



School Improvement Plan

Helen Haller
Elementary

WHO WE ARE



628 students in K-5
28 students in the Developmental Preschool



WHO WE ARE



98 Staff Members

29 classroom teachers
3 special education teachers
32 paraeducators
5 behavior and academic support teachers
OT, PT and 2 SLPs
2- .5 psychologists
5.5 other certificated/support staff

5 specialists
3.5 living skills teachers
3 food service employees
3 custodians
2 administrators
2 secretaries



Fun Fact



DEMOGRAPHICS

Gender

Male	51.5%
Female	48.5%

Race/Ethnicity

American Indian or Alaskan Native	1.0%
Asian	1.3%
Native Hawaiian / Other Pacific Islander	0.0%
Black	0.2%
Hispanic	16.0%
White	74.6%
Two or More Races	7.0%

Special Programs

Low Income	53.5%
Special Education	16.6%
Limited English	2.9%
Migrant	0.0%

Other Information

Unexcused Absence Rate	0.8%
Adjusted 4-year Cohort Graduation Rate	
Adjusted 5-year Cohort Graduation Rate	



Things to Celebrate at HHE



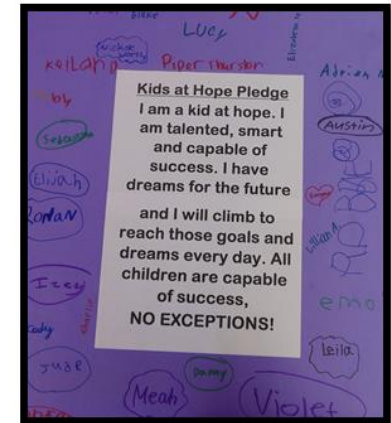
Systems & Programs

Kids at Hope
6 Books for Summer
Attendance Incentives
STEAM Program
Technology

Assessment Data

DIBELS
SBA
MSP

Let's Celebrate Systems & Programs



**All Children Are Capable
of Success...
NO EXCEPTIONS!**

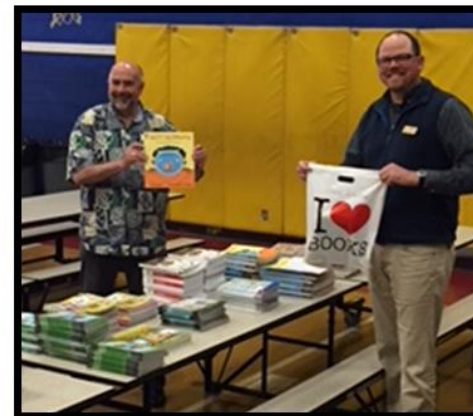


Let's Celebrate Systems & Programs



Six Books for Summer Effectiveness

1 to 2	70% - 77%	+7%
2 to 3	74% - 81%	+7%
3 to 4	65% - 68%	+3%



Let's Celebrate Systems & Programs



**Class attendance
incentives**

**Week-by-week
tracking**

**Common goal of
over 95%**



Let's Celebrate Systems & Programs



10 Reasons to Teach Coding

By Brian Aspinall @mraspinall

- 1 Coding allows students to create content, not just consume it.
- 2 Coding empowers students and gives them tools to express themselves in really cool ways.
- 3 Coding teaches story-telling with games and animations.
- 4 Coding is a place for students to take risks & fail safely.
- 5 Coding is inclusive & builds self-confidence.
- 6 Coding supports many principles of mathematics.
- 7 Coding teaches problem-solving and critical/analytical thinking skills.
- 8 Coding is a new type of literacy and will be a large part of future jobs.
- 9 Coding develops teamwork & collaborative skills.
- 10 Coding can help humanity.

