented by the school social worker, BIS, and staff to include classroom and/or school assemblies promoting antibullying and visits from local law enforcement on the dangers of cyber-bullying.

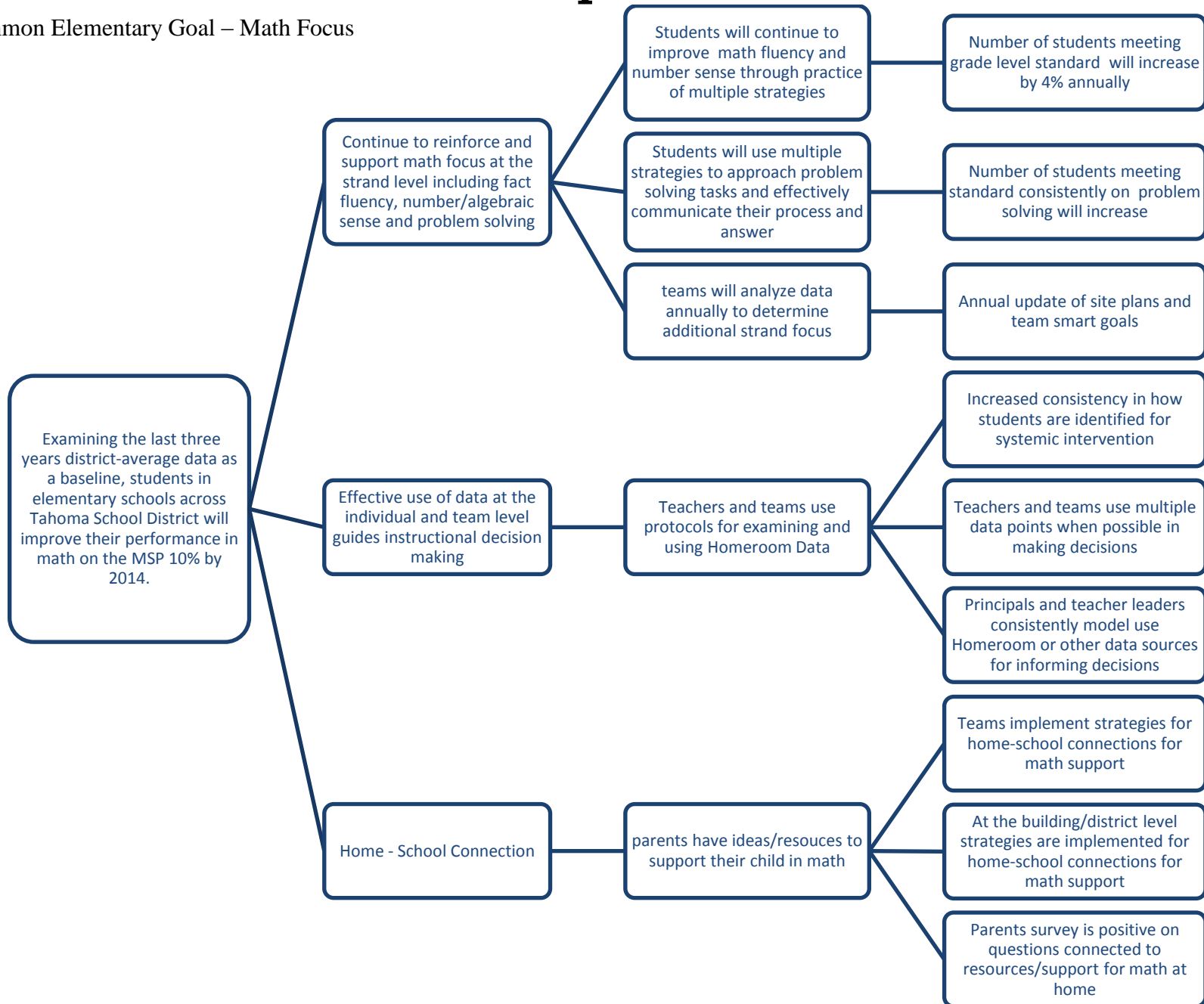
School Improvement Plan

Common Elementary Classroom 10 Goal – Math Focus



School Improvement Plan

Common Elementary Goal – Math Focus



School Improvement Plan

C. School Improvement Work Plan

<u>Activity</u>	<u>Rationale</u>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
<i>We will.....</i>	<i>So that...</i>			
1. Review the MSP Data	We understand how our instruction is impacting student learning as measured by the MSP	Annually- Aug.- Sept.	Principal Building Leadership Team Grade Levels	
2. Disaggregate the MSP data by special populations, i.e., Special Ed, Gender, ELL, ethnicity	We determine specific student and program needs	Annually Sept.	Principal Teaching and Learning Building Leadership Team Grade Levels Spec. Ed Dept./Reading Specialists	
3. Review other district data (i.e., DRP, core assessments, surveys)	We determine specific student and program needs	Annually as assessment data comes in	Principal Teaching and Learning Building Leadership Team Classroom Teachers	
4. Review and analyze archive information, student placement cards	Teachers can identify students for focus	Annually	Classroom Teachers	
5. Provide feedback and monitor implementation of the District Math implementation guides	We can monitor and pace math instruction and make modifications as needed to support student learning	2010-2013	Principals Math Coaches	

