

Alice V. Hedden Elementary

SCHOOL IMPROVEMENT PLAN

IMPLEMENTATION SCHOOL YEAR
2005-2006



Mission Statement

The Alice V. Hedden Elementary community:

***D**esires excellence*

***R**espects others*

***E**ngages in meaningful work*

***A**ccepts everyone*

***M**otivates everyone, everyday*

***S**upports all in a safe environment*

CELEBRATION OF SUCCESSES

Goal Area # 1 FIFE SCHOOL DISTRICT STANDARD 3:

DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Specific School Goal #1: Increase the quality of instruction as demonstrated by increased 4th grade WASL scores in Reading, Writing and Mathematics and 5th Grade scores in Science.

Action Plan:

- ✓ **Introduce and implement “collegial conversations” protocols.**
- ✓ **Continue on-going assessment of student engagement**
- ✓ **Provide staff with subject area in-service to better prepare them to instruct our students.**
- ✓ **Have Marie Gibson continue her work with the Math Helping Corps and provide in-service in best Math practices to our staff.**
- ✓ **Institute a “Reading Cadre” at Hedden that will research best practices in Reading Instruction and support colleagues in trying new approaches.**
- ✓ **Enlarge our Trainer of Trainer model, encouraging all teachers to take a leadership role in an area.**
- ✓ **Develop grade level expectations on how student writing will be organized throughout the year.**
- ✓ **Provide staff development opportunities for all staff to increase their instructional expertise based on research.**
- ✓ **Use professional development time/staff meetings/grade level meetings to focus on student success and achievement.**
- ✓ **Visit and study other schools of similar demographics that have provided outstanding programs for their students.**
- ✓ **Continue to use Edperformance testing in grades 3-5 to assess and monitor student progress as well as help us direct our instructional foci.**
- ✓ **Team with our Discovery and SLMS colleagues to provide consistency in programs.**
- ✓ **Encourage and promote staff participation in WOW academies to develop exemplar lessons on meaningful work.**
- ✓ **Pilot a new reading delivery model in fifth grade that will ability group students and provide them with reading at their instructional level.**
- ✓ **Implement CBM (Classroom Based Assessment) to include grades 4 and 5.**
- ✓ **Conduct Book Studies on relevant best practices books. (*Reading Strategies that Work*)**

- ✓ Entire staff participation in “Sisters Reading Workshop”.
 - Begin implementation of “Literacy Café” and other instructional strategies in reading.
- ✓ Introduce and pilot professional goal setting.
- ✓ Continued use of QRI reading assessment at 2nd grade with Individual learning plans for students who are not within grade level range in October.

Goal Assessment:

- Used CBM data as another piece in determining classroom instruction and placement for the following year.
- Fourth grade students will achieve success on the WASL at the following levels:
 - Math 59.3 (75%), Reading 75.2 (85%), Writing 68.1 (75%)
 - Diverse learners will realize an increase of a least 10% more passing the WASL standards in Reading, Writing and Mathematics.
- Use Edperformance scores to assess student growth and help guide instructional practices.
- 32.5% (50%) of Fifth grade students will achieve success by passing the Science WASL
- Incorporate protocols into all grade level meeting agendas.
- All second graders, excluding Special Needs and ELL, reading at grade level as measured by the Spring QRI Assessment.

Specific School Goal #2: Maintain and improve the team culture of our school to increase student learning.

- Increase communication with families.
- Provide more opportunities for parents and families to participate in their child’s education
- Providing increased student participation in and responsibility for their education
- Investigate and pilot support programs for our students during and outside of the school day.

Action Plan:

- ✓ Institute “Early Bird” reading instruction for our ELL and other students.
- ✓ Develop a cadre of trained volunteers to run our “Early Bird” program.
- Build a mentor program to assist at-risk students.
- Work with Jeanne Neidermeyer/North Pierce County Coalition to continue our Kid Reach program.
- ✓ Increase the number of classroom websites to increase parent information opportunities.

- ✓ Institute Kid Witness News Program for students to be involved in news and film production.

