



Fawcett Elementary School Narrative

Welcome to Fawcett Elementary School, home of the Falcons. Fawcett Elementary is a diverse neighborhood school situated within short reach of local small businesses and city parks. Our student learning environments range from a half-day special education preschool classroom to all day school for children in grades kindergarten through 5th grade. Fawcett Elementary receives funds through Title 1 and LAP, federal and state programs, to provide additional reading and math assistance to students. Fawcett Elementary maintains high standards of instruction by hiring only highly qualified teachers. Students completing fifth grade and living in our attendance area usually attend Stewart Middle School and later Lincoln High School. Fawcett Elementary is located at 126 E 60th St., Tacoma, WA 98404. We invite parent and community comment and input for our plan. Dr. Mary Chapman, Fawcett Elementary principal, can be reached at (253) 571-4700.

PROGRESS TOWARD PREVIOUS YEAR'S GOALS: 2010-11

Fawcett Elementary strives to serve all students. Our school's mission is to provide a safe, supportive environment where all children have the opportunity to develop to their fullest potential, and to offer programs to meet individual needs so all students will be able to read well, think well, and do well in math. The following programs are current strengths at Fawcett:

- Teachers meet NCLB standards
- Teachers use research based programs for core instruction and intervention
- Teachers use data to make decisions for instruction and intervention
- Teachers schedule and teach at least 60 minutes of math daily
- Teachers schedule and teach a 90 minute Walk to Read block every day, targeting students in their area of need
- All students receive an additional Response-to-Intervention (RTI) 30-minute session in reading or math every day
- Teachers meet weekly to discuss student data and how to increase it.
- PTA supports student achievement.
- District Professional development provides essential training in district adopted curriculums

OVERVIEW OF SCHOOL IMPROVEMENT: 2011-12

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2011-12 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of goals, and the next steps in our work toward student achievement.

Review of Data to Establish Improvement

Achievement

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

Grade 3	2006	2007	2008	2009	2010	2011
Reading	52.5	59.3	70.4	68.2	61.3	76.7
Mathematics	44.3	76.3	69.0	65.2	67.7	68.3

Grade 4	2006	2007	2008	2009	2010	2011
Reading	71.7	58.6	59.4	81.4	63.2	38.8
Mathematics	53.3	37.7	59.4	50.0	54.4	35.8
Writing	61.7	50.7	59.4	54.3	64.7	48.5

Grade 5	2006	2007	2008	2009	2010	2011
Reading	65.3	55.4	69.3	68.7	65.2	58.6
Mathematics	47.3	54.1	49.3	58.2	47.8	45.7
Science	25.7	17.6	30.7	38.8	17.4	32.9

The school wide data from the 2011 MSP indicates areas of strength and areas of concern. Areas of concern include fourth and fifth grade reading and math scores. Those are our focus areas for the 2011-2012 school year.

Our continued instructional focus in math will be the implementation of our math program, as we work to increase the level of academic success in mathematics. The District's support of this work with the infusion of math coaches, ongoing professional development for teachers, coaches and principals combined with our school's weekly grade level collaboration sessions and the development of intervention and enrichment plans responding to student achievement will all contribute to the work designed to significantly and positively influence our students' achievement. (See action plan for specific intervention strategies.)

We are not satisfied with our current indicators of growth on the MSP and are therefore intentionally focusing our efforts to significantly improve our students' achievements in this area. We look to higher achievement as measured by the 2012 MSP.

Attendance

(Average daily attendance K-5)

2007-08	2008-09	2009-10	2010-2011
93.9%	94.5%	95%	95%

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 one grade span to the next. Fawcett's school wide program provides

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support to parents and families of students who will be experiencing a significant grade transition (P-K; K-1; 5-6). Our plan for transitioning incoming Kindergarteners includes: staff meeting to discuss incoming services, a plan for parents, First Day of School Open House, and a “welcome visit” with all in-coming students and their families throughout the school year. Kindergarten teachers also host a Kindergarten Parent Orientation Night prior to the start of school. Additionally, the principal meets with every new student and family, prior to actual enrollment, during the school year.

