

**Van Hise Elementary**  
**Every Student Achieving!**  
**Everyone Responsible!**



**2011-2012**

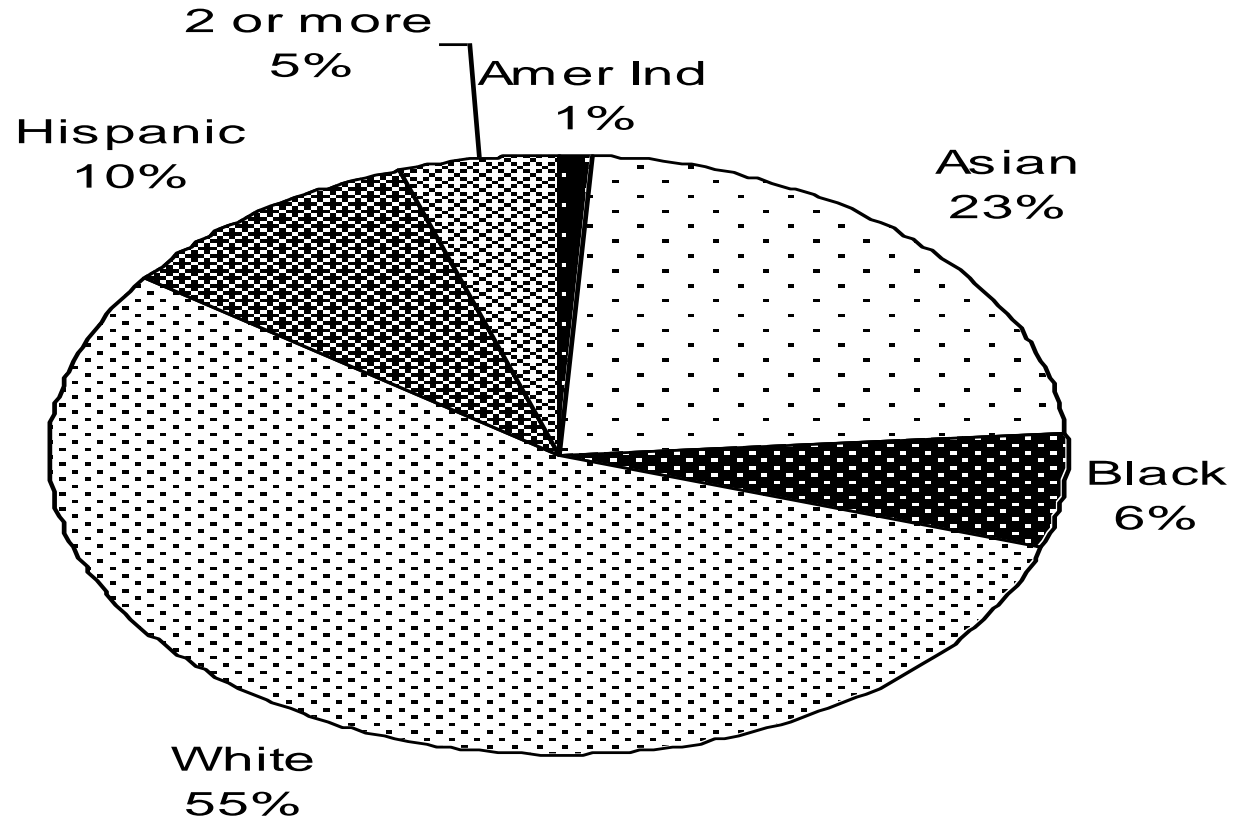
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**Who are we?**