IMPACT:

- ✓ Students who participated in “Early Bird” reading classes attained at least one year’s growth in reading as measured by CBM and Edperformance testing. Additionally, students who regularly attended “Early Bird reading” passed the 4th grade Reading WASL.
- ✓ Increased the number of classroom websites to provide more timely information to families.
- ✓ Kid Witness News students produced an appropriate video to submit to the Kid Witness News Center. National Award received for “Our Local Hero” entry.
- ✓ All interested students in grades 3-5 will have an opportunity to participate in Kid Witness News.
- Kid Reach did not provide a program at Hedden during the 2004-2005 school year.

Specific School Goal #3: Continue to provide our students with a safe and nurturing learning environment and implement Anti Bullying curriculum in all grades 2-5.

Action Plan:

- ✓ Continue to hold monthly assemblies celebrating student success and including grade level displays relating to the month’s theme.
- ✓ Focused on positive student behavior
- ✓ Provided staff development to implement Second Steps in Second Grade classrooms and Steps to Respect in Third through Fifth Grade classrooms.
- ✓ Trained all staff on the identification and intervention for bullying, harassment and intimidation issues.

IMPACT:

- ✓ All staff were trained in our Anti-Bullying Curriculum materials.
- ✓ Students were taught the Second Steps and Steps to Respect programs. As a result, they were able to identify bullying and harassment behaviors. They became vigilant about bullying situations and became more comfortable in reporting rather than worrying about “tattling”.
- ✓ Students used Kelso’s Choice language when dealing with small problems.

DATA COLLECTION

For the 2004-2005 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Site-based School Improvement Team. The following are the components of our comprehensive needs assessment:

- **2002-2005 Test results and District Trends**
- **Teacher Needs Assessment Survey**
- **Site-Based School Improvement Team input and feedback**
- **Federal Mandates**
- **Parent feedback**
- **Classroom and building-based assessments**

Needs identified through achievement data:

- **Continue to work with students of diverse ethnic backgrounds to improve their success on WASL**
- **Continue to work with all students to raise achievement levels in Math, Reading, Writing and Science**
- **Continue to refine our Science curriculum and delivery processes while incorporating the Science GLEs.**
- **Examine the disparity between male and female scores on the 4th grade WASL**

Needs identified through the Parent Advisory Council:

- **Continue to provide our students with a safe and healthy learning environment**
- **Provide additional support for struggling learners**
- **Provide additional support for at risk students**

Needs identified through faculty and administration:

- **Increase the level of student responsibility for their learning**
- **Include students in goal setting and conferences**
- **Provide in-service in meeting the needs of diverse learners – ESL, Special education, etc.**
- **Implement new Science curriculum/Science GLEs**
- **Continue to integrate technology into the curriculum**
- **Strengthen teacher strategies for teaching Reading**
- **Research best practices**
- **Visit school sites who have exhibited exceptional student achievement**
- **Focus on and foster collaboration between staff within our building and other buildings**

- Utilize local talent and expertise to further refine our instructional focus for improved student learning
- Use our rich data bank to refine and focus our instructional practices

**Evaluation of Impact on Student Achievement
FOR THE 2005-2006 SCHOOL IMPROVEMENT PLAN**

1. Adequate Progress for the 2005-2006 School Improvement Plan will be achieved when the **Three** stated goals have been met.

**Alice V. Hedden Elementary
School Improvement Plan**

**Fife School District
VISION STATEMENT 2005-2006**

Throughout the school district there is a clear focus on students and on the quality of the work provided to students - work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

GOALS AND ACTION PLAN

Goal Area # 1 FIFE SCHOOL DISTRICT STANDARD 3:

DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Specific School Goal #1: Increase student achievement for all our constituents.

