

School Improvement Plan  
Narrative Overview

**DeLong Elementary School**

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS  
2010-11**

DeLong's progress in the area of Reading as measured by the Measurement of Student Progress (MSP) test, showed that DeLong did not make Adequate Yearly Progress (AYP) in three areas of Reading All, African American students, and Low Income students. DeLong third grade students performed with 69.4% of students meeting standard in Reading. This represented a 10.9% decrease over last year's third grade Reading scores. DeLong fourth grade students performed with 70.3% of students meeting standard in Reading. This represented a 3.0% increase over last year's scores. DeLong fifth grade students performed with 64.7% of students meeting standard in Reading. This was a 6.8% decrease from last year's fifth grade Reading score.

In the area of Math DeLong made improvements in Adequate Yearly Progress (AYP) by meeting criteria to pass all cells. DeLong's third grade students performed with 64.5% meeting standards in Math. This represented a 1.7% decrease from last year's score. In fourth grade 64.1% met standards in Math which was an increase of 4.9% from the previous year. DeLong's fifth grade students performed at 66.2% meeting Math standards which was a 9.1% increase from last year's score.

**OVERVIEW OF SCHOOL IMPROVEMENT  
2011-2012**

**Continuous Improvement Process and Stakeholder Participation**

DeLong's plan represents the on-going work and goals established with our school for the 2011 – 2012 school year. The goals and strategies in this plan are a result of hard work by DeLong staff members within our grade level teams and as part of an entire staff working towards improved student achievement and the closing of the achievement gap. The specifics of our plan has helped to guide school-wide reform efforts and are a result of many hours of hard work looking at student achievement data, setting grade level team goals, and looking at specific next steps to improve student achievement including closing the achievement gap. The creation of goals and areas of focus have been done in connection with our School Centered Decision Making team and our building wide student achievement centered committees. DeLong's PTA focus is also on supporting student learning in the classroom as well as finding opportunities to work with and support families in the DeLong community.

**Review of Data to Establish Improvement****Achievement**

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 3</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	64.5	83.9	78.9	80.3	69.4
<b>Mathematics</b>	64.9	77.4	66.2	66.2	64.5

<b>Grade 4</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	91.2	75.4	83.6	67.6	70.3
<b>Mathematics</b>	60.3	75.4	52.2	59.2	64.1
<b>Writing</b>	69.1	79.7	91.0	87.3	78.1

<b>Grade 5</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	64.3	88.7	63.6	72.5	64.7
<b>Mathematics</b>	47.1	66.1	50.7	57.1	66.2
<b>Science</b>	22.9	42.9	42.9	15.9	39.7

DeLong's school-wide data from the 2011 MSP indicated growth in Mathematics and Science performance. The data matches the progress in fourth and fifth grade, but according to classroom based assessments third grade performed better than expected with only a 1.7% drop from last year's Math score. DeLong's performance on the Math MSP indicates that our students made Adequate Yearly Progress (AYP) in all cells of Math. DeLong staff continues to review student work through District-wide Professional Learning Communities and through formative assessment in the classroom which helps to make their instructional decisions that support learning in the classrooms and infuse interventions provided by our Learning Assistance Program (LAP) and Learning Resource Center (LRC). (See Action Plan for specific strategies)

In the area of Reading DeLong did not fare as well as in the past. DeLong's third grade students scored 69.4% on the Reading MSP which was a 10.9% drop from last year's score. Fourth grade fared a little better scoring 70.3% on the Reading MSP which is an improvement of 2.7% from last year's score. This year DeLong's fifth grade students took the Reading MSP online; they scored 64.7% which was a 7.8% drop from last year's score. More practice with the online format is indicated. DeLong students did not make Adequate Yearly Progress (AYP) in three cells of the 2011 MSP Reading test, All students, African American students and Low income students. Every effort is being made through intervention programs in the Learning assistance Program (LAP) and the Learning Resource Center (LRC), through equitable classroom practices and through classroom-based Reading instruction. DeLong is also looking at Reading data to guide not only our instruction, but also looking at the what interventions are being provided and are they matching what the data indicates the student's needs are.

## Attendance

(Average daily attendance K-5)

2007-08	2008-09	2009-10
94.6%	94.8%	94.3%

### Strategies to enhance school attendance

DeLong staff uses several strategies to help create a sense of urgency around good student attendance. Research shows that students who do not regularly attend school don't do as well academically. Here are a few strategies DeLong uses to ensure students attend school regularly. Our Attendance Secretary enters students absences into the electronic system called School Messenger and the system sends out a safety call to all students' homes that are absent to ensure parents know that they are absent, to ask for a phone call if a note has not been sent in explaining the reason for an absence and to alert parents who did not know they needed to send a note or give the school a call. Classroom teachers at DeLong also emphasize the importance of being at school and how much academic information is lost when they are not in attendance. If absences become chronic then the Becca Bill is put into action. At the end of each school year students with perfect attendance and almost perfect attendance are recognized at our end of the year awards assembly. DeLong students, staff and parents all know the importance of good school attendance.

### Planning for Transitions (between grade levels and grades)

Research tells us that students who struggle with school are most likely to "fall through the cracks" when transitioning from fifth grade to sixth grade at the Middle School. As a result of the ongoing need of DeLong's fifth grade students and to make a smooth and successful transition, DeLong's fifth grade students have adopted and put into place the AVID (Advancement Through Individual Determination) elementary program. The AVID Elementary program incorporates four quality standards; 1.) *The Agenda/Planner* where students record daily assignments, self-monitor and plan out long term projects. 2.) *Organizational Tools (3-ring binders)* with dividers, folders and supplies. This is another self-monitoring item with periodic teacher checks. 3.) *Note-Taking Strategies* including the independent use of 2 and 3 column note-taking for at least two subjects. 4.) *Levels of Questioning* students will be able to create and identify level one, level two and level three questions. With the addition of the AVID Elementary program DeLong's fifth grade students will be able to make a smooth transition to Middle School.