School Improvement Plan

<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
6. Provide staff development to support in math.	So that teachers can clarify key content and employ a variety of active learning strategies	Ongoing	Principals Teaching and Learning Math Coaches All teachers K-5	
7. Provide training and ongoing support to staff in instructional strategies for teaching district curriculum focusing on Key Content, Active Learning, and Checking for Understanding	Students understand and can articulate their learning and the rationale for what they learn	Ongoing	Principals Teaching and Learning Teacher Leaders	
8. Provide instructional materials and strategies for math fact fluency	Students receive specific skill instruction in math fact fluency (eg. Origo Math)	2010-2011	Principals Math Coaches Teaching and Learning	
9. Provide teachers with instructional support for math fact fluency through lesson demonstrations and videos	Teachers understand and can fully implement the math fact fluency strategies and can support each other in reflective instructional practices	2010-2011	Principals Math Demonstration Classroom Teachers All Math Teachers 1-4	

School Improvement Plan

<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
10. Provide Instructional Leadership: <ul style="list-style-type: none"> • Walk Throughs • Reflective Questions • Staff meeting to share and discuss instructional practices • Informal/formal teacher and team conferences 	<ul style="list-style-type: none"> ➤ Teachers can receive feedback to improve instruction ➤ Teachers can self-reflect to grow professionally ➤ Staff can learn from each other and implement successful strategies in the classroom ➤ To promote reflection and evaluation of practices 	Ongoing	Christina Everett, Principal	
11. Collaborate to score core assessments samples and common classroom-based	Student growth is measured over time, to increase scoring reliability between scores, to provide teachers opportunities	Ongoing	Grade Level Teams	
12. Assessments for collections of evidence	to analyze students' strengths and weaknesses, and plan targeted instruction based on patterns and trends.			
13. Model use of classroom technology tools for examining student math work, making real world connections, and making key content more visual	Support staff in acquisition of teaching strategies that effectively incorporate use of new instructional tools into instructional practice and increase student achievement	2011 and then ongoing	Principals TTTL's Tech Summit Teaching and Learning Informations Tech	

School Improvement Plan

<u>Activity</u> <i>We will.....</i>	<u>Rationale</u> <i>So that...</i>	<u>Time Frame</u>	<u>Person(s) Responsible</u>	<u>Budget</u>
14. Engage in STAT meetings with grade level colleagues sharing student work samples and intervention and differentiation strategies	Teachers can problem solve how to better teach low achieving students or modify teaching strategies to meet the needs of all students	Ongoing	Individual Teachers Grade Level and Department Teams STAT Team	
15. Intentionally incorporate positive reinforcement, relation-building practices, and opportunities to celebrate student work and accomplishments.	Students feel valued and cared for as the most important members of our learning community and are recognized for their accomplishments.	Ongoing	All Staff	

School Improvement Plan

SchoolImprovementPlanState and Federal Requirement Check List

- Evidence and date of annual school board approval
- Evidence staff certification requirements were met
- Evidence the plan is based on self-review and participation of required participants (staff, students, parents, and community members)
- Brief summary of use of data to establish improvement
- How continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs) is promoted
- Recognition of non-academic student learning; what and how
- Plan addresses nine characteristics of successful schools
 - Clear and Shared Focus
 - High Standards and Expectations
 - EffectiveSchool Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment
 - High Levels of Community and Parent Involvement
- Plan addresses educational equity (gender, race, ethnicity, culture, language, and physical/mental ability)
- Plan addresses use of technology to facilitate instruction
- Plan addresses parent, family, and community involvement

School Improvement Plan

D. Collect and Analyze Data

- 1) Review of MSP and Other District Assessment Data: (i.e.: Homeroom Site)
- Improved performance

- 2) Walk-throughs:
- Teachers mediating student thinking
 - Evidence of student reflection to improve performance
 - Evidence of focus on reading, writing, and math learning targets
 - Evidence of key content visually and verbally communicated for reading, writing, math, and science

- Teacher reflection and anecdotal records
- Specific language to describe student progress
 - supporting evidence, i.e. student work to validate improved performance

- Review of Intervention Data
- Improved performance

Self Report Culture Survey

School or Team Portfolio Artifacts

*Student scores on state and district tests: MSP, Writing Assessments, DRP, Math Core Assessments, Math Problem Solving

*Walk-through anecdotal notes

Staff meeting notes and individual reflections

Inservice reflections

Examples of student work

Number of required attendance students based on test score improvement