

**2008-2009**  
**Elementary Accreditation / School Improvement Plan**

School: Free Horizon Montessori Principal: Jami I. Boarman

**2008-2009** Accountability Chairperson: Amy Swanson

*School's Mission/Vision statement:*

*Signatures* indicate involvement and agreement with the attached:

\_\_\_\_\_  
Accountability Chairperson

\_\_\_\_\_  
Principal

THE 2008-2009 SCHOOL ACCOUNTABILITY COMMITTEE

Number of school accountability committee members who are:

American Indian/Alaskan Native	_____		
Asian/Pacific Islander	_____	Male	_____
Black, not Hispanic	_____	Female	<u>7</u>
White, not Hispanic	<u>7</u>		
Hispanic	_____	<b>Total:</b>	<u>7</u>

Number of school accountability members who are:

Parents who are not district employees	<u>3</u>	Students	_____
Parents of Special Ed. or G/T children	_____	Employees	<u>4</u>
Community representatives	_____		

Times of meetings: 5:30, 4<sup>th</sup> Monday of the month Location of meetings: School – Administration Rm

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## ***Assurances***

*As outlined in State Accountability Laws, District Policies, and the Strategic Plan*

- ✓ Meetings are advertised and open to the public.
- ✓ Meeting minutes are accessible to staff, students, parents, and the public.
- ✓ Meeting times, dates, and location are collaboratively decided by the members of the committee.
- ✓ Rules of operation exist that are consistent with Board policy and state law.
- ✓ Accountability chairperson is not a district employee.
- ✓ Accountability committee has broad representation.
- ✓ Efforts to involve diverse members are made.
- ✓ The school and accountability committee have developed strategies, assessments, responsible parties, resources, etc. for each goal (does not have to be included with this report).
- ✓ The accountability committee made budget priority recommendations to the principal.
- ✓ The cooperative decision making process is used in major school decision making committees that involve community members, and through the brochure and video the school committees will be trained in and made aware of the cooperative decision making process.
- ✓ A progress report to the community will be distributed by the end of December.
- ✓ All schools have engaged in the self assessment review process and have identified support efforts for at risk students.
- ✓ This plan includes goals to close achievement disparities and/or goals to address special needs students reaching their potential.

(The following *plans* should be available at each school but do not need to be submitted with this document:)

- ✓ The school has a current *Discipline Plan*.
- ✓ The school has a current *Emergency Management Plan*.
- ✓ The school has a *Safety Plan* and will submit the Safety Plan Checklist in September and May.
- ✓ The school is implementing drop out retrieval and retention strategies.

# **Accreditation/School Improvement 2008-2009**

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## **Section 1**

**State Mandated Measures  
Status  
Growth  
Status and Growth Gaps**

## **Section 2**

**Attendance and Academic Indicators**

## **Section 3**

**Climate and Community Involvement**

## **Section 4**

**Urgent Challenges  
SMART Goals  
Progress Monitoring**

## Achievement: Status

Content	Percent Advanced and Proficient	
	2008-2009	Points Earned
Reading	80.46	15
Writing	55.17	5
Math	70.11	10

## Rubric

<b>Achievement Status</b>	The school's percentage of students scoring proficient or advanced was at or above 80%.	<b>Exceeds</b>	<b>15</b>	<b>45</b>  (15 points for each content area)
	The school's percentage of students scoring proficient or advanced was between 60 and 79%.	<b>Meets</b>	<b>10</b>	
	The school's percentage of students scoring proficient or advanced was between 50 and 59%.	<b>Approaching</b>	<b>5</b>	
	The school's percentage of students scoring proficient or advanced was below 50%.	<b>Does Not Meet</b>	<b>0</b>	

## Achievement: Growth

Content	Median Growth Percentiles: All Students	
	2008-2009	Points Earned
Reading	45	5
Writing	45.5	5
Math	49	5

### Rubric

<b>Growth (Median Student Growth Percentiles)</b>	The school's median growth percentile was at or above the 60 <sup>th</sup> percentile.	<b>Exceeds</b>	<b>15</b>	<b>45</b>  (15 points for each content area)
	The school's median growth percentile was below the 60 <sup>th</sup> percentile but was at or above the state's median percentile of 50.	<b>Meets</b>	<b>10</b>	
	The school's median growth percentile was below the 50 <sup>th</sup> percentile but was at or above the 35 <sup>th</sup> percentile.	<b>Approaching</b>	<b>5</b>	
	The school's median growth percentile was below the 35 <sup>th</sup> percentile.	<b>Does Not Meet</b>	<b>0</b>	