BONUS: Coding gives you **SUPERPOWERS!**

©sylvia duckworth



Let's Celebrate *Systems & Programs*



THANK YOU

Sequim
Community

Let's Celebrate Assessment Data



**Kindergarten
84% at Grade Level
DIBELS**



**Third Grade
Above the District
SBA ELA**



Let's Celebrate Assessment Data



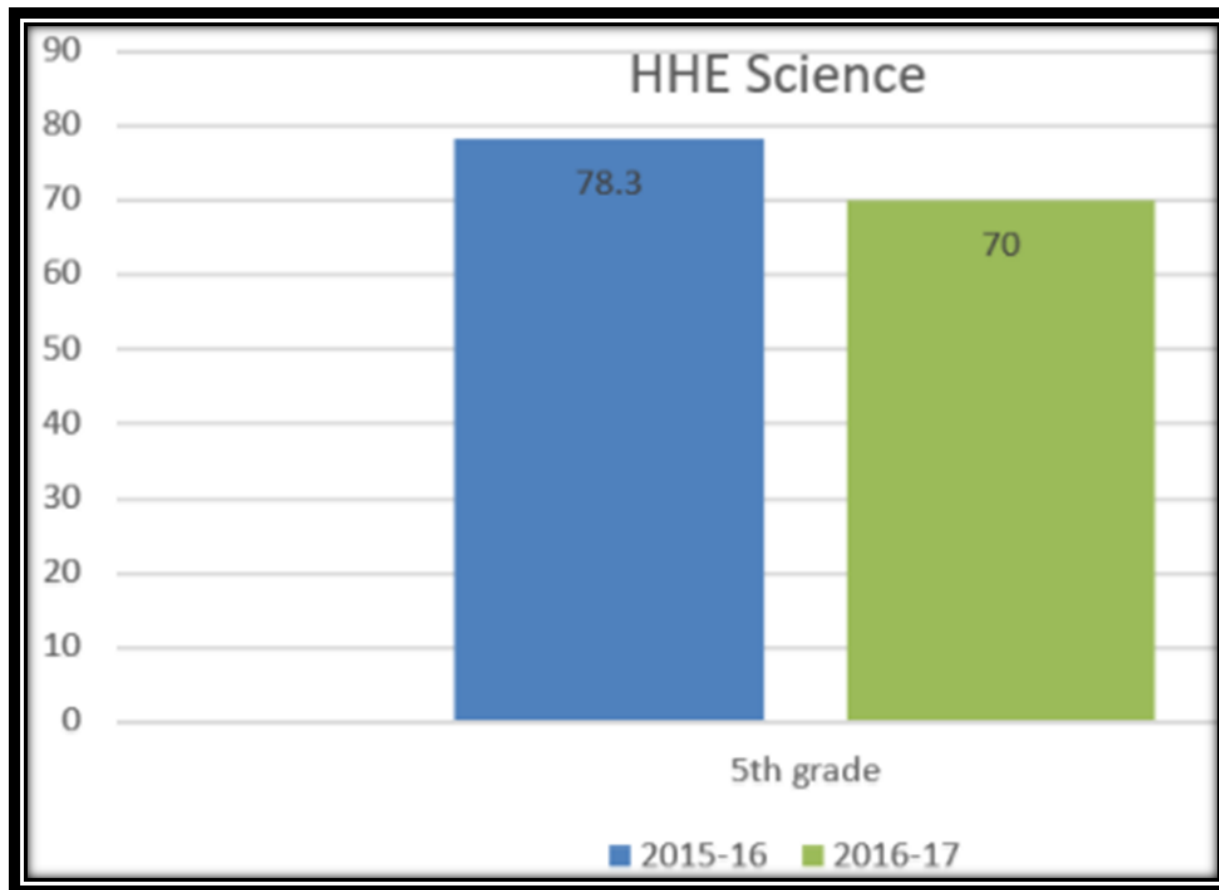
RAH RAH
RAH

Grade 3- Above the state in ALL SBA scores
Grade 4- Above the state in ALL SBA scores
Grade 5- Above the state in ALL SBA scores



