

**Edison Elementary School
School Improvement Plan
Narrative Overview 2011-2012**

Progress Toward Previous Year's Goals:

Edison Elementary School currently enrolls 485 students in grades K-5th grade and also has a Head Start Preschool program. Located in the southwest part of the Tacoma School District, Edison is one of the five largest schools in the district. It is a district site for students who are English Language Learners with one certificated teacher, one paraprofessional, and two hourly support staff who are serving 109 ELL students in grades K-5th. Edison Elementary is also a district health site with a full time LPN and a part time RN to support students who have medical needs such as diabetes, asthma, or other health related requirements. This year, Edison has the following classes: Kindergarten (4), first grade (3), second grade (3), third grade (3), fourth grade (3), and fifth grade (3). Our Title I support team consists of (2) full time certificated teacher, (1) .5 certificated teachers, (1) paraprofessional and a 1.0 math coach that is paid through both district/school Title I budgets to support students and staff in Math. Our Title I staff work with all students in small groups at their instructional levels in reading and math. Edison Elementary also has a Learning Resource Center (LRC) with (1) certificated teacher and (1) paraprofessional to support students in reading, math, writing, OT, PT, Speech and Social Emotional needs.

Edison Elementary School has a diverse population with families from all parts of the world speaking Russian, Spanish, Cambodian, Vietnamese, Ukrainian, Korean, Chinese and Moldavian. Students who qualify for ELL support receive instruction based on the WLPT assessments that are given at the end of every school year. Students who qualify to receive services are supported in a pull-out model where they receive communication and language services from our ELL team. If students receive a score of "4" on the WLPT, they are exited from the ELL program. Edison's ELL team provides translation services at every parent event including yearly conferences. Translation in Spanish and Russian help Edison families have the necessary communication and resources to understand their child's academic achievement and help their child succeed. ELL teachers attend weekly grade level meetings to keep communication up to date with classroom teachers regarding how to best support the students they are serving.

Edison Elementary School continues to look for ways to increase math achievement through staff professional development, engagement in district wide grade level PLC's and administrative support. The result will be a deeper level of understanding and application of math instruction on daily assignments, homework and on the yearly MSP assessments. Staff work together at weekly grade level team meetings with Title I, ELL, and LRC teams to discuss and review student work and assessment data to make instructional decision and monitor student's progress toward yearly goals and implementing grade level standards. In doing so, Edison Elementary has continued to close the achievement gap by reducing the number of cells not being met for our most at risk learners, ELL and LRC. With increased support and interventions, including both before and after school, staff will continue to identify the learners that are not meeting standards in math and reading by providing specific instruction and resources to meet standards in the spring of 2012.

Continuous Improvement Process and Stakeholder Participation:

The content of this plan represents the ongoing work and goals established within Edison Elementary for the 2011-2012 school year. Edison staff work together with our Teacher Learning and Leadership Team (TLLT) to align our school and district vision to ensure academic excellence in a safe, learning environment for all students. We schedule and implement ongoing PLC's with grade level teams and Edison's support staff (ELL, LRC, Title I and math coach) to review and discuss formal and informal assessments to improve instruction and student learning. We align state standards with learning targets and best teaching strategies using the 5 Dimensions of Learning, University of Washington. Edison parents are included in our school decision making this year with Parent Leadership Team meetings scheduled for November, February and May 2012.

To align with the district's goal of Academic Excellence, all students will perform at or above grade level and we will eliminate disparities among all groups of students. Edison Elementary staff will implement Learning Targets and the goals of 5D to increase student participation and engagement in all Edison classrooms.