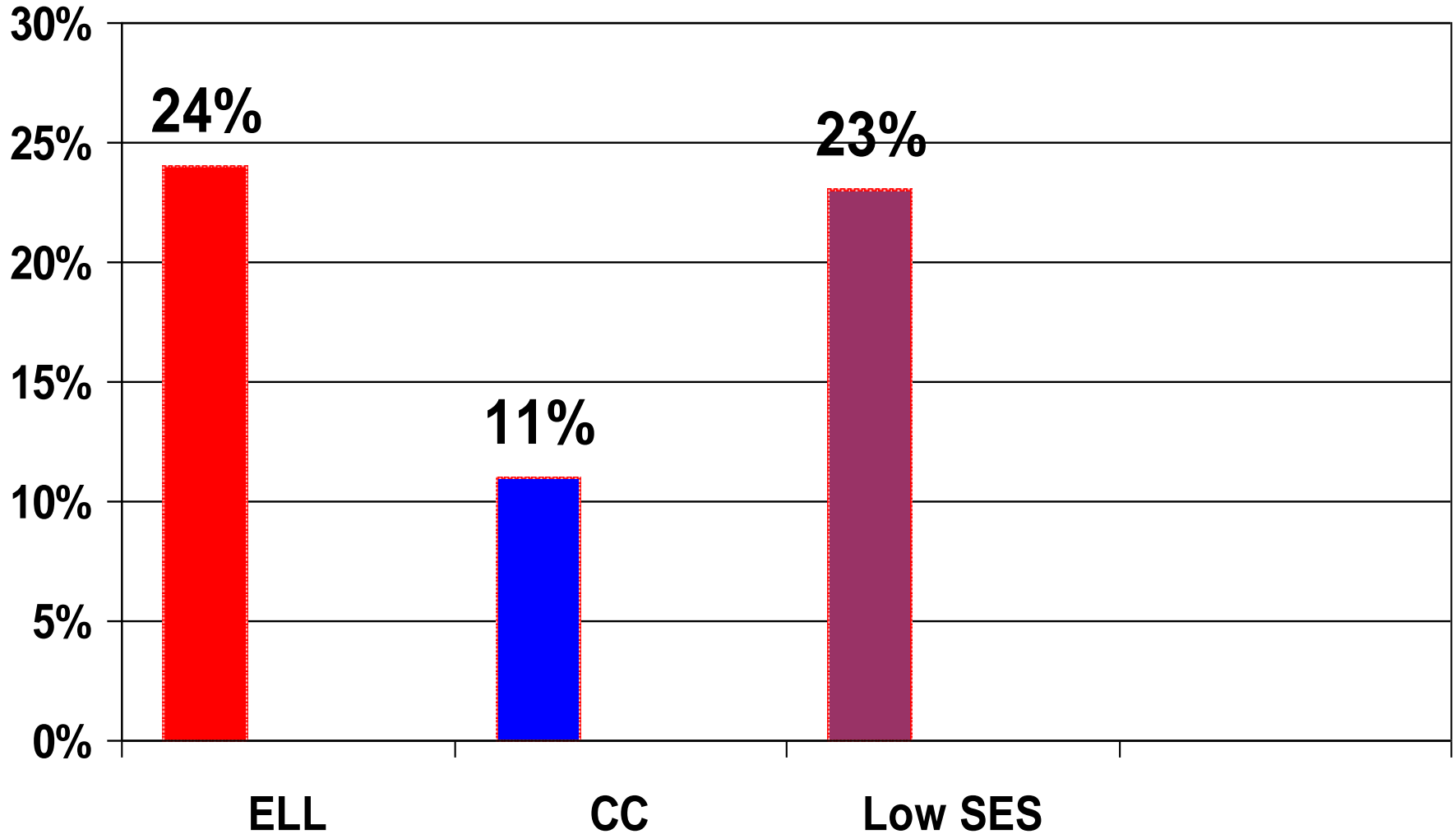
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# Our 2010-11 School Demographics

Last school year we had the highest enrollment in history at 368 students on 3<sup>rd</sup> Friday...