**GO
TEAM!**

Let's Celebrate Assessment Data



RAH RAH
RAH

Science- Above the state in MSP



**GO
TEAM!**

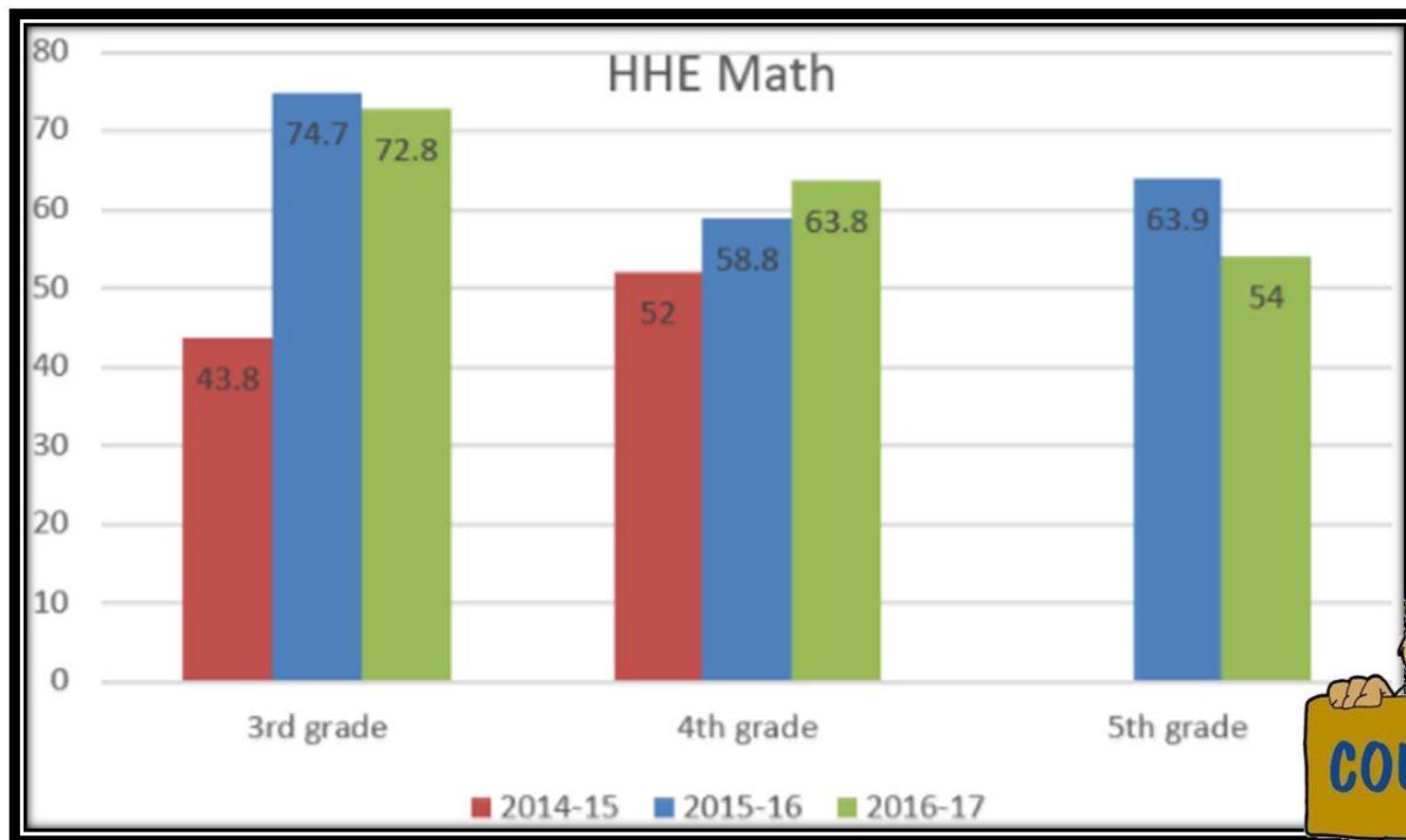
Tracking Cougar Data



SBA DATA

Celebrate improvement!

