

School Improvement Plan
Narrative Overview

Washington-Hoyt Elementary School

**PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2010-2011**

Our students' progress in the area of reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students are continuing to make Adequate Yearly Progress. 94.9% of our students in grade three met the state standard in reading. The performance of our fourth grade students increased 1.2% with 88.3% meeting standard. Our fifth grade students met their AYP on the MSP, but their performance dropped from 93% to 79% compared to their performance in 2010. In the coming year we will continue to rigorously focus on raising student achievement in reading, particularly in our fifth grade.

In the area of mathematics 83.3% our third grade met state standard. This is an improvement of 4.2%. In our fifth grade 82.9% of our students met state standard with an improvement of 5.7%. In our fourth grade 67.6% of our students met state standard. However, 87.1% reached state standard on the 2010 MSP.

**OVERVIEW OF SCHOOL IMPROVEMENT
2011-2012**

Continuous Improvement Process and Stakeholder Participation

This School Improvement Plan presents the activities, strategies and goals planned for our school during the 2011-2012 year. This School Improvement Plan was developed by our staff members working in grade level teams and as a part of whole-staff work sessions. This plan was then presented to our SCDM for review and final modification. The specifics of our attached Action Plan describe 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.

Review of Data to Establish Improvement**Achievement**

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

Grade 3	2007	2008	2009	2010	2011
Reading	90.9	94.9	92.2	91.0	94.9
Mathematics	78.8	88.1	92.2	79.1	83.3

Grade 4	2007	2008	2009	2010	2011
Reading	87.9	83.3	96.1	87.1	88.1
Mathematics	67.2	83.3	70.6	87.1	67.6
Writing	77.6	87.9	88.2	88.6	80.9

Grade 5	2007	2008	2009	2010	2011
Reading	78.1	88.5	83.9	93.0	78.6
Mathematics	73.4	72.1	75.8	77.2	77.2
Science	65.6	63.9	66.1	35.1	80.0

The school-wide data from the 2011MSP indicates significant strength in Reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our students' performance on the Reading portion of the 2011 MSP indicates that our students made adequate yearly progress in our third and fourth grades. Even though there was a 14% drop in the performance of our fifth grade students, they still met state standards. Our work in this area will continue to be teachers coming together to collaboratively review student work and ongoing formative assessments, after which they make instructional decisions that support student learning in the classrooms. (See action plan for specific strategies.)

In the area of Mathematics, our students in third and fifth grades met state standards and also improved their performance when compared to the preceding year. Our fourth grade students experienced a drop in performance on the MSP, but still met state standard. The drop in math performance may be due to the first year of implementation of our new math program. We will, therefore, emphasize our focus on strategies for teaching math to our fourth grade students. This focus will include district level professional development for teachers and principals, on site workshops, and weekly grade level collaboration sessions. Grade level collaboration, and monthly data analysis meetings, will concentrate on the development of intervention and enrichment plans for students who need extra support in the area of mathematics. (See action plan for specific strategies).

Attendance

(Average daily attendance K-5)

2008-09	2009-10	2010-11
95.6%	95.4%	

We have an Attendance Recognition Program which encourages our students to attend our school. Our program includes (1) weekly recognition over the intercom of all classrooms that have perfect attendance for that week, (2) drawings for free backpacks being held once a month for students with perfect attendance for the month, (3) monthly awarding of certificates for free pizzas for students in the classroom with the least amount absences for the month, and (4) recognition during our end-of-year assembly of students with perfect attendance and excellent attendance [five or less absences during the school year].

In an effort to educate students and parents about the importance of attending school, we emphasize the detrimental effects of being absent from school in our parent newsletter and at PTA meetings. We also discuss the same with our students in each classroom. If a student is absent, we call the family on the day of the absence to confirm the whereabouts of the student. If the student begins to have frequent absences, we send letters of concern to the student's parents and arrange a meeting for the parents with the principal and teacher.

Planning for Transitions (between grade levels and grades)

Many fifth grade students are apprehensive of attending middle school. It is a mysterious world about which they know very little. To help our students develop self confidence, and also develop skills which will help their success in middle school, we are implementing the AVID program for all of our fifth grade students. AVID helps prepare fifth grade students for transition to middle school. It does so by developing student skills which increase student achievement and contribute to college readiness. The skills we will focus on teaching our students how to: (1) use daily planning books to organize homework and track extracurricular events; and (2) take notes using a two or three column recording system. In addition to AVID, our school counselor visits our fifth grade classrooms to talk to students about middle school expectations and environment. In the spring middle school counselors come to our school to help fifth grade students understand and complete their upcoming middle school schedules. Towards the end of the year our Student Referral Team meets with counselors and staff from the middle school to discuss transitioning students who have exceptional learning needs.