## Student Growth: IEP Students

Content	Median Growth Percentiles: IEP Students	
	2008-2009	Points Earned
Reading	N/A	
Writing	N/A	
Math	N/A	

## Student Growth: Gifted and Talented Students

Content	Median Growth Percentiles: G/T Students	
	2008-2009	Points Earned
Reading	N/A	
Writing	N/A	
Math	N/A	

## Rubric

<b>Growth for Subgroups (Median Student Growth Percentiles)</b>	The school's median growth percentile was at or above the 60 <sup>th</sup> percentile.	<b>Exceeds</b>	<b>3</b>	<b>18</b>  (3 points for each content area for each group)
	The school's median growth percentile was below the 60 <sup>th</sup> percentile but was at or above the state's median percentile of 50.	<b>Meets</b>	<b>2</b>	
	The school's median growth percentile was below the 50 <sup>th</sup> percentile but was at or above the 35 <sup>th</sup> percentile.	<b>Approaching</b>	<b>1</b>	
	The school's median growth percentile was below the 35 <sup>th</sup> percentile.	<b>Does Not Meet</b>	<b>0</b>	



## Student Achievement: Status Gaps and Growth Gaps

Student Achievement Status Gaps: 2008-2009									
Content	White	Minority	Points	Non-FRL	FRL	Points	Girls	Boys	Points
<b>Reading</b>	80.6	80	10				92.11	71.43	0
<b>Writing</b>	55.22	55	10				78.95	36.73	0
<b>Math</b>	71.64	65	10				76.32	65.31	5

### Rubric

<b>Achievement Status Gaps</b>	The school had no or a small gap of 10 or less percentage points between groups for each content area assessed.	<b>Meets</b>	<b>10</b>	<b>90</b> (10 points for each of the comparisons in each content area)
	The school had a gap that was more than 10 percentage points but not more than 15 between groups for each content area assessed.	<b>Approaching</b>	<b>5</b>	
	The school had a gap that was greater than 15 percentage points for each content area assessed.	<b>Does Not Meet</b>	<b>0</b>	

## Student Median Percentile Growth Gaps: 2008-2009

Content	White	Minority	Points	Non-FRL	FRL	Points	Girls	Boys	Points
Reading							50	43.5	5
Writing							55.5	35.5	0
Math							56	43.5	0

### Rubric

<b>Growth Gaps</b>	The school had no or a small gap of less than 5 between groups for each content area assessed.	<b>Meets</b>	<b>10</b>	<b>90</b> (10 points for each of the comparisons in each content area)
	The school's gap between groups was at or above 5 and below 10.	<b>Approaching</b>	<b>5</b>	
	The school had a gap between groups that was at or above 10.	<b>Does Not Meet</b>	<b>0</b>	

**Section 2:**  
**Attendance and Academic Achievement Indicators**

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Indicator	Data		Results		Earned Points
	2008	2009	Yes	No	
Attendance is maintained at 95% or increased. (5 Points)	93.66 (May)				
The percentage of Advanced/Proficient students on fifth grade science CSAP will increase between 2008 and 2009. (Maintenance at 80%) (10 Points)					
Schools will show an increase in the percent of students continuously enrolled in the district for one year who make progress on CELA Proficiency (move one or more performance levels on CELApro). <i>(Subgroups of at least 12 will be measured.)</i> (10 Points)					
	First or Second	Third	Yes	No	
The percentage of kindergarten students performing at benchmark on the DIBELS <b>Nonsense Word Fluency</b> assessment will increase between the second and third benchmark. (Maintenance at 80%) (5 Points)					

Indicator	Data		Results		Earned Points
	First or Second	Third	Yes	No	
The percentage of grade 1 students performing at benchmark on the DIBELS <b>Oral Reading Fluency</b> assessment will increase between the second benchmark (identified as low risk) and the third benchmark (identified as established). (Maintenance at 80%) (5 Points)					
The percentage of grade 2 students performing at benchmark on the DIBELS <b>Oral Reading Fluency</b> assessment will increase between the first and third benchmark. (Maintenance at 80%) (5 Points)					
The percentage of grade 3 students performing at benchmark on the DIBELS <b>Oral Reading Fluency</b> assessment will increase between the first and third benchmark. (Maintenance at 80%) (5 Points)					
The percentage of aggregated K-2 students meeting the <b>Developed Performance Level</b> in comprehension will increase on the BEAR assessment between 2008 and 2009. (Maintenance at 80%) (5 Points)					

