Highland Magnet School at Kenwood: School Improvement Plan

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Mission/Vision

Highland Magnet School is a united community energized by the creative process of Storyline and driven by rigorous academic standards. Our school community of parents, teachers, and staff creates a supportive and nurturing environment that engages and challenges students to become thriving citizens. Through the promotion of best educational practices we recognize diverse learning styles, instilling in our students a love of learning.

Scottish Storyline Method

Highland Magnet School incorporates the Scottish Storyline Method method of teaching into the curriculum while adhering to all of the Bend-La Pine school policies and Oregon state academic standards. The Storyline Method is based on the theory that knowledge is complex and many-layered, that learning is guided by one's prior knowledge and experience, and that learners construct their own meaning through action and experience.

Each Storyline creates a context for learning with active involvement of the child. By providing significant and meaningful tasks in a real-world context, Storyline helps students develop deep understanding, practice new skills, and demonstrate learning through authentic assessments.

For example, with a Civil War theme, some students' characters go off to war while others stay behind on the farm and worry about loved ones in the battles of Bull Run and Gettysburg. Teaching and learning about history, literature, science, art, music, math, etc., arise from this context. Carefully planned episodes engage students in actual practice of the Storyline. Up-to-date technology is used for relevant research. A process of activity and reflection generated from the Storyline not only motivates pupils to extend those skills but it also makes obvious the necessity to refine them for life after school. Real problems to be solved that are presented through a variety of incidents or events.
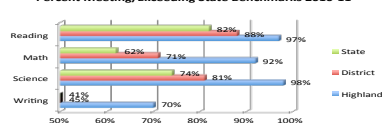
A celebration or culminating activity provides a way for students to share their knowledge and talents with others. Often this is through a presentation for parents or other students, a field trip, or community outreach.

Demographics

- 390 enrolled in Kindergarten through 5th grade
- 35% come from the east or south side elementary boundaries
- 14% are economically disadvantaged
- 11% students with identified disabilities
- 5.6% ethnic minority
- 9% Talented and Gifted
- 84% of enrolled Kindergartners live outside of the Highland magnet zone
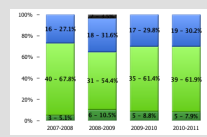
State Report Card Results 2010-11

Percent Meeting/Exceeding State Benchmarks 2010-11

Writing

Goal:
- 81% of 4th graders will meet or exceed the state benchmark in writing within 5 years (2% growth each year in 2012, 2013, 2014 and 3% growth in 2015 and 2016

Data – OAKS

dark green = exceeds;   light green = meets;   blue = does not meet

Action Plan & Resources

ACTION PLAN: Writing

Strategy *What evidenced-based strategy will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is going to be done?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred? (evaluation)? How will you measure this impact?*	Resources *What will you need for implementation?*
Assess all students in writing with a beginning, middle and end of the year common formative assessment	Student writing samples	Data analysis packets	SIWs
Double score all 3rd and 4th grade common formative assessment	Scored work samples	Analysis of writing scores	2 SIWs to score and test booklets
Devote 6 SIWs to PLC work in writing	Three will be for fall, winter and spring assessment scoring. Three will for writing strategies implementation	Monitoring writing instruction during mini-observations	Creating time on SIWs will be a challenge

Storyline

Goal:
- Complete planning and conduct Schoolwide Storyline in the spring
- Create a performance rubric for evaluating Storyline instruction
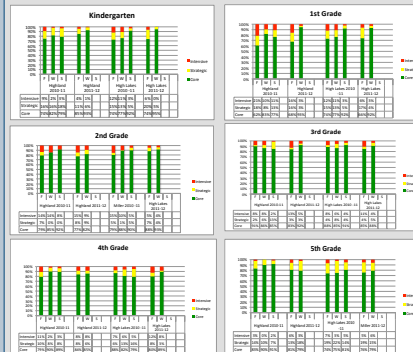- Integrate science inquiry into Storylines

Action Plan & Resources

ACTION PLAN: Storyline

Strategy *What evidenced-based strategy will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is going to be done?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred? (evaluation)? How will you measure this impact?*	Resources *What will you need for implementation?*
Science based Schoolwide Storyline	Storyline planner completed	Science Inquiry labs and science assessment	SI funds professional development training, release time, supplies ($2000)
Modify teacher evaluation rubric for application to Storylines	Use of rubric for spring Storyline	Rubric Score	SIW
Utilize peer review strategy to evaluate Storylines	SI meeting where people share Storylines	Rubric Score	SIW

