

School Improvement Plan

Page Number 1

Year: 2019 - 2020
School: Highland Elementary
Principal: Teresa K. Blum

1. Strength chart for HES.

a. HES greatest strengths.

i. School Safety

1. All doors are locked and visitors must ring doorbell at main entrance and sign in at office
2. Playground equipment is monitored to ensure safety
3. Custodian marks wet floors, cleans ice and snow off walkways and cleans daily
4. Cafeteria staff participates in "Food Safe" class

ii. Fully Accredited

iii. Reading Resource Room

iv. Math manipulatives to aid instruction K-5

v. Dedicated knowledgeable teachers (care for each other and all students)

vi. Supportive Parents

vii. Low pupil/teacher ratio

1. K 19:1 with an aide
2. 1 21:1
3. 2 16:1
4. 3 18:1
5. 4 15:1
6. 5 5:1
7. Cameras in and around the building
8. Walkie talkies for communication inside and outside the building

b. Currently HES

i. Praises students' accomplishments

1. Monthly Awards Assembly
2. End-of-the-Year Awards Assembly
3. Announcing students as they move up the AR Wall
4. SOL Awards

- ii. Encourages students to read and earn a spot on the Accelerated Reader Wall of Fame
- iii. Aligns curriculum with the Virginia SOL objectives
- iv. Surpassed the VDOE pass rate in science and history
- v. Sends a Monthly Newsletter home (RAMS HORN)
- vi. Sends the HES Student Handbook and Code of Student Conduct home with all students annually
- vii. Teachers, K-5, send weekly letters to all parents in students' "Friday Folders"
- viii. PK and K send daily folders to communicate with parents
- ix. Parent/Teacher conferences school-wide in November and January and other times as needed
- x. Field Trips which correlate/reinforce/enhance the VA SOL Objectives
- xi. Host Title I Fall Family Fun Night and Spring Family Fun Night
- xii. Fifth Grade Safety Patrol Program
- xiii. Weekly Monday Morning Memo to provide information to teachers and staff

2. HES areas for improvement

- a. Reading
- b. Math
- c. Differentiation in the classroom
- d. Communication

3. HES Reading Strengths

- a. One hour and thirty minutes of reading instruction daily in grades 3-5
- b. Two hours of reading instruction in K-2 daily
- c. New reading curriculum for K-5 students
- d. Classroom sets of historical fiction books in grades 3-5
- e. Reading resource room with leveled readers A-Z
- f. The 100 Book Challenge Program
- g. Teachers expertise with SOL terminology and essential questions
- h. Reading teacher with Dyslexia training
- i. Motivating students through Accelerated Reader rewards
- j. 15 minutes of sustained reading time across grades 1-5

4. HES Reading Weaknesses
 - a. Ineffective use of reading resource room materials
 - b. Analyzing data (PALS and Benchmark)
 - c. Daily writing with editing
 - d. Preschool program's academic focus

5. HES Math Strengths
 - a. New math curriculum K-5
 - b. Aligned curriculum with VDOE SOL Objectives
 - c. Math manipulatives to aid instruction
 - d. Title I Instructional Teacher
 - e. A minimum of sixty minutes daily of math instruction in K-5.

6. HES Math Weakness
 - a. Teaching vocabulary to address SOL Objectives
 - b. Basic math facts.

7. HES Priorities
 - a. Improve Reading instruction and SOL pass rate
 - b. Improve preschool academic focus
 - c. Improve Math Instruction and SOL pass rate
 - d. Improve differentiation
 - e. Improve internal and external communication

Improve reading instruction (all students will be reading and comprehending on grade level).					
Summary: Briefly describe the school's comprehensive approach to produce gains in this area.					
Teachers acknowledge if students read more their reading will improve. When students are reading on level, have test taking strategies and experience with text like they will see on SOL tests, they will have an optimal chance to pass the SOL reading test. Each classroom teacher (1-5) will provide a 15 minute silent sustained reading block daily; review and learn the essential knowledge and question section of the curriculum framework provided by the VDOE. The following strategies will continue or be implemented for the 2019 -2020 school year at HES.					
Strategies: List as many as you need to accomplish the goal	Person Responsible	Cost	Time-line	Is professional development needed	Projected outcomes
1. Grades 1-5 daily schedules will include 15 minutes of silent sustained reading.	Classroom Teacher	N/A	Started August 2014 continues	No	<ol style="list-style-type: none"> 1. Students will read daily at their independent level. 2. Students reading will improve. 3. Students will take AR test to show comprehension.
2. Students in Grades 1-5 will be expected to read 15 minutes each night at their independent level	Parent/Student	Materials for the 100 Book Challenge Program \$2000.00	Started January 2015 continues	No	<ol style="list-style-type: none"> 1. Students reading will improve 2. Parental involvement

