

AN INTEGRATED SCHOOL  
IMPROVEMENT PLAN FOR  
HIGHLAND ELEMENTARY  
SCHOOL SCHOOL YEAR 2007-2008

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11/9/2007

# Vision Statement

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- Our vision at Highland Elementary School is to achieve “No Child Left Behind” through a systematic effort that provides comprehensive educational services to all children age three through eight in the Meridian School District #223.

# Mission Statement

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- It is our shared Mission at Highland Elementary School to provide a nurturing environment through an active partnership with each other, parents, the community, and administration, in order to empower students to become Lifelong Learners.

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# Review of 2006-2007 Goal #1

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- Increase consistency in administering and subsequent scoring of K-2 Illinois Snapshot of Early Literacy
  - Rationale: The 2006-2007 ISEL scores indicated a need to identify students at risk and provide timely intervention
  - Steps taken
    - 100% of K-2 assessments will be administered using PDA ISEL in the Spring of 2007
    - 100% of Fall 2006 K-2 scores will be uploaded onto PDA ISEL
    - 100% of K-2 student scores will be reported using the same ISEL Class Report

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# ISEL Score Charts 1<sup>st</sup> Grade

## 06-07

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ISEL Snapshot	Fall: % of Students at or above Target	Spring: % of Students at or above Target	Achievements or Concerns
#5 Letter Sound Development	55%	77%	Concern
#6 Developmental Spelling	64%	77%	Concern
#7 Word Recognition	40%	46%	Concern
#8 Vocabulary	Not Tested	45%	Concern
#9 Passage Reading	75%	73%	Concern

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# ISEL Score Charts 1<sup>st</sup> Grade

## 07-08

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ISEL Snapshot	Fall: % of Students at or above Target	Spring: % of Students at or above Target	Achievements or Concerns
#3 Phonemic Awareness	43%	N/A	Concern
#4 One-to-One Matching	49%	N/A	Concern
#5 Letter Sound Development	54%	N/A	Concern
#6 Developmental Spelling	63%	N/A	Concern
#7 Word Recognition	44%	N/A	Concern
#8 Passage Reading	59%	N/A	Concern
#9 Vocabulary	81%	N/A	Concern

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# ISEL Score Charts 2<sup>nd</sup> Grade

## 06-07

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ISEL Snapshot	Fall: % of Students at or Above Target	Spring: % of Students at or Above Target	Achievements or Concerns
#1 Spelling	51%	75%	Concern
#2 Word Recognition	54%	62%	Concern
#3 Fluency	44%	51%	Concern
#4 Extended Response	45%	79%	Concern
#5 Oral Reading	61%	56%	Concern
#6 Comprehension	57%	73%	Concern
#7 Vocabulary	60%	71%	Concern

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# ISEL Score Charts 2<sup>nd</sup> Grade

## 07-08

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ISEL Snapshot	Fall: % of Students at or Above Target	Spring: % of Students at or Above Target	Achievements or Concerns
#1 Spelling	35%	N/A	Concern
#2 Word Recognition	51%	N/A	Concern
#3 Fluency	45%	N/A	Concern
#4 Extended Response	49%	N/A	Concern
#5 Oral Reading	45%	N/A	Concern
#6 Comprehension	59%	N/A	Concern
#7 Vocabulary	43%	N/A	Concern

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# Illinois Snapshot of Early Literacy

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- Analysis From Data
  - Student Achievement for the 2006-2007 ISEL indicated that both the First and Second Grade Students scored under the Spring Target scores in nearly all Snapshots
- Questions
  - Why are the scores declining from fall to spring in oral and passage reading?
  - What changes in instruction and assessment may have a positive effect on students' learning?

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# Illinois Snapshot of Early Literacy Cont'd

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- Possible Reasons
  - ▣ The target score dramatically changes from fall to spring.
  - ▣ The format was changed from a paper form to PDA
  - ▣ Not all teachers utilize all of the reading series assessment tools and instructional aids
  - ▣ Not all teachers regularly assess students for Guided Reading Levels
  - ▣ The text changes from fiction to non-fiction from fall to spring in first grade

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# 2007-2008 Goal #1

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- To increase consistency in administering and subsequent scoring of the k-2 Illinois Snapshot of Early Literacy to allow focus on student deficiencies in passage reading and oral reading
  - ▣ Rationale: There is a need for a systematic approach in identifying children at risk so that intervention services can be provided in a timely manner, and instructional planning will address individual student deficiencies in reading and writing.
  - ▣ Measurable Steps
    - Students will be divided into groups based on their snapshot scores
    - The groups will focus on the snapshot skill