# Our 2010-11 School Demographics

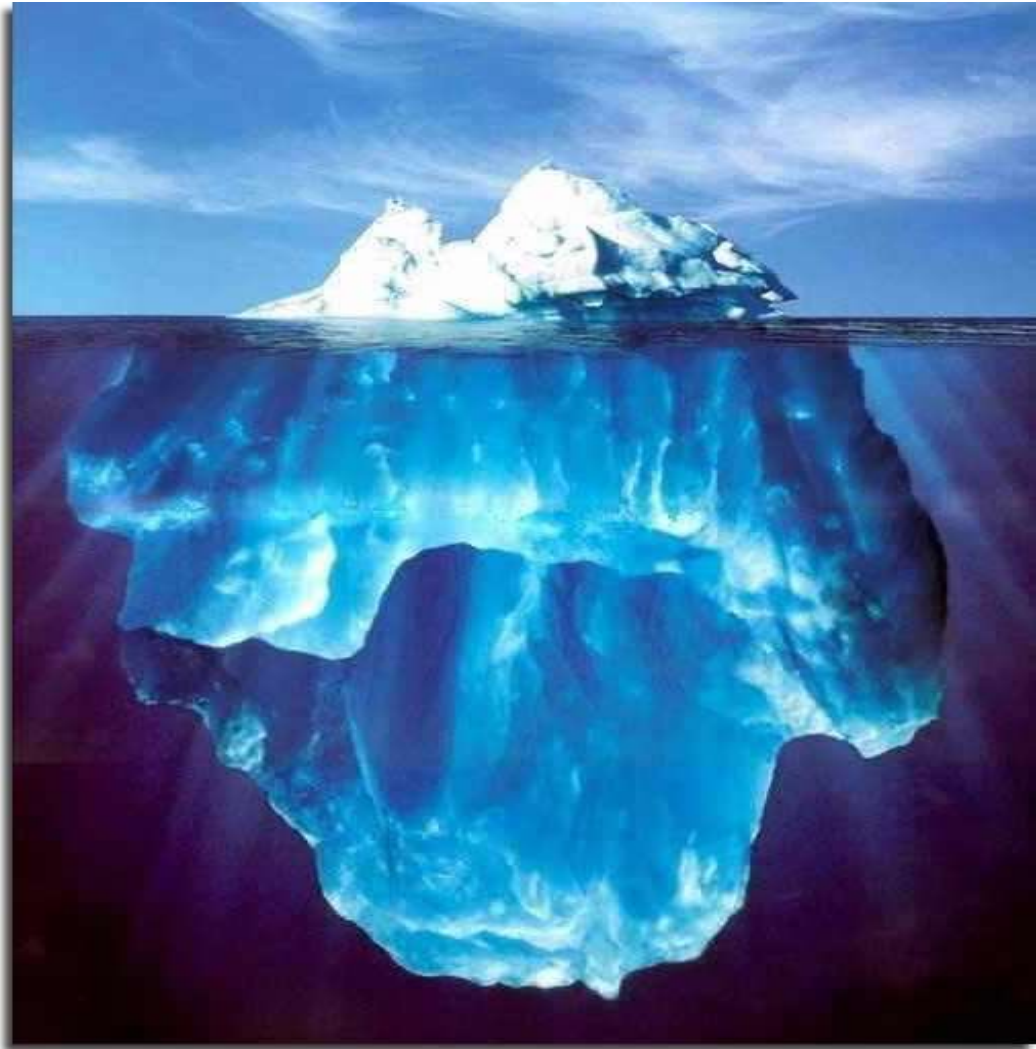


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# This School Year Enrollment...