### Characteristics of High Performing Schools

It is difficult to isolate just a few of the characteristics of high performing schools as they are so interrelated and foundational to the work. We know that we really need to move in each of the nine areas of school improvement as outlined by the state, however there are four that emerge as needing continued attention in this year's work. A **Clear and Shared Focus** is an integral part of teaching and learning at DeLong, with all teachers using formative and summative assessments to help guide their data driven instructional decisions. Staff, students, parents and members of the community are able to articulate our instructional focus. With **High Expectations for All Students** the DeLong staff, students and parents are able to use the state standards to identify, discuss and evaluate student achievement across all curricular areas and all students groups. Assessment data will indicate individual student growth towards those standards. Student's voice will be evident as students demonstrate their understanding of all the state standards. Communication between staff, students, and parents focuses on student progress towards their goals of meeting state standards. **Effective School Leadership** is demonstrated and promoted by all staff at DeLong. Many of DeLong staff members take the lead in moving tasks forward that have been set either by grade level team meetings, achievement committee meetings or at school centered decision making (SCDM) team

meetings. Staff members feel empowered and take the initiative to make decisions and move our professional work forward for the benefit of all DeLong students and their learning.

At DeLong we have **High levels of Collaboration and Communication** and will address this characteristic through formal structures such as our team meetings that are built into our weekly schedule, monthly staff meetings, and Student Review Team meetings with Special Education/Learning Assistance team members. As a result of these meetings many informal strategies for regularly communicating with all staff about school-wide initiatives, teaching and learning goals, daily routines and procedures and connecting with our school community are put in place.

### **Professional Development Opportunities**

Much of DeLong staffs' learning is a result of our dedicated teachers coming together to look at student work and to learn from each other as they continually seek to improve their practice. More formal professional development from the district will inform our school-based training around our focus area of Mathematics. Our Instructional Coach and principal will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the use of Learning Targets and Student Engagement. DeLong Staff has had professional development on Jon Oliver's ABC's of Life a school-wide program to help students learn good self-control and the internal ability to build towards that self-control.

### **Highly Qualified Teachers**

Leave Blank for CAB Title I staff to complete.

## **Recognition of Non-Academic Learning**

At DeLong Elementary, we believe in educating the whole child! Our staff creates a focused, structured, and nurturing environment. Children at DeLong can sign-up for after school/before school programs such as tumbling or Track and Field. Students in the fourth and fifth grade may also participate in mid day intramurals including basketball and flag football. Students and adults can all participate in a once a week Zumba class offered by one of our DeLong staff members.

## **Safe and Supportive Learning Environment**

The DeLong Elementary School staff works hard to create a safe and supportive environment. This year we have built upon Jon Oliver's ABC's of Life including *The Pledge for Success. A Promise I Make To Myself*. This pledge is read every morning at 9:10 and the pledge states "**I will listen to what others have to say. When I wait my turn to speak, I can hear what others have to say. I will try my best. Even when I make mistakes, I learn from them. The most important thing is to keep trying. I will treat others the way I would like to be treated. Pushing, fighting, bullying, name-calling and treating others badly hurts them and hurts me. I will respect the diversity of all people. Whether we are the same or different on the outside, it's the person we are on the inside that counts. I will remember that I have people who care about me in my family, school and community. Families, like schools and communities, can be many sizes and made up of all kinds of people.** Staff, students and parents have all become familiar with and are using the strategies for self-control, self-control time, self-confidence, responsibility/consequences, thinking/problem solving and cooperation. With the use of these techniques and strategies DeLong continues to be a safe place to be.

## **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap will drive our school's efforts this year. Our performance data trends on the Measurement of Student Progress (MSP) show that our greatest gap is between our white student population and African American and Latino males in both math and reading. Our professional development in math will address culturally competent teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students will be built into the day and after school MSP and Accelerated Reading Clubs are offered to enhance student's abilities in Reading and Math.

## **Technology**

DeLong Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards (in some classrooms) and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, and an internet research for project-based learning. There is also a lap top computer lab on wheels that can go from room to room. DeLong staff has also been trained on how to use the SWIFT site that is a site for parents and students to get information about their child's classroom.

## **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to have developed a strong parent involvement component into our school program. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. Additionally, we have used our LAP money to provide for family curriculum nights where we have taught parents how to help students with homework. This year we will have several evenings where we bring parents onboard with our new math program so that they know how to help their children at home. We know that many of our parents work and are unable to volunteer in the classroom so we provide these opportunities so parents can be involved in other very meaningful ways in their child's education. We do however, have a number of volunteers who regularly work with children to support learning, who help monitor students in reading and math. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as mentors/tutors from the Kid Reach program from the First Christian Church, The Redeemer Lutheran Church, The

University of Puget Sound, Bellarmine High School and Foss High School tutors. This year we also implemented Reading buddies program created by one of our future DeLong parents. We also have an annual food drive to support our families in need during the holidays. DeLong also has back to school supplies donated by The First Christian Church as well as Communities In Schools. We also invite our community to come and enjoy Veterans' Day and Martin Luther King presentations.

### **Coordination of Fiscal Services**

Much of what we are able to do to support student learning comes from our LAP budget. This is of course over and above our district allocation which is actually quite small. We have also benefitted from a technology grant that provided for our SMART boards and some laptops.