Reading

Goal:
- 90% of students at each grade level will be at the DIBELS Next benchmark by the spring
- 90% of students in grades 3,4 and 5 will meet or exceed the OAKS benchmark

Data – DIBELS Next

Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade

Data – OAKS (historical results using new cut scores for all years)

3rd   4th   5th

dark green = exceeds;   light green = meets;   blue = does not meet

Action Plan & Resources

ACTION PLAN: Reading

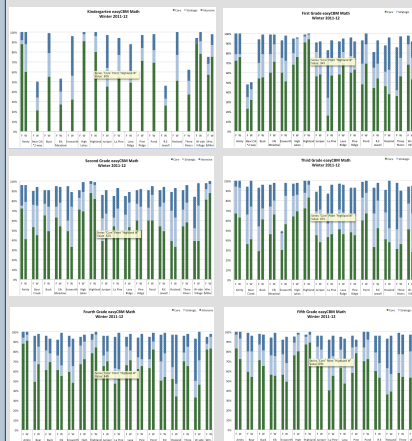| Strategy *What evidenced-based strategy will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is going to be done?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred? (evaluation)? How will you measure this impact?*	Resources *What will you need for implementation?*
Assist teachers in implementing HM as the primary reading curriculum	Review district instructional agreements with teams and have them submit an action plan for implementation.	Walk throughs during reading instruction.	SIWs and $500 for new HM material
Use formative assessments to track weekly progress with reading objectives	Implement quick checkouts and themed HM assessments	Visit grade level teams when they review assessment data and plan instructional improvement	Grade level PLC time. Print shop orders
Increase engagement during reading (and math) lessons	Use of JR techniques and SMART boards during lessons	Mini observations	SI funds for Site Tech facilitator ($1500)

Behavior

Yearly PBIS Action Plan, 2011-2012

GOAL	ACTIVITIES	Who's RESPONSIBLE	WHEN	COMPLETED
Visual representation of school rules	Each teacher signs up for 1 location on school wide behavior matrix to complete a Comic Life to use for Booster session in January. Expectation is to complete by winter break.	1. PBIS team to facilitate sign-up at October staff meeting. 2. Teachers volunteer to complete a comic life for booster. 3. PBIS team to copy and display Comic Life in school.	10/31 12/15 1/31	Y N IP Y N IP Y N IP
Booster session in January for behavior.	Classroom self-guided tour of comic life's throughout the school.	Individual teachers	1/31	Y N IP
Clearly define the systems and interventions for tier II and tier III students.	PBIS team brainstorms and articulates system and interventions for tier II and tier III students, and then shares back to staff and implement.	PBIS team	6/08	Y N IP Y N IP

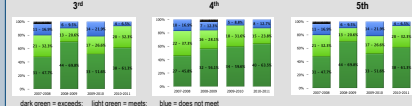(Key Y = Yes, N = No, IP = In Progress)

Math

Goal:
- 90% of students in grades K-2 will be at benchmark as measured by the spring easyCBM assessment
- 90% of students in grades 3,4 and 5 will meet or exceed the OAKS benchmark

Data – easyCBM

Data – OAKS (historical results using new cut scores for all years)

3rd   4th   5th

dark green = exceeds;   light green = meets;   blue = does not meet

Action Plan & Resources

ACTION PLAN: Math

Strategy *What evidenced-based strategy will be implemented?*	Evidence of Implementation *What evidence do you have that what you planned to do is going to be done?*	Evidence of Impact *What evidence do you have that the change you wanted has occurred? (evaluation)? How will you measure this impact?*	Resources *What will you need for implementation?*
100% of Highland teachers having taken Math Best Practices	Send teachers to MBP	Measure students justifying mathematical thinking during data snaps	SI Funds ($3500)
Have all teachers either currently or in the past involved in Math Studio	Attend math studio sessions	Measure students justifying mathematical thinking during data snaps	SI Funds ($8500)
Increase implementation of best practices	Mini observations and collaborative lesson plans	Mini observations	SIW
Provide math intervention support	Minutes of EBISS meetings	Decreasing number of T2 and T3 math students in easyCBM	SI funds for staffing support ($2000)