Review of Data to Establish Improvement: Achievement

(Spring 2011 MSP Data, expressed as a percentage of students meeting standard:

Grade 3:	2006	07	08	09	10	11
Reading	45.7	55.9	51.1	48.2	60.9	64.5
Math	32.3	48.0	45.5	42.2	46.4	30.3
Grade 4:	2006	07	08	09	10	11
Reading	73.1	75.3	69.0	54.7	64.1	55.1
Math	33.0	37.1	48.5	29.1	43.6	35.9
Writing	44.9	40.4	55.0	30.2	43.6	34.6
Grade 5:	2006	07	08	09	10	11
Reading	62.3	70.5	64.8	65.1	56.2	52.7
Math	49.3	38.9	41.8	46.2	41.1	33.8
Science	14.1	14.7	13.2	17.1	13.7	

Edison Elementary was a district Reading First School for six years with grant funding ending in 2009 which included elimination of Edison's reading coach and funding for professional development. Edison staff continue to implement the (5) components of Reading instruction and use Read Well and Reading Street as curriculum resources. Edison support staff in Title I, ELL and LRC also implement the district curriculum into their classrooms and resources aligned with the standards in each grade level. Our trend shows that reading achievement has increased in grade (3) yet declined in grades (4) and (5). Edison staff utilize grade level team meetings every Tuesday morning to discuss student achievement in reading and use the DIBELS and progress monitoring data to determine instructional groups and interventions to support all students K-5th grade.

Edison Elementary staff continue to focus on math achievement at all grade levels for all students, especially those who didn't meet standards on last year's MSP assessments in 3rd-5th grade. All Edison staff has received training in the district's Math Expressions curriculum and implement components of the math curriculum to increase student achievement. In August 2011, Edison staff attended district math training using math talk to increase student engagement and participation in math lessons and encouraging math leaders in every classroom, K-5th grade. In October 2011, Edison staff attended our building's PLC to define and discuss what effective PLC's possess and to focus on action and achievement as defining goals of our PLC work this school year. Edison's grade level team will attend district PLC training through the year with two other elementary schools with similar

demographics and characteristics to discuss implementation strategies in every grade level to reach students who are not meeting standards or passing DMA assessments.

Attendance (Average Daily Attendance):

2007-2008	2008-2009	2009-2010	2010-2011
92.9%	93.4%	93.6%	94.2%

At Edison, administrators are committed to focus on improved student and staff attendance. When students are absent or tardy, administrators and the school counselor are notified by the office attendance coordinator. The principal, assistant principal, or counselor contacts the family to discuss attendance patterns. Together, our office team works to communicate with our families to find out why they are missing school and arriving late, leaving early or absent. Our school counselor will determine if the attendance issue is related to transportation, emergency issues, health concerns, or child welfare problems. We also provide translation in the home language to understand cultural needs or difficulties and include our ELL staff when necessary. At Edison, we celebrate when students have improved or perfect attendance at our monthly Terrific Kids Assemblies by honoring students with certificates and notifying families, inviting them to attend the event.

Planning for Transitions:

This year, Edison Head Start teachers will work closely with our kindergarten staff to create a smooth transition for our Edison families to move from the preschool program to the full day kindergarten classes. These two teams will work together to discuss academics, social/emotional issues/concerns, family needs to provide support and improved communication between the programs. Our ELL team will provide translation for parent meetings and also be available for Head Start families if they need language support. Over 50% of our Head Start families remain at Edison for kindergarten and the transition that occurs needs to be a positive one. Another transition that will help our 5th grade student's move to middle school will be opportunities for Edison 5th grade teachers to meet and collaborate with middle school staff from Gray and Giaudrone Middle Schools. The meetings will be held at Edison, Gray and Giaudrone to ensure collaboration and support for students transitioning from 5th to 6th grade. Teams will discuss specific skills that all 5th graders need to move into middle school such as; note taking, heading papers, organizing materials and binders, supplies and resources, as well as healthy/nutritional habits for students to implement into their lives. Edison's 5th graders are encouraged to attend the Transitional Summer School Program, held every summer for students moving from elementary to middle schools in the district.