Attainment of this goal will be measured by:

- 1. Formal and informal classroom assessment.*
- 2. Achievement of individual student/parent/teacher goals as set during October conferences.*
- 3. Increased 4th grade WASL scores in Reading, Writing and Mathematics and 5th Grade scores in Science.*
- 4. High caliber WASL scores in Reading and Math for 3^d and 5th grade students.*

Action Plan:

- Identify the students in levels one and two and determine why they are not meeting the standard.
 - Prepare strategies to enable them to reach the standard
 - Use the correlation between Edperformance and WASL success to target instructional areas.
 - Use flexible groupings to teach to gaps
 - Provide support groups for students who need additional practice
- Continue on-going assessment of student engagement
- Dissect the released items to obtain information regarding concepts our students are struggling with and use this information to guide and structure our WOW academies.
- Examine the disparity of male and female scores and implement strategies to eliminate.
- Attend “Leave No Boys Behind” workshop at OSPI Conference
- Provide staff with subject area in-service to better prepare them to instruct our students.
- Determine consistent patterns where our students are not meeting the standards and develop specific strategies to address these areas.
- Complete the curriculum mapping to include alignment of GLEs to our curriculum materials.
- Use Edperformance and Skills Connections to provide resources for teaching and assessment of progress.
- Develop and implement Student Learning Plans collaboratively with Endeavour.

- Have Marie Gibson continue her work with the Math Helping Corps and provide in-service in best Math practices to our staff.
- Continue our “Reading Cadre” at Hedden.
- Provide support, time and materials for teachers as they implement “Literacy Café/Sisters” format in their classrooms
- Enlarge our Trainer of Trainer model, encouraging all teachers to take a leadership role in an area.
- Provide staff development opportunities for all staff to increase their instructional expertise based on research, including but not limited to: Grade level WOW academies to tackle the “hard to teach” concepts, assessment strategies, follow-up sessions with Joan and Gail, cross grade level and cross building collaborative time to deal with gaps in instructional practices – including staff from Discovery, Endeavour and SLMS
- Use professional development time/staff meetings/grade level meetings to focus on student success and achievement.
- Provide time for teachers to collaborate and work on reaching our school improvement goals.
- Visit and study other schools of similar demographics that have provided outstanding programs for their students.
- Continue to use Edperformance testing in grades 3-5 to assess and monitor student progress as well as help us direct our instructional foci.
- Use Edperformance to develop goals and instructional plans for students at throughout the learning spectrum.
 - Provide staff in-service to meet these needs
- Encourage and promote staff participation in WOW academies to develop exemplar lessons on meaningful work.
- Collaborate with Discovery, Endeavour and SLMS in targeting deficit areas.
 - E.g. number sense, geometry, science concepts
- Continue staff technology in-service by building leaders.
- Continued use of QRI reading assessment at 2nd grade with Individual learning plans for students who are not within grade level range in October.
- Research other assessment models to better measure student progress including Diebels, DRA, etc.
- Include information and trends from October WOW conference in staff development activities.
- Monitor staff and student needs to achieve these goals throughout the year.

Goal Assessment:

- Use CBM data as another piece in determining classroom instruction and placement for the following year.
- We will have an increase of 20% in the number of fifth grade students passing the Math and Reading WASL over our 4th grade scores. Students

- who scored at Level Two in Reading and Math in 4th grade will pass the standard as 5th graders.
- Fourth grade students will achieve success on the WASL at the following levels:
 - Math 75%, Reading 85%, Writing 75%
 - Diverse learners will realize an increase of a least 10% more passing the WASL standards in Reading, Writing and Mathematics.
 - Use Edperformance scores to assess student growth and help guide instructional practices.
 - 50% of Fifth grade students will achieve success by passing the Science WASL
 - Use student feedback to monitor and adjust classroom instruction.
 - Continue to use protocols in all grade level meetings.
 - All second graders reading at grade level as measured by the Spring QRI Assessment.
 - Students learning plans in place for eligible students: 5th graders, ELL students, highly capable, etc.

Specific School Goal #2: Maintain and improve the team culture of our school to increase student learning.

- Increase communication with families
- Have 100% parent and student participation at Student-Led Conferences
- Provide more opportunities for parents and families to participate in their child's education including LAP and Special Education
- Providing increased student participation