# 379 Children!





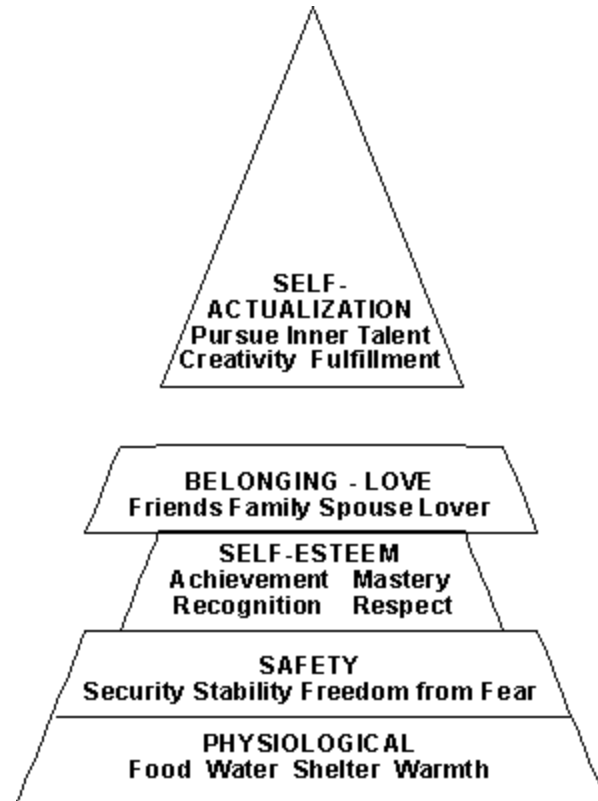
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Van Hise Elementary is an  
**INCLUSIVE SCHOOL...**

**Working on  
the Belief  
that All  
Belong**



**What happens  
when we ask  
our children to  
show mastery  
before they can  
participate in a  
classroom...**



Norman Kunc, 1997

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# Inclusive Education at Van Hise...

- ❑ *Differentiated instruction, practice activities, and assessment procedures for all students are evident.*
  - ❑ *All students are actively engaged in learning at their own pace and levels.*
  - ❑ *Students receiving specialized services are seated among their classmates in a way that integrates them naturally within the classroom.*
  - ❑ *Students have regular opportunities to work in groups that include students with varied abilities*
  - ❑ *A wide variety of instructional materials are available in the classroom.*
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# Inclusive Education...

- *The names of both/all co-teachers appear on the classroom door – all adults are resources to kids*
  - *Collaborating teachers share space, materials, and equipment equitably.*
  - *Co-teachers share status, power, and authority in making decisions that impact curriculum, instruction, and classroom environment.*
  - *Collaborative teachers accept joint responsibility for the intellectual, emotional, and social development of all students in the classroom.*
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**Providing inclusive education for all students is impossible without effective collaboration.**



Walther-Thomas, et. al. 2000, Skrtic, 1991,  
Cramer, 1998

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# Instructional Design

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**How we organize our school resources  
to best serve all of our students...**

- Class Placement Process**
- Instructional Teams & Service Delivery**
- Multiage**
- Research Based Effective Practices**
- Professional Development**

# What is Multiage?

- **Definition**—*Grouping students of more than one grade level into one classroom, such as a second grade and a third grade combination into one classroom commonly referred to as a “2/3”*



# Benefits of Multiage...

- Research shows slight gains in academics
- Students/families spend more than one year with a teacher, therefore building relationships, and better knowledge of the student

# Continued...

- **Research studies comparing multi-age and graded schools consistently favor non-gradedness**
- **Multi-age groups performed (58%) better or (33%) as well on measures of academic achievement**
- **52% indicated better for students, 43% similar, 5% worse**

## **Multiage at Van Hise...**

*“We teach children – not just curriculum”*

- **Students/families spend more than one year with a teacher, therefore building relationships, and better knowledge of the student**
- **Academic performance is strong**
- **Developmental guidelines for planning**

# Continued...

- **Leadership development for our children - social benefits for both older and younger children**
- **More flexibility in delivering services to all students within the classroom**
- **Much greater flexibility in classroom placement, increasing the ability to create balanced classrooms**
- **Teachers truly work to address the needs of individual children**

## Continued...

- **Mixed grades more realistically represents our real world experiences**
- **Fits with the demands of “No Child Left Behind”, reducing or eliminating the stigma of being held back in fourth grade**
- **Provides more stability over time**

# Supporting Multiage at Van Hise...

- Having a Collaborative Team Organization
- Establishing Curriculum Rotations for Science & Social Studies
- Progress Monitoring – Using Assessment to Guide Instruction
- Differentiating Instruction
- Using Research-Based Effective Practices: Balanced Literacy & Math
- Providing Ongoing Professional Development & Support for Educators



**What questions do you have?**

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# School Improvement Goals...