Fawcett Elementary and area middle schools work as partners in a transitional summer school for students moving to 6th grade. Each spring, middle school counselors meet with each 5th grade class to field questions and provide information about the various middle school options available to our students. Students also give the middle school their schedule and class preferences in the spring.

Characteristics of High Performing Schools

We are striving to meet all of the Nine Characteristics of High Performing Schools; however there are three that we are focusing on this year:

1. **Clear and Shared Focus** is promoted through the strong alignment by all staff about our beliefs and values about working with children, about learning, and about our climate. Fawcett achieves clear and shared focus through:
 - Weekly common, collaborative time for staff planning and student data review
 - Focused professional development
 - Aligned, research-based curriculum
 - Integrated parent involvement
 - Response to Intervention system of instruction using all available resources (e.g., ELL, Title 1, LAP, General Education, and Special Education)

2. **High Levels of Collaboration and Communication** is established through strong contact and dialogue between teachers, staff, and families. Fawcett achieves clear high levels of collaboration and communication through:
 - Weekly common, collaborative time for staff planning and student data review
 - Bi-monthly staff meetings focusing on a professional development need
 - Caring and positive relationships among staff and students
 - Partnerships with families and community members to promote the well-being of students
 - Multiple means for communicating with stakeholders, e.g., newsletters, electronic telephonic communications, websites, etc.

3. **Frequent monitoring of learning & teaching** is demonstrated by analyzing what we are doing against the results we are getting. Fawcett frequently monitors data, learning, and teaching in a variety of ways:
 - DATA room (a virtual “room”) to organize assessment results. Disaggregated information is constantly analyzed and monitored to insure that all students are receiving instruction at their most appropriate level. Students are moved as needed. We will maintain individual student data tracking system for teachers to plan instruction around as a team.
 - Using district and classroom based assessments in addition to state assessments to determine areas of student need. Aligned assessments identify misconceptions, gaps in learning, and helps teachers’ instruction become most efficient and effective.
 - Fawcett staff implements research based materials to reading groups appropriate for that reading level.
 - Teachers will progress monitor students at least monthly (twice monthly for students not at benchmark) and use the data to make instructional decisions.
 - Fawcett staff provide 90 minutes of reading instruction daily at a child’s instructional level. Staff use data to determine the best place for each child in this system.

- Classroom teachers keep a log of the students and the interventions provided in the Fab Five Folder system.

Professional Development Opportunities

Fawcett aims to provide professional development activities that will be meaningful to teachers and lead to increased student achievement. This year, our teaching staff will attend professional development opportunities: mathematics Professional Learning Communities, CHAMPS/Safe and Civil Schools training, cultural competence training, and other sessions as available.

Highly Qualified Teachers

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources sends each school a list of the teachers with their teaching qualifications. Fawcett's 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 focus on best practices in reading and math. 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.

Provisions for staff training in Tacoma include opportunities, incentives and compensation. Staff receive extra pay to attend these classes and clock hours/university credits are frequently offered. The district also supports and encourages school-based training that support the school's SIP goals with building-based optional day pay for certificated staff. Administration and our instructional coach provide on-going and embedded support and follow-up to professional development. The administration through informal and formal observations ensures implementation in the classroom. Professional Growth Plans for each teacher includes Standard III, 'Demonstrates knowledge of subject content and the elements of effective instruction' and focuses on Component IIIA, 'Demonstrates command of content-area knowledge and state standards as well as implements district-adopted resources and curriculum'.

Para educators and other staff receive workshop pay to attend both district and school workshops. Administration and teachers work with para educators to focus on successful student performance on the State Essential Learning's. All para educators that work with students in the instructional setting meet NCLB highly qualified requirements. Ongoing professional development is offered at the district level. As an integral part of our staff, para educators are encouraged to attend Fawcett's trainings.

Recognition of Non-Academic Learning

Fawcett Elementary not only celebrates academic growth, but fosters non-academic achievements. Fawcett offers chorus for 3rd and 4th graders, marimba club for 5th graders, the pumpkin run for all students, guitar classes for 4th graders, and ASB for 3rd through 5th graders. The school counselor serves 45 students in individual and small group settings working on friendship and social skills.