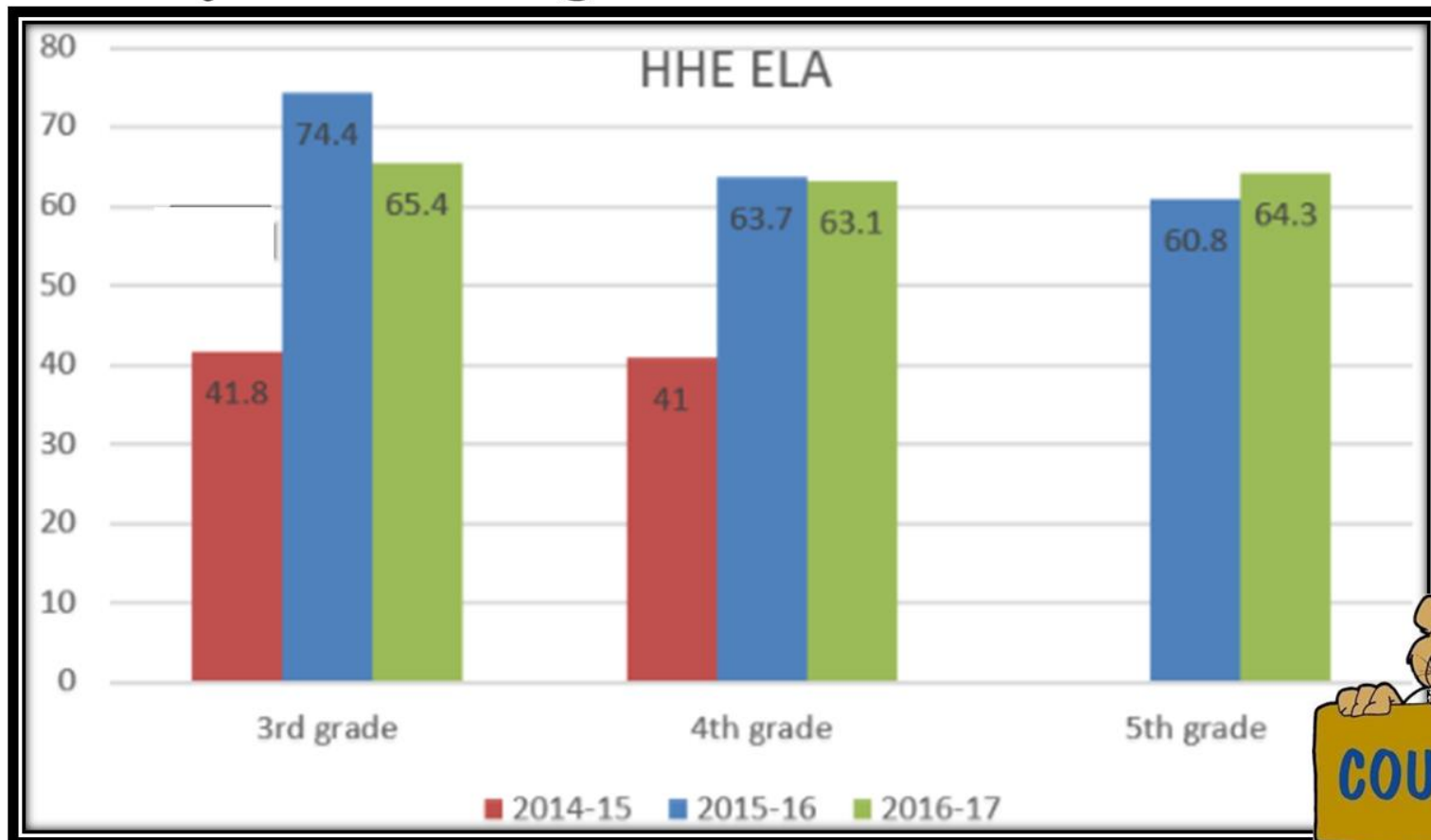
Comparison of growth from 14-15 to 16-17