*All children's growth in :*

**Literacy**

**Math**

**Social-Emotional**

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# School Improvement Goal

## **Literacy:**

**All** students will demonstrate increased achievement in reading and writing.

*\*Students who are emerging/progressing will show growth towards proficiency*

## **Fidelity of Practices across K-5:**

**Reading – Writing – Word Study – Language  
WORKSHOPS**

## **Intervention Strategies**

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## Spring, 2011 Progress Monitoring Data Emerging/Progressing

- ❖ K/1 – 6 children
- ❖ 2/3 – 13 children
- ❖ 4/5 – 12 children

This year we have *about* 24 students all together  
who are not yet proficient in READING

- 83%** are kids who low SES, ELL or CC
- 17%** are kids w/o services, not low SES
- 12%** are white and not low SES

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# 2010 WKCE -- READING

## 3<sup>rd</sup> Grade

**83% Proficient/Advanced**

## 4<sup>th</sup> Grade

**96% Proficient/Advanced**

## 5<sup>th</sup> Grade

**97% Proficient/Advanced**

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# School Improvement Goal

## **Math Goal:**

All students' math achievement will improve in the areas of number & operations

**Across K-5**

**Developmental Guidelines**

**Progress Monitoring**

**Scope & Sequence**

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# 2010 WKCE Math Data

- **3<sup>rd</sup> Grade – 83%** proficient/advanced
    - 53% Low SES (*47% in Min/Basic*)
  - **4<sup>th</sup> Grade – 96%** proficient/advanced
    - 87% Low SES (*13% in Min/Basic*)
  - **5<sup>th</sup> Grade – 97%** proficient/advanced
    - 57% Low SES (*43% in Min/Basic*)
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# School Improvement Goal

## **Social – Emotional**

All students will understand and demonstrate positive behavior expectations, participate in leadership activities and be fully engaged in all aspects of Van Hise.

- \* **Outdoor classroom**
  - \* **Leadership Teams**
  - \* **Positive Behavior Supports**
  - \* **Patrols**
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# Social Emotional Information

- Every 5<sup>th</sup> grader was a patrol last year!!! A tradition we hope to continue!
  - 85% of our students participated in some way in one of the Student Leadership Teams
  - Data from staff survey; need to focus on implementation of PBS - Clarifying & Teaching Expectations, Data Dialogue
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# Supporting Our School Goals

## Math – Literacy – Social Emotional

- **Resource Allocation – time/ \$ /NRG**
  - **Leadership Team**
  - **Action Teams**
  - **Student Support & Intervention**
  - **Professional Development & Collaboration across teams**
  - **Family Involvement**
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# Our School Wide Expectations