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# ISEL Class Report



## ISEL Class Report

**School:** Highland Elementary  
**Teacher:** Pete Reilley  
**Period:** Fall 2007/2008  
**Class:** Reilley1st

Student	Date	Alphabet Recognition	Story Listening	Phonemic Awareness	One-To-One Matching	Letter Sounds	Developmental Spelling	Word Recognition	Vocabulary	Passage Reading	Fluency	Average Percentile
	2007-08-22	-	-	20th	100th	50th	40th	10th	60th	50th	-	50th
	2007-09-13	-	-	40th	100th	50th	50th	70th	100th	80th	-	70th
	2007-09-13	-	-	40th	100th	30th	30th	30th	100th	30th	-	50th
	2007-09-20	-	-	100th	100th	100th	100th	100th	90th	100th	-	100th
	2007-10-12	-	-	40th	20th	30th	20th	40th	100th	30th	-	40th
	2007-09-20	-	-	100th	100th	70th	100th	90th	100th	90th	-	90th
	2007-09-20	-	-	100th	100th	90th	80th	30th	90th	60th	-	80th
	2007-09-20	-	-	10th	100th	90th	80th	80th	40th	90th	-	70th
	2007-09-20	-	-	100th	100th	90th	90th	100th	100th	100th	-	100th
	2007-09-13	-	-	40th	100th	80th	60th	100th	70th	90th	-	80th
	2007-08-13	-	-	40th	100th	70th	70th	60th	30th	70th	-	60th
	2007-09-12	-	-	100th	100th	80th	100th	100th	100th	90th	-	100th
	2007-09-12	-	-	100th	100th	80th	90th	80th	20th	70th	-	80th
	2007-09-11	-	-	10th	10th	10th	20th	10th	70th	10th	-	20th
	2007-09-10	-	-	40th	40th	10th	20th	20th	70th	10th	-	30th
	2007-09-12	-	-	30th	100th	80th	70th	40th	70th	40th	-	60th
	2007-09-13	-	-	100th	100th	100th	100th	100th	90th	90th	-	100th
	2007-09-11	-	-	30th	40th	60th	60th	60th	90th	70th	-	60th
	2007-09-13	-	-	10th	40th	100th	80th	40th	50th	60th	-	50th
	2007-09-12	-	-	100th	100th	60th	90th	60th	100th	80th	-	80th
		-	-	-	-	-	-	-	-	-	-	-
	2007-09-12	-	-	100th	20th	30th	30th	20th	90th	30th	-	50th
	2007-09-12	-	-	40th	40th	40th	20th	60th	70th	60th	-	50th

# 2007-2008 Goal #2

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- To increase achievement in fast accurate recognition and production of words in both reading and writing so that readers and writers can focus on making meaning
  - ▣ Rationale: There is a need to align word knowledge instruction throughout the grades

# 2007-2008 Goal #2 Cont.

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## ■ Measurable Steps

- 80% will score at or above ISEL Target for Spelling, Word Recognition, Fluency, and Extended Response
- Quarterly re-assessment of students below Target in more than 2 Snapshots using ISEL or DIBELS
- 100% of K-2 teachers will integrate the spelling component of the Harcourt *Trophies* reading series into their current word study
- 100% of first and second grader students will be assessed three times per year for development in word knowledge using *Words Their Way*
- 100% of first and second graders will be assessed for high frequency word knowledge proficiency using Dolch grade level lists
- 100% of first and second graders will have opportunities to practice their developing word knowledge through daily free writing activities

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# 2007-2008 Goal #3

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- To increase the consistency of assessments so that students are familiar and prepared for both formal and informal assessments
  - ▣ Rationale: Consistent and comparable information will be available to monitor a student's progress across the grade level and within individual classes

# 2007-2008 Goal #3 Cont.

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## ▣ Measurable Steps

- 100% of teachers will participate in 2 faculty meetings yearly to discuss assessment procedure needs
- 100% of students will be assessed for word knowledge development 3 times/year
- 100% of 1<sup>st</sup> & 2<sup>nd</sup> grade students will take 2 Harcourt *Trophies* Theme Tests per year
- 100% of 1<sup>st</sup> & 2<sup>nd</sup> grade will be assessed twice for reading level using *PM Benchmark*
- 2<sup>nd</sup> grade will take Gates McGinitie standardized exit test
- 100% of students' scores reported on common form to be included in their cumulative folder
- 100% K-2 students will be given Fall and Spring ISEL
- 100% of teachers will be given an assessment checklist to be completed each quarter

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# 2007-2008 Goal #4

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- School/Community to ensure students reach full potential and attain competencies in academic, personal/social and career domains
  - Rationale: Students' increasing need for social and emotional development in elementary years
  - Measurable Steps
    - Hire one full time and one half time counselor for Highland
    - Individual and group counseling to help students cope with social and emotional needs
    - Counselors will teach lessons from Second Step Program
    - After school focus and study groups to enhance daily learning
    - Use of the developmental counseling model

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# Communications

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- A copy of all four 2007-2008 goals will be distributed to Highland Staff and discussed at a staff meeting
- A copy of the 2007-2008 School Improvement Plan will be posted in the Teachers' Workroom
- Highland monthly newsletter will invite parents to read, comment and offer feed back on the School Improvement Plan
- The School Improvement Plan will be posted on the Highland web page

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# Evaluating Progress

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- Quarterly grade level meetings will be held to evaluate the progress of each goal and its sub goals
- An end-of-the-year meeting will be held to evaluate the progress of the goals

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# Contact Information

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