

## **School Improvement Plan Narrative Overview**

### **Reed Elementary School**

#### **PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2011-2012**

Our students' progress in the area of Mathematics, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students in grades third through fifth did not make Adequate Yearly Progress (AYP) this last spring, 2011. Students in the third grade who participated in the statewide assessment made a 15.3 % gain and our students in the fifth grade made a 16.8% gain in mathematics. While this progress represented growth in our third and fifth grade classes, we did not meet our established goals in fourth grade. Fourth grade had a gain of 11.3%, which was short of 0.56% of the goal as measured on the 2011 MSP.

Our students' progress in the area of Reading, as measured by the MSP, demonstrated overall that our students in grades third through fifth did not make AYP. Students in third grade who participated in the statewide assessment exceeded the grade level's established goal by 21.12% and our students in the fifth grade made a 0.38% gain in reading. While this progress represented growth in our third and fifth grade classes, we did not meet our established goals in fourth grade. Fourth grade had a gain of 8.6%, which was short of 2.86% of the goal as measured on the 2011 MSP.

We are not satisfied with our current results in mathematics and reading on the MSP. Therefore, we are purposely focusing our instructional efforts to improve our student achievement in these areas. We are optimistic about the necessary gains our students will make on this year's 2012 MSP.

#### **OVERVIEW OF SCHOOL IMPROVEMENT 2010-11**

##### **Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within our school for the 2011-2012 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 staff and team goals, and the articulation of specific next steps in our work toward student achievement. This year we will continue our work with professional learning communities (PLCs) as defined by DeFour, Eaker, & Many, 2010. The PLCs will be in conjunction with two neighboring elementary schools. The PLCs provide opportunities for a team or group of teams to work interdependently to achieve a common goal for which members hold themselves mutually accountable. This work includes: (1) Examining data on student progress; (2) Analyzing student work; (3) Determining effective strategies to facilitate learning; (4) Designing and critiquing powerful lessons; and (5) Developing classroom-based common assessment to measure progress. We believe that this change will have a positive impact on our students reaching standard in this area.

Our challenge is to be ever vigilant in ensuring that students from all racial, ethnic, socio-economic, language and disability groups receive the same consistent messages of high expectations. The Five Dimensions of Teaching and Learning assists teachers and leaders in developing a common language and shared vision. As teachers reflect upon their instructional practices, they are encouraged to apply pedagogical approaches that are socially and culturally relevant. Students are given every opportunity to succeed in the classroom through equitable instruction and assessment practices. Students' grades will reflect their understanding of the content areas in alignment to the common core standards.

## **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>	46.2	44.3	49.4	42.1	74.1
<b>Mathematics</b>	39.2	42.0	43.5	46.1	59.3

<b>Grade 4</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	64.3	61.5	40.3	42.7	50.0
<b>Mathematics</b>	18.6	61.5	20.9	30.7	41.6
<b>Writing</b>	32.9	56.9	44.8	42.7	46.5

<b>Grade 5</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	58.8	58.7	49.3	40.6	52.1
<b>Mathematics</b>	45.0	35.9	23.3	29.7	46.5
<b>Science</b>	18.8	14.3	16.4	9.4	37.8

Reed's school-wide data from the 2011 MSP indicates marginal gains in Mathematics performance, grades 4 and 5. However, our third grade students' scores reveal an 11.58 % growth in Mathematics performance. We continue to implement with fidelity the districts' Math Expressions program to increase our students' level of academic success in mathematics. The District will continue to support our mathematics curriculum, Math Expressions, by providing ongoing professional development for teachers, instructional coaches, and principals along with our professional development, which is held bi-monthly at our staff meetings. Professional development will be based upon learning walks, student assessments, and teacher anecdotal notes about how students are progressing towards meeting standards in their classroom work. Grade level collaboration sessions and the development of intervention and enrichment plans to respond to student achievement will all contribute to the work designed to significantly and positively increase our students' achievement. (See action plan for specific intervention strategies.)

In the area of Reading, our student's performance at all grade levels did not meet the state standard. However, our third grade students' scores revealed a 32.7% increase. Our work in this area continues to be teachers coming together to review student work and reviewing ongoing formative assessments to make instructional decisions that support student learning in the classrooms and layers of intervention that are provided through our Title I reading program. (See action plan for specific intervention strategies.)