3. An inventory of all materials in the reading resource room will be provided to all teachers.	Reading Specialist	N/A	Started September 2015	Yes	<ol style="list-style-type: none"> 1. Teachers will be aware of materials available and use them to aid instruction. 2. Students will be reading material at their independent level during silent sustained reading time and at night.
4. Classroom teachers will analyze PALS and Benchmark data to drive instruction.	Classroom Teachers and Principal	N/A	Started September 2015 continues	Yes	<ol style="list-style-type: none"> 1. Improved reading instruction 2. Students reading will improve 3. SOL reading scores will improve
5. Classroom teachers will provide students with longer passages similar to SOL test.	Classroom Teachers	N/A	Started September 2014 continues	No	<ol style="list-style-type: none"> 1. Students endurance will improve 2. Students reading SOL test scores will improve 3. Teachers will use passages from www.readworks.org and other sources
6. Students will write and learn how to edit their work.	Classroom Teachers	N/A	Started September 2015 continues	Yes	<ol style="list-style-type: none"> 1. Students writing will improve 2. Students will learn by editing
7. Teachers will review, know and use essential questions from the VDOE curriculum framework.	Classroom Teachers	N/A	Started September 2014 continues	No	<ol style="list-style-type: none"> 1. Students will become familiar with the types of questions they will see on the reading SOL test. 2. Students reading will improve. 3. Students SOL reading test scores will improve.

8. Teachers will use a variety of genre and text to prepare for SOL test.	Classroom Teachers	N/A	Started September 2014 continues	No	<ol style="list-style-type: none"> 1. Students will experience reading multiple genre, recipes, and brochures. 2. Students reading will improve. 3. Students SOL reading test scores will improve.
9. Create a volunteer program to provide students the opportunity to read out loud.	Principal/Reading Specialist	N/A	Started October 2014 continues	No	<ol style="list-style-type: none"> 1. Students' oral reading will improve. 2. Students' enthusiasm for reading will increase. 3. Parental/community involvement will increase. 4. Students SOL reading test scores will improve.
10. Teachers will utilize technology to enhance student learning.	Classroom Teachers	Renewal of various programs.	Started September 2014 continues	Yes	<ol style="list-style-type: none"> 1. Students will learn how to use iPads, laptops, IXL, and Moby Max to improve reading skills.
11. Teachers will implement the 100 Book Challenge Program in their classrooms, K-5.	Classroom Teachers		Started January 2014 continues	As needed	<ol style="list-style-type: none"> 1. Students will read independently for 30 minutes daily at their independent level. 2. Students' oral reading and comprehension will improve. 3. SOL test scores for grades 3-5 will improve.

12. K-5 teachers will implement the new Houghton Mifflin Harcourt reading curriculum.	Classroom Teachers/ Parent	Purchased in June 2019.	August 2019	As needed	<ol style="list-style-type: none"> 1. Students will receive reading instruction at their independent level. 2. Students will master reading skills. 3. Students will practice skills at home.
13. The preschool program will prepare students for kindergarten.	Classroom Teacher	N/A	Begin August 2019	As needed	<ol style="list-style-type: none"> 1. Students will receive age appropriate instruction to prepare them for kindergarten. 2. Students will learn all upper and lower case letters of the alphabet. 3. Students will learn all letter sounds. 4. Students will be able to write their first name. 5. Students will be ready to read when they exit preschool.

Improve conceptual and concrete math facts.					
Summary: Briefly describe the school's comprehensive approach to produce gains in this area.					
Preschool will provide 30 minutes of math instruction/practice/review daily. K-5 classroom teachers will provide 90 minutes of math instruction/practice/review daily. Classroom teachers will review and learn the essential knowledge and questions provided in the curriculum framework on the VDOE web site. The following strategies will continue or be implemented for the 2019 -2020 school year at HES.					
Strategies: List as many as you need to accomplish the goal	Person Responsible	Cost	Time-line	Is professional development needed	Projected outcomes
1. K-5 daily schedules will include a 60-90 minute math block.	Classroom Teacher	N/A	Started August 2019	No	<ol style="list-style-type: none"> 1. Students' math skills will improve. 2. Students' SOL math test scores will improve.

2. Teachers will use a variety of hands-on activities to teach math concepts.	Classroom Teachers	N/A	Started August 2014 and continues	No	<ol style="list-style-type: none"> 1. Students will learn math skills. 2. Students' SOL math test scores will improve. 3. Students will use manipulatives.
3. Teachers will utilize technology to teach/review math skills.	Classroom Teachers	Renewal of math programs (IXL, Moby Max)	Started September 2014 and continues.	Yes	<ol style="list-style-type: none"> 1. Students will learn how to use various pieces of technology equipment and programs to learn/practice math skills and facts.
4. Teachers will implement the new Pearson math series.	Classroom Teachers	N/A	Started August 2019	No	<ol style="list-style-type: none"> 1. Students will learn math skills/concepts. 2. Students will be prepared for the SOL math test in the spring.
5. Preschool will provide age appropriate math instruction daily.	Classroom Teacher	N/A	Begin August 2019	No	<ol style="list-style-type: none"> 1. Students will count to at least 20. 2. Students will identify numbers 0 – 20. 3. Students will identify shapes. 4. Students will be ready for kindergarten.