### Section 3: School Climate and Community Participation

<p>The school sets and achieves a welcoming environment goal. All schools will use a district survey for their parent community to assess the welcoming environment of the school. (10 Points)</p>			Goal Accomplished		Points Earned
			Yes	No	
<p><b>Goal 1:</b> Improve navigability of the FHM website to improve ease of finding information and ultimately reduce school communication via student fliers</p>					
<p><b>The school sets one goal to strengthen the safety of our students and staff members. (10 Points)</b></p>					
<p><b>Goal 1:</b> Educate parents and provide ongoing communication about school emergency procedures.</p>			Yes	No	
<p><b>The school sets at least two critical goals based on the <i>Make Your Voice Heard</i> data and sees an increase or maintenance above 90% in the positive responses for 2009-2010. The school will do an interim assessment in 2008-2009. (5 Points) + (5 Points)</b></p>	2007-2008	2009-2010	Yes	No	
<p><b>Goal 1:</b> Increase student exposure and access to technology in the classroom by integrating it with class curriculum.</p>					
<p><b>Goal 2:</b> Provide opportunities for students to reflect upon what they have learned in PE and offer additional instruction in this area for Upper Elementary students.</p>					
<p><b>Goal 3:</b> Each teacher will incorporate character education to promote independent problem solving and conflict resolution.</p>					

## Section 4: Action Plan

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### **Urgent Challenge(s) in Status:**

Improve writing scores with an emphasis on decreasing gap in writing scores between males and females

### **Planned Short Term Goals and Action:**

- Incorporate context writing into most subjects so all students practice writing nearly every day
- Engage reluctant writers by creating opportunities to write in context
- Use Kid Talk sessions and support from Learning Resource Team to improve instructional skills in writing

### **System for Monitoring Progress:**

- Utilize writing portion of DRA assessment to measure progress
- Teachers will monitor students struggling with writing more closely by evaluating writing samples from these students several times per week and giving feedback to improve quality
- Utilizing rubrics teachers will assess student progress in writing

### **Work of the Instructional Team in Achievement Status:**

Instructional team is not engaged in work in this area.

**Urgent Challenge(s) in Median Student Growth:**

Improve growth in all academic areas by developing a solid foundation of fundamentals in lower grades and encouraging work at home in all academic areas throughout elementary grades.

**Planned Short Term Goals and Action:**

- Encourage more reading at home through use of a standardized program including a method for tracking home reading
- Upper Elementary team will hold a parent education night on writing process and structure to improve parents' ability to help children with writing at home
- Emphasize learning of “math facts” in lower elementary to support higher level learning in upper elementary
- Develop a suggestion packet for parents to work with students on math facts over the summer

**System for Monitoring Progress:**

- Utilize DIBELS & DRA to assess student's reading progress and adjust reading instruction
- Utilize formative assessments in writing and reading to communicate growth needs to students and parents
- Review home reading tracking results to verify increase in home reading
- Monitor attendance on parent education programs for writing and math and evaluate against student improvement in math and writing homework and formative assessments

**Work of the Instructional Team in Growth:**

Instructional team is not engaged in work in this area..

**Urgent Challenge(s) in Achievement Gaps:**

Improve reading, writing, and math scores for male students.

**Planned Short Term Goals and Action:**

- Incorporate context writing into most subjects so all students practice writing nearly every day
- Engage reluctant writers by creating opportunities to write in context
- Use Kid Talk sessions and support from Learning Resource Team to improve instructional skills in reading and writing
- Research promoting books of high interest to boys, develop a list of appropriate reading material, and create a survey to determine if selected reading material is of interest

**System for Monitoring Progress:**

- Teachers will monitor students struggling with writing more closely by reading and providing feedback on the writing samples from these students several times per week
- Utilize reading and writing portions of DRA assessment to measure progress

**Work of the Instructional Team in Achievement Gaps:**

Instructional team is not engaged in work in this area.



**Other Urgent Challenge(s):**

Continue the development of the integrated 3-year curriculum of science and math

**Planned Short Term Goals and Action:**

- Curriculum Instruction Assessment team will focus on curriculum development in science
- Enable children to make the connection between the larger discipline of science and all of its sub-disciplines (e.g. zoology, botany, etc.)
- Enable students to make the connection between hands on activities and the vocabulary of science
- Acquire appropriate equipment to enhance science instruction
- Investigate research based math curriculum that supports the Montessori materials and aid in moving children from concrete to abstract. An integrated assessment program should be a part of this curriculum.

**System for Monitoring Progress:**

- Improved scores on the Science question (I am learning to better understand and use science) on Make Your Voice Heard questionnaire
- Scope and sequence in science have been defined for each level
- Curriculum and assessment program for math has been selected by May 2009 and implemented for the 2009-2010 school year

**Work of the Instructional Team in Other Challenges:**

Instructional team is not engaged in work in this area.