Between grade level transitions occur when our students advance from one grade to another at the end of every school year. Before students transition to a new grade at our school, grade level teams meet to discuss the placement of their students in the next grade. The academic strengths and needs of each student, along with their interests and social activities, are considered during this placement process so that the student's transition is as smooth as possible.

Characteristics of High Performing Schools

We will continue to address the improvement of all nine characteristics of high performing schools this year, with particular emphasis on (1) linking classroom learning to real-world situations, (2) engaging students in presentations that demonstrate their learning and (3) using high-level questioning strategies in the classroom. In addition, we will continue to improve our skill in the effective use of learning targets and the facilitation of student engagement.

Teacher collaboration is another of the nine characteristics and we will continue to have weekly scheduled grade level collaboration meetings where instructional strategies and student needs will be discussed. Grade levels will meet on monthly basis to analyze student data, identify struggling students and plan interventions to assist them. This data will include bi-weekly progress monitoring of all students who are identified as being at-risk by the DIBELS. In addition, students who require interventions in math and reading will be provided tutorial support by LAP funded tutors and also trained parent volunteers.

Professional Development Opportunities

A great deal of the staffs' learning at Washington-Hoyt is a result of our teachers coming together around student work and learning from each other as they constantly seek to improve their practice. More formal professional development from the district will inform our school-based training around our focus area of math. Our principal and SCDM will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement. We will focus on our instructional strategies for presenting the district's math curriculum. Our staff will attend grade level PLC's offered by the district, and engage in school-based collaborative training in the area of math instruction.

Highly Qualified Teachers

Leave Blank for CAB Title I staff to complete.

Recognition of Non-Academic Learning

At Washington-Hoyt 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 recognize and promote non-academic learning with a particular focus of integrating the arts throughout the curriculum. Students are provided opportunities to explore the arts through drama, visual arts, music and movement. Children are offered alternative and enrichment experiences such as before-school foreign language classes, school band and orchestra explorations and after-school opportunities including chess club, art class, theater participation, robotics club and gymnastics. Overall, 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

The Washington-Hoyt Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the three school-wide expectations of respecting others, personal responsibility, and safe behavior, our staff engages in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. There is a pervasive attitude that all Washington-Hoyt students belong to all Washington-Hoyt adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a Reflection Program where students who engage in misbehavior have the opportunity to think about the reasons for their behavior and to propose alternative solutions to get what they want. Our counselor provides friendship groups where students learn to interact supportively. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

Equity Issues

The District's focus on cultural competency and the Action Plan for closing the achievement gap will be integral with our school's efforts this year. 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 provided after school as well. Only 13% of our students are on free or reduced lunch, but we are sensitive to the fact that such students may have learning needs which require extra support at school. Our Washington-Hoyt Intervention Team meets weekly to address the needs of struggling students, particularly those who are dealing with economic challenges or environment-induced learning challenges.

Technology

Washington-Hoyt 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 computers in every classroom for research and AR testing, two rolling carts which have twenty eight laptops each, the daily use of document camera/LCD projector bundles by our teachers, preparation of power point shows by our second graders, opportunities for word processing, and internet research for project-based learning by our third, fourth and fifth grades. We also have two Smart Boards in the building, and look forward to acquiring more of them.

Parent, Family and Community Involvement

We are fortunate in having an active community of parents who whole-heartedly involve themselves at our school. Some of the parent managed/parent supported activities include: PTA meetings, the PTA newsletter, Cougar Tales bulletin, National Walk to School Celebration, Annual Book Fair, Washington-Hoyt Art Movement, Washington-Hoyt Robotics League, Washington-Hoyt Chess Club, Young Ambassadors, Green School Conservation Program, Junior Daffodil Parade, LEGO League, Room Parents Team, Wheelz Family Nights, Chocolate Pancake Breakfast, Read Across America, School Musicals and Plays, Sock Hop Dance Night, the Annual Celebration of Learning, All-School Talent Show, Camp Seymour and volunteer work as tutors, monitors and classroom helpers.

Coordination of Fiscal Services

We will again be blessed with a small LAP budget for the current school year. The LAP funds will enable us to provide tutoring to small groups of students throughout the academic day. Our PTA has been active in providing financial assistance to students going on field trips, and it allocates a modest, but much appreciated, amount of money to each teacher to use as needed in the classroom. They are also very generous in purchasing critical supplies, when needed.