Improve differentiation in the classroom.					
Summary: Briefly describe the school's comprehensive approach to produce gains in this area.					
Each classroom teacher will strive to differentiate instruction to meet students' needs. The following strategies will be implemented for the 2019 -2020 school year at HES.					
Strategies: List as many as you need to accomplish the goal	Person Responsible	Cost	Time-line	Is professional development needed	Projected outcomes
1. Classroom teachers' lesson plans will reflect differentiation.	Classroom Teacher	N/A	Started August 2016 continues	No	1. Teachers will plan for differentiation. 2. Students' needs will be met.
2. Teachers will implement differentiation into their instruction.	Classroom Teachers and Principal	N/A	Started August 2016 continues	Yes	1. Teachers will provide differentiated lessons/activities. 2. Students' needs will be met.
3. Teachers will meet weekly with the teacher of the gifted and talented program.	Classroom teachers and teacher of our gifted and talented.	N/A	Started August 2017 continues	No	1. Teachers will differentiate instruction. 2. Students' needs will be met.

Improve communication both internal (within the building) and external (with parents and the public).					
Summary: Briefly describe the school's comprehensive approach to produce gains in this area.					
HES teachers, staff and the principal acknowledge the need to improve communication. Good communication keeps everyone informed and involved. The following strategies will continue or be implemented for the 2019 -2020 school year at HES.					
Strategies: List as many as you need to accomplish the goal	Person Responsible	Cost	Time-line	Is professional development needed	Projected outcomes
1. Classroom teachers will send a weekly letter home to parents. This will include a brief summary of the next week's instruction, field trips, tests and quizzes.	Classroom Teacher	N/A	Started August 2014 continues	No	<ol style="list-style-type: none"> 1. Students and parents will be informed of expectations and classroom events. 2. Increase student and parent participation.
2. The school will send a monthly newsletter and calendar of events home to parents.	Principal/ Secretary	N/A	Started August 2014 continues	No	<ol style="list-style-type: none"> 1. Students and parents will be informed of school activities and events. 2. Increase parent involvement. 3. Improve communication.

3. Teachers will inform the local newspaper of classroom events and field trips.	Classroom Teachers	N/A	Started September 2015 continues	No	1. Increase parental and community involvement. 2. Improve communication.
4. Parents will receive automated message from the principal as appropriate/needed.	Principal	N/A	Started August 2015 continues	No	1. Improve communication. 2. Improve parent involvement.
5. Parents will receive a packet of SOL materials and the skills requiring mastery to advance to the next grade	Principal	N/A	Started August 2016 and continues	No	1. Improve communication. 2. Inform parents of grade-level expectations.
6. Teachers will receive a weekly memo detailing the week's events and future dates.	Principal	N/A	Started August 2006 and continues	No	1. Improve communication. 2. Improve planning
7. Teachers will receive a daily bulletin with important information.	Secretary/ Principal	N/A	Started August 1997	No	1. Keep teachers' apprised of schedule changes and important information (absences and tardies).

8. Teachers will keep new web pages current.	Teachers	N/A	Start August 2016	Yes	Provide parents/community another way to stay informed about school news/events.
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Professional Development
2019-2020

Reading

- #3 Teachers need to be reminded of all the materials in the reading resource room. Mrs. Chapman and I will be responsible for this PD.
- #4 Teachers will analyze test data. I will be meeting with teachers and having them explain their data to me. I will provide guidance as needed.
- #6 Teachers need to teach students how to write and edit. The new reading curriculum has a daily writing component.
- #11 Teachers need to have a refresher on the use of Ipads, laptops and all the programs available for their use with students. Several trainings are already scheduled for the 2019-2020 school year under the direction of the Director of Technology.
- #12 Teachers will be reminded how the 100 Book Challenge Program works. Mrs. Chapman will lead this PD.
- #13 Teachers will participate in training to effectively implement the new HMH reading curriculum.

Math

- #4 Teachers had a day of professional development on Moby Max in June 2018. Additional assistance will be provided as needed.
- #5 Teachers will have the opportunity for training on the newly adopted math series.

Differentiation

- #3 Teachers need to provide differentiated instruction in their classrooms. Amanda Lotts will model and I will be monitoring during observations. I am requesting more in-service in this area.

Communication

- #8 Teachers need a “refresher” training to keep the new web pages up to date and learn how to use the new web site.