Characteristics of High Performing Schools:

At Edison, a Clear and Shared Focus is promoted through the strong alignment by all staff about our beliefs and values regarding working with children, academic excellence, and school climate. High Levels of Collaboration and Communication are being implemented by using common planning times for all grade levels daily/weekly. We continue to implement higher level questioning and student engagement to ensure High Standards and Expectations for All Students. Edison staff use district adopted curriculum with fidelity. We continue to look for ways to include Learning Targets consistently in every classroom. At Edison, we have developed and implemented a number of systems to ensure Frequent Monitoring of Teaching and Learning. Staff participate in weekly grade level team meetings to review data and make instructional decision based on said data. Student instructional groups and double dose groups are monitored and changes made, based on data and student needs, on a monthly basis.

Professional Development Opportunities:

Edison staff continue to receive professional development opportunities based on building needs and feedback from our grade level team meetings each week. Our Title I coordinator along with district support staff have included professional development that supports our building goals in Math, Literacy, Safety, Collaboration and Early Learning. Edison staff participate in district math Professional Learning Communities (PLC's) to ensure meeting the needs of students in the area of math. Based on the 2010 Climate Survey results, Edison staff are involved in building level professional development to build school wide management systems that ensure student safety and increase student achievement. Edison staff have attended Randy Sprick's Safe and Civil Schools training in Portland, Oregon for the past two summers. Staff who attend share the research and impact that this program has on academic achievement with the rest of the staff on waiver days in August. Title I monies are set aside each year for additional Edison staff to attend the Oregon trainings. Our staff have implemented CHAMPS throughout the building. Lunchroom and Playground staff have also been trained on the Safe and Civil School's model this past summer, July/August 2011. Edison staff are implementing strategies that provide consistency and structure throughout the building to increase academic achievement and reduce behavior infractions and office referrals. Edison staff will continue to evaluate and discuss the results of the program by looking at the number of office referrals each month compared to the year before and the number of detentions and suspensions given by administration to evaluate the effectiveness of the program this year.

Highly Qualified Teachers:

Edison Elementary currently has 29 certificated staff members who work with students in classrooms, as specialists and support staff. We have 4 paraprofessionals that support all students, K-5th grade and work closely with our LRC, ELL and Title I programs. Edison's staff is over 95% highly qualified with 11.7 years of teaching experience. More than 34% of Edison staff has Master's degrees. Edison administration works closely with Human Resources to ensure we have highly qualified staff at our school.

Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth.

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources send each school a list of the teachers with their teaching qualifications. THE SCHOOL principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOUSSE Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training is focused on best practices in reading and math.

Recognition of Additional Academic Learning:

Edison Elementary has implemented a before and after school intervention program for students who have specific instructional needs based on the MSP, Math Expressions assessments and DIBELS data. Our math coach, Kari Ferguson, has implemented math interventions for students in the computer lab, 4 days a week: Monday, Tuesday, Thursday and Fridays from 8:00-8:30 using Think Central. Mrs. Ferguson has also trained staff, students and families to access Think Central at school/home to support math instruction and increase academic performance for all students. After school, our Title I staff use their flexible schedules to teach intervention groups from 3:30-4:30, 4 days each week. Title I staff meet with the grade level teachers to determine specific students who need extra support in math and specific skills based on class work and assessment data. Another support system for our Edison students is having Mrs. Tatum work with students who are struggling with academics/behavior or social skills in a small, private setting. Students who work with Mrs. Tatum are identified through the Student Support Team (SST) who meets every Thursday from 8:15-8:45 to discuss students at risk or previously identified using student snapshots from the previous

year's teacher. Edison staff work together to discuss strategies and interventions and to track student's progress both academically and socially.

Safe and Supportive Learning Environment:

Edison Elementary has established a team of teachers, specialists, office staff, paraprofessionals and administration to form the Building Leadership Team (BMT). This team meets throughout the school year to create and implement building wide expectations for classrooms, hallways, lunchroom, playground, busses, and bathroom that provide a safe, consistent model for all students. Based on BERCC survey data in 2009-2010, parent/student and staff surveys indicated a need for increased safety including classrooms and playground. Edison's BMT created and implemented a systemic model for all students, K-5th that supports academic excellence and improved safety measures.