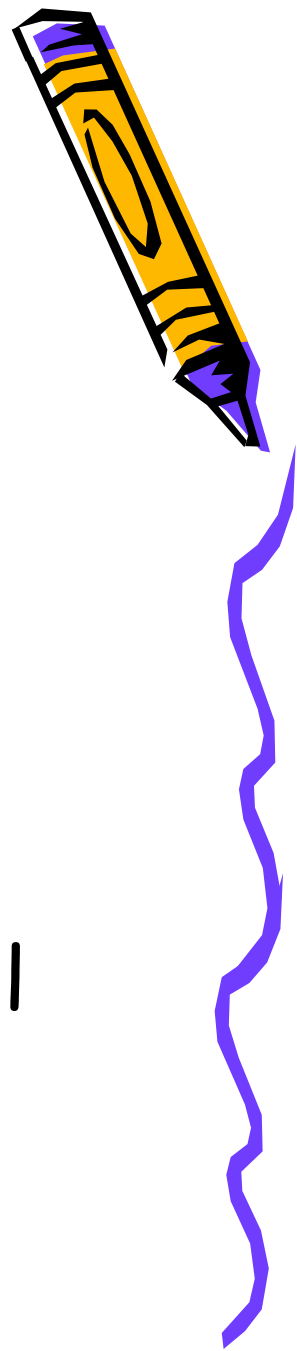
Being Safe

Being Responsible

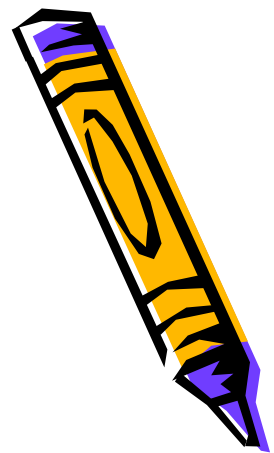
Being Respectful

Being a Learner

...across common settings in our school



# Explicitly Teaching Behavior Expectations



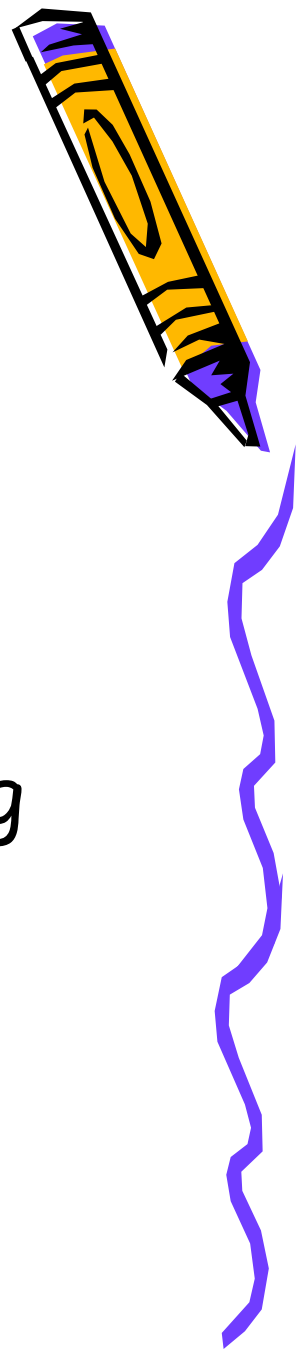
If we want children to follow specific ways of behaving, we need to directly teach and model this...

Our starting point for this as a school is...

**Having QUIET HALLWAYS**



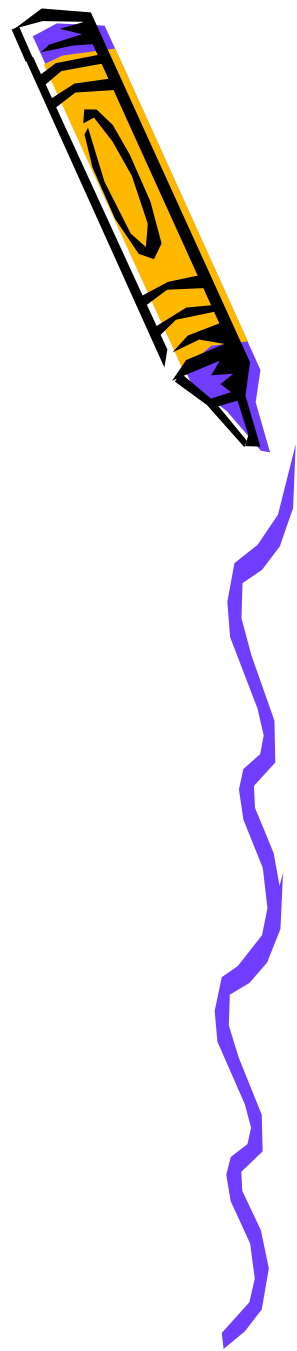
# Acknowledging Positive Behavior!



- Hedgie Awards
- Our language and interaction with kids
- School-wide fun events held during the day



# Discipline as a Learning Opportunity



- "Fix It" Language
- Use of Fix-It plans and conversation
- Behavior Referral process





# Safety Items ...

- **Pick up and Drop Off...**
- **Monday Early Release – 1:50**
- **Security System**

# Here's to a Great Year Ahead!