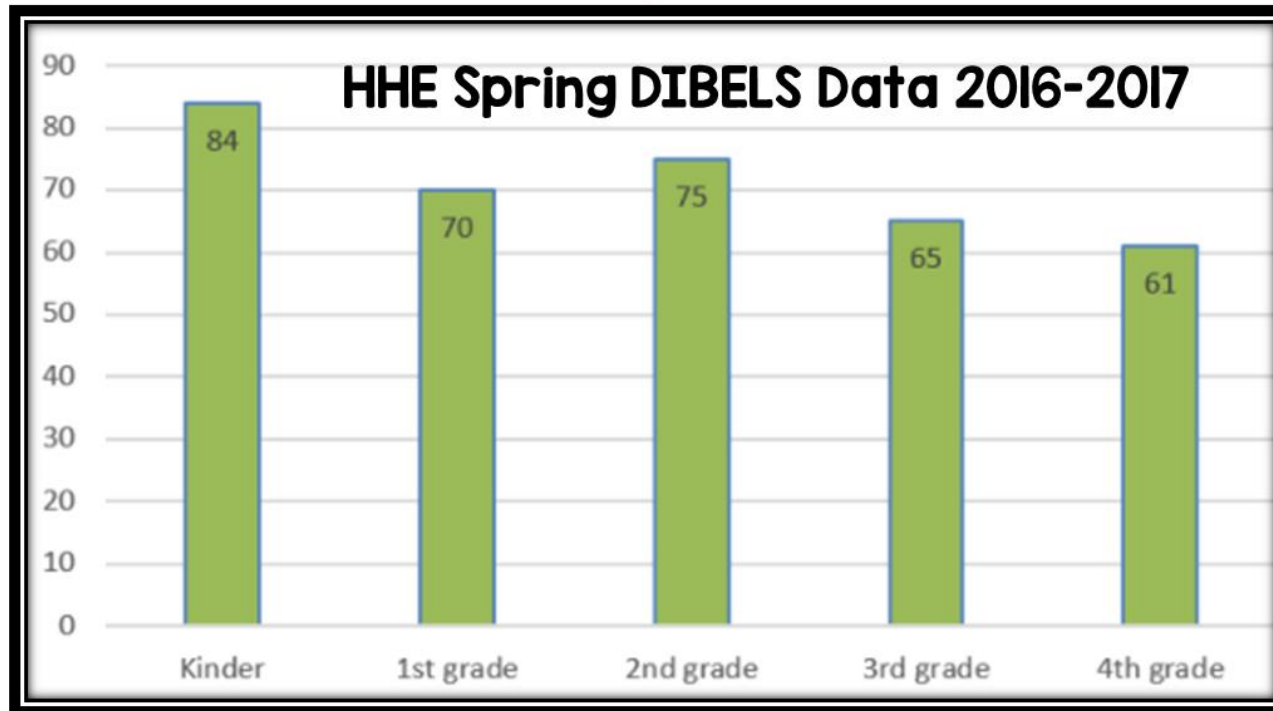
SBA DATA

Celebrate improvement!

Comparison of growth from 14-15 to 16-17



K-4 Literacy Data





Improvement Goals at HHE

- Testing Consistency
- Progress Monitoring
- Formative Assessment
- Analyzing Data

Goals



SCHOOL-WIDE GOAL

We can achieve 77.6% of Helen Haller students reading at grade level.

GRADE LEVEL GOALS

Kindergarten: 85%

First Grade: 73%

Second Grade: 80%

Third Grade: 78%

Fourth Grade: 69%



Goals

HOW WILL WE GET THERE TOGETHER?