## Attendance

(Average daily attendance K-5)

2008-09	2009-10	2010-11
92.8%	92.3%	95.8%

### Attendance Procedures and Expectations

Research has shown that students who attend school regularly learn more and are more successful in school. Children who develop good attendance habits at the elementary level will be more likely to continue them throughout their school career. Reed is working diligently to inform all stakeholders of the importance of students having regular attendance that includes being on time. Some of the ways we will support our students in this area are: Terrific Kids Assembly and Individual/Classroom recognition.

### Planning for Transitions

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. Knowing this, Jennie Reed realizes that the process of a successful transition program includes having many hands on deck during the planning phase. This includes: Head Start and Kindergarten teachers meeting to discuss vertical alignment to allow for a smooth transition from Head Start to Kindergarten as well as elementary and middle school teachers and counselors meeting ensuring a successful transition for our 5<sup>th</sup> graders who are transitioning to the 6<sup>th</sup> grade.

Our comprehensive plan includes: (1) Providing time for Head Start students in May to have lunch in the cafeteria; (2) Accommodating kindergarten teachers to attend monthly Head Start parent/teacher meetings; (3) Head Start teachers are included in our Teacher Support Team (TST): *Success Team*/Student Referral Team (SRT) meetings; (4) counselor’s guidance activities, 5<sup>th</sup> grade classroom visits to talk to students about middle school expectations occur after winter vacation and later in the spring middle school counselors come to our school to develop their 6<sup>th</sup> grade schedules.

We also plan to build in summer activities for students grade level transition activity will be conducted between the outgoing and incoming teachers who will discuss every child’s areas of strengths and concern.

### 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 three characteristics that emerge as needing particular attention in this year’s work.

**High Standards and Expectations for All Students** is embedded in our daily instruction within all core contents. According to research, teachers who ask “higher-order” questions provide opportunities for students to apply, analyze, synthesize, and evaluate their learning rather than simple recall. In order to elicit specific responses, teachers at Reed are encouraged to ask “open-ended” questions that encourage divergent thinking. We are creating a culture for quality questions that will extend our students’

“independent think” and “wait” times. We further believe that students should be taught and engaged in explaining, asking, and responding to each other’s higher level discourse. Our overall arching goal in reading and mathematics is to encourage our students to become engaged in posing higher level questions as well as guiding and using scaffolding with lots of individual practice.

We will continue to promote **Curriculum, Instruction, and Assessments Aligned with State Standards**. On the national level, No Child Left Behind brings regulations regarding student achievement that are focused on common core standards. Standards have been created nationally to determine the proficiency levels of students by the end of each school year. This year, Jennie Reed staff will continue its grading practices using the Standards Based Report Card (SBRC). All students are expected to be proficient based on the standards at their grade level by the end of the school year. Our teachers at Jennie Reed are encourage to instruct in a manner in which students understand what they are to know and be able to do at any given time. Therefore, learning targets are expected to be posted in the room using kid friendly language and are specific to the lesson for the day as well as directly connected to the assessment.

Finally, **High Levels of Collaboration and Communication** is a continued focused. We are striving to create capacity amongst the school learning community making sure that leadership teams provide for shared, distributive leadership opportunities. This will enable the work to be carried out by all stakeholders other than administration. We will continue to assure that leadership’s focus is student-centered with rigorous, high expectations and equitable practices for all students. Within our leadership, we are striving to build a shared common focus with an emphasis on instruction rather than management. We are also working to create professional learning communities (PLCs) among staff to allow for professional planning, collaboration, learning and reflection. This will strengthen the concept of professionalism in our conversations and actions as we (the administrators) lead by example promoting teacher leadership which will deepen everyone’s understanding of the work to accomplish greater student achievement. Last, we will strive to discontinue unsuccessful practices, and expand promising practices.