Safe and Supportive Learning Environment

The Fawcett Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. This year, with the development of the safety committee, Fawcett has implemented systems such as emergency backpacks for classrooms, lock down and earthquake

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drills, and plans and procedures for various situations. Our school wide discipline plan also supports student learning, based on Randy Sprick's CHAMPS program.

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. Because many of our students (70%) are on free or reduced meals, we acknowledge that their learning needs cannot be met if their basic needs at home go unmet. Our weekend backpack-full-of-food program helps the neediest children. As a staff, we take a cultural self-assessment in December and plan training sessions based on the results of that assessment during the winter and spring.

Technology

Fawcett Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, internet research for project-based learning, the use of a technology-supported student publishing center, and our first smart board/clicker set. Teachers use appropriate technology whenever possible.

Parent, Family and Community Involvement

Increasing parental involvement is one of our main goals. Fawcett staff have created a welcoming environment, where community and family members want to come to school. Family events are well attended due to staff efforts to make school information accessible and friendly. We encourage parents to attend curriculum nights through student performance, showcasing student work, and providing training opportunities through curriculum information and "Make It and Take It" Nights.

We know that communication builds strong partnerships so Fawcett elementary sends home to parents and families weekly newsletters with information about upcoming events, items of concern and opportunities for involvement. Teachers send home progress reports and provide information on their SWIFT websites. The district also has in place a communication system (School Messenger) that allows our school to send personalized voice messages to parents to encourage parents and families to be actively involved in their children's education. Student academic progress is shared with parents during conferences in November/December and March. At these times academic goals are set, assessments and report cards explained, and compacts and expectations shared. Progress reports provide additional information on student progress.

We have included our School, Family Compact and Parent Involvement Policy in our building plan. Title I parent involvement funds have been allocated to our school as required supporting building based meaningful parent involvement activities. Parents and staff work together to develop and support parent involvement training/activities for 2011-2012. Fawcett's School-Parent Compact was reviewed and revised in October 2011 with the help of several parents. The policy and compact were made available to parents and students in the student handbook, upon registration, at Open House and during the fall conference session. See attached copy of Fawcett's School-Parent Compact and Parent Involvement Policy.

Along with partnerships with families, we understand the importance of partnering with community members as well. Our school, along with Tacoma Public Schools, the TPD and multiple community organizations, is working to address safety-related challenges. Fawcett school counselor provides information and resources to families in need of additional community support. Some of the many community partnerships we have established include: Girl Scouts, YMCA, PTA, McDonalds, St. Leo's

Food Bank, St. Charles Borromeo, Friends for the Holidays, Shop with a Cop, Church of the Living God, and HOPE (Helping Out People Everywhere).

Fawcett Elementary has a full-time LPN and counselor on site. Fawcett's counselor and LPN work with local county programs to help families connect with needed health and social services. The district McKinney-Vento liaison connects homeless families in our school with social services and provides ongoing support.

Coordination of Fiscal Services

Fawcett's School Improvement Plan has been aligned with the Tacoma School District's Improvement Plan (DIP). It integrates Basic Ed., the Title I School wide and LAP Plans, Special Ed., ELL, and McKinney Vento Act. Fawcett's Trust Fund also provides school assistance with funds for parent involvement activities, additional resources, and school enrichment activities. Fawcett receives Title I and LAP monies as flow through from the district.

While categorical and basic education funds are tracked separately in Tacoma, the programs work together to meet the needs of all students and support the school wide program goals. (See Appendix)

Several groups coordinate services for identified students and families including SCDM, Title 1 and LAP, ELL, Special Education, and the homeless liaison. All these organizations work to increase academic achievement. The Instructional Coach helps teachers coordinate intervention instructional services for our students with high academic needs. Title I and LAP also works closely with homeless services within the district.

The Tacoma School District provides the following technical assistance for school improvement: the Title I/LAP Program Specialist, Title 1 School Contact, Curriculum & Instruction, Finance, Elementary Directors, Instructional Coaches School administrator, and OSPI. Purchasing supports expenditures, Human Resources facilitates staffing and monitors Highly Qualified information, Research & Evaluation provides data.