Equity Issues:

Edison Elementary has continued to close the achievement gap by reducing the number of cells not being met on the MSP down to 2 cells in the 2009-2010 school year. Edison staff continue to meet in grade level teams and with our support staff (ELL, LRC, Title I) to plan and implement intervention strategies based on both formal and informal assessment data. Edison staff will continue to receive training from the district's professional development team using Race and Diversity research to keep issues of equality at the forefront of our work. We look closely at academic and discipline data each year to determine how successful we are in implementing our discipline and management systems and if all students are being treated fairly and equally. Edison Elementary has selected a team of staff who attend district professional development trainings throughout the school year with Kandy Kassady from Denver Public Schools. Information and research from these trainings is shared with all Edison staff at team meetings to ensure we are meeting the needs of ALL Edison students.

Technology:

Edison is currently using the computer lab as a resource tool for Math Expressions, using Think Central. Our staff has been trained using Think Central and every Edison student is familiar with the program and know how to access at their homes. At every parent event this year, Edison staff will be sharing curriculum data and information with parents to increase communication and inform parents of grade level expectations and standards.

Parent, Family and Community Involvement:

Based on our parent survey given to parents in 2010, parent involvement continues to be one of Edison's (4) goals to improve academic achievement and excellence. BY increasing communication to parent through the use of weekly/monthly newsletters, parents will stay informed and up to date on current events at Edison. Classrooms utilize weekly newsletters to inform parents of assignments and projects for the week/month. All students in grades 3, 4 and 5 are using Daily Assignment Books (DAB) to record classroom assignments, homework, and communication between the teacher and parent. Parents are encouraged to add comments and ask questions, using the DAB. The DAB also has a space for the daily behavior outcomes which are defined by the student's color of the day (green, blue, yellow or red) to indicate the student's performance that day.

Coordination of Services:

Edison Elementary currently has more than 485 students in grades K-5th. This includes 83% Free and Reduced lunch, 109 Bilingual students, and 24 Special Education students. As a School-wide Title I school, we have 2.5 certificated teachers and 1 paraprofessional that are funded out of Title I. That funding also supports a math coach which is co-funded by Edison's Title I program and district Title I. Edison's math coach, Kari Ferguson, will support students and staff in all classrooms by focusing her work to help raise achievement and improve instructional strategies in all classrooms. Our Title I parent involvement budget also provides 2 hours each day for a Parent Involvement Associate (PIA), Deborah Brown. She supports our Terrific Kids assemblies and volunteers at Edison Elementary. We work closely with the district departments such as Title I, ELL, LRC, HR, C & I, Purchasing and Research/Evaluation to provide Edison with resources and assessment data to implement best instructional practices in every classroom.

Title I School Attachments: (items to be included as appendices)

- *Professional Development Calendar
- *Parent Involvement Calendar
- *Parent Involvement Policy and Compact
- *Budget Page(s)
- *Budget Matrix

#10 Coordinated and Integrated Federal, State and Local Services:

A schoolwide program shall include coordination and integration of Federal, State and Local Services and programs, including programs supported under this NCLB Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

At EDISON categorical programs and basic education work together to meet the needs of all students and support our schoolwide program goals. While categorical and basic education funds are tracked separately in Tacoma for fiscal purposes, the Title 1 program and Basic Education coordinate services for the purpose of serving academically at risk students, with the intent that all students in the school be successful.

Funding Source	Amount Contributed	Intend & Purposes
Title 1 A	\$317,009	Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, a minimum, proficiency on challenging state academic achievement standards and state academic assessments
Basic Education	\$1,953,049	Promote continuous improvement of student achievement of state learning goals and essential academic learning requirements (WAC 180-16-220 2bii)
Title 11	\$66,556	As part of our support for professional development, we use Title 11 funds to pay for onsite instructional coaches. The focus of the instructional coach is to support teachers in the implementation of standards-based instruction, especially in reading and math classes, to improve student achievement for all students. The coaches facilitate grade level meetings and data analysis, analysis of student work, provide professional development around particular research-based instructional strategies and materials, and coach teachers in their practice.