### **Professional Development Opportunities**

A great deal of the staffs’ learning at Reed is a result of our teachers coming together around student work and learning from each other as they constantly seek to improve their practice. The district will provide further professional development for staff in the area of mathematics. Additionally in reading, the Washington Improvement and Implementation Network (WIIN) Grant will provide similar opportunities of professional development for staff. Our instructional coach and administrators will continue to lead the work in implementing the elements of the Five Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets, Student Engagement, Equitable Practices and Student Discourse. To extend our professional development opportunities, staff meetings have been lengthened to provide time for professional development to occur across all content areas. Time will be allocated through the use of Title I funds to give grade level teams and support staff opportunities to reflect, analyze, plan, and implement effective strategies that address the students needs as determined in the assessment data (e.g., DMAs, PFAs, DIBELS, Progress Monitoring, MSPs, as well as other formal and informal assessments).

### **Highly Qualified Teachers**

**Leave Blank for CAB Title I staff to complete.**

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

At Reed Elementary, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to integrate technology into our curriculum by providing students with multiple technology tools, such as the use of Smart-boards, document camera, digital storytelling, and various computer software programs in the areas of reading and mathematics. Children are offered alternative and enrichment experiences, such as an indoor game room as a recess alternative, before school band and orchestra explorations and before/after school homework club staff by our AmeriCorps and Title I staff. Our morning homework club provides students in grades 3 – 5 meets each Monday through Thursday to provide homework assistance. Our extended learning opportunities (ELO) is offered to all level two students in grades 3-5 who did not meet standard on the 2011 MSP state assessment. Additionally, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture.

### **Safe and Supportive Learning Environment**

Our emphasis at Jennie Reed Elementary is to help students learn to solve problems in a constructive manner. Any behavior or action, which helps Reed students grow and mature, is being encouraged. Our school-wide rules can be condensed into three areas: Respect yourself, respect one another, and respect your school. Our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. Having adopted the Compassionate Schools and CHAMPS programs, consistency exists across all classrooms and grade levels in these two areas and there is a pervasive attitude that all Reed students belong to all Reed adults.

A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our school buddy system as well as a comprehensive counseling program for whole groups, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students at Reed.

### **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. Reed's performance data trends continue to show on the MSP and that our greatest gap is between our African American, Hispanic, and students of poverty in the areas of mathematics and reading. Our professional development is aligned to meet the diverse needs of underperforming populations. In math, we will address culturally competent teaching and equitable practice 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 provided after school as well. The computer lab and library are open during various non-instructional hours to assist students in reading and math. We also have one AmeriCorps/Washington Reading Corps (WRC) staff members that provide additional individual and small group tutoring before and after school in the area of Reading.

Since many of our students are on free or reduced lunch, we acknowledge that their learning needs cannot be met if their basic needs at home go unmet, therefore, our counselor will continue to work with various community partnerships to assist families in fulfilling needs in this area.

### **Technology**

Jennie Reed Elementary continues to seek ways to excite students about their learning. We continue to build upon the use of technology in a variety of ways to enhance student learning. Technology is a tool that we use to motivate and engage students in the learning process.

Technology within the classroom includes regular access to SMART boards and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, internet research for project-based learning, and the use of a technology-supported student publishing center. Our PTA's fundraising efforts this year are focused in this area and will allow us to purchase more Smart-boards so that every classroom has this type of technology available for our students use.

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

We strongly believe that parents play an integral role in the support of their child's learning. Parents are included in meetings to discuss and determine various intervention programs to meet the individual needs of their child. For example, our special education parents meet with school personnel on a regular basis to discuss their child's progress.

Our Parent/Teacher Association (PTA) primary focus is to support our various programs and activities in our school as indicated in our School Improvement Plan (SIP). Our MSP results and local assessments are shared with our parent community at our Back-to-School Night and Partnership Conferences. Specific strategies for working with our students are developed through staff workshops and team meetings. These strategies are shared with parents at our four Principal/Parent Forums, monthly newsletters, Connect Ed messages, and monthly PTA meetings. Without the support of our learning community many activities would not be possible.

### **Coordination of Fiscal Services**

Much of what we are able to do to support student learning comes from our Title I budget. This is of course over and above our district allocation which is actually quite small. Fundraising through our PTA will allow us to purchase more Smart-boards as well as additional classroom resources.