TEACH SMALL
DIFFERENTIATION

Together, all staff will work to empower students to reach their personal potential. All students will receive a shared grade level experience through the explicit teaching of standards and district curriculum.

LOVE BIG
KIDS AT HOPE
PBIS



Helen Haller Elementary

School Improvement Plan

2017-2018

Leadership

P1-ID08 MET	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
P1-IE06 MET	The principal keeps a focus on instructional improvement and student learning outcomes.

Teaching & Learning

P2-IF11	Professional development is aligned with identified needs based on staff evaluation and student performance.
P2-IF12	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.
P2-IF14 MET	The school sets goals for professional development and monitors the extent to which it has changed practice.
P3-IVD05	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.
P3-IVD06	The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.
P4-IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
P4-IIA03	The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.
P4-IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
P5-IID08 MET	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
P5-IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
P5-IID12	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.

Family & Community Engagement & Safety

P6-IIIC14	All teachers engage all students (e.g., encourage silent students to participate).
P7-IVA01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.
P7-IVA04 MET	The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).



Accomplished

- **P1 – IDO8 – Leadership Team** consisting of the principal, teachers who lead the instructional teams, and other key professional staff meets regularly.
- **P1-IE06 – The principal keeps a focus on instructional improvement**
- **P5 – IID08 – Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies**
- **P7 – IVA04 – The school's compact includes responsibilities that communicate what parents can do to support their students' learning at home.**



SLP

Focus Area: Teaching and Learning

Indicator	The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. (2637) (Expected, Title I TA)
Tasks	<ul style="list-style-type: none">• Provide professional development about what formative assessment is and looks like in an elementary classroom. – Becky Stanton• Share formative assessment examples at PDMs. – Jesse Klinger• Provide protocols for looking at formative assessment data linked to current math and ELA curriculums. --Stephanie Grotzke-Nash



SLP

Focus Area: Teaching and Learning

Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116) (ELL, Expected, TitleSW, TitleITA)
Tasks	<ul style="list-style-type: none">• Use PDMs to explore The Teacher Channel as a free resource for differentiation examples at all subjects and grade levels. – Stephanie Grotzke-Nash• Use a PDM to share Wise Ways document and a video about differentiation. – Becky Stanton• Develop understanding about Universal Design for Learning (UDL) amongst staff for the purpose of academic differentiation. – Allyson Cundiff• Develop UDL understanding amongst staff for the purpose of differentiation for students who have experienced Adverse Childhood Effects (ACE).



slp

Focus Area: Teaching and Learning

Indicator	P5-IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)(SWD)
Tasks	<ul style="list-style-type: none">• Link student growth goals and formative assessment use to monitor year long student learning goals. - Becky Stanton• Instructional Teams meet to develop instructional strategies aligned to the curriculum and to monitor student progress. - Allyson Cundiff, Becky Stanton



SLP

Focus Area: Teaching and Learning

Indicator	<p>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</p> <p>(1715)(Expected,TitleITA)</p>
Tasks	<ul style="list-style-type: none">• Determine common grade level tracking practices of student mastery. – Carolyn Luengen



SLP

Focus Area: Family and Community Engagement

Indicator	P6-IIIC14 - All teachers engage all students (e.g., encourage silent students to participate).(167) (ELL)
Tasks	<ul style="list-style-type: none">• Include engagement as a look for on data walks and instructional rounds. – Allyson Cundiff• Share meaningful engagement strategies within and across grade levels. – Carolyn Luengen



SLP

Focus Area: Family and Community Engagement

Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)(Expected,TitleISW,TitleITA)
Tasks	<ul style="list-style-type: none">• Invite parents to be on advisory group. – Becky Stanton• Determine meeting dates. – Becky Stanton• Determine agenda items for meetings. – Carolyn Luengen





Questions?



**COUGAR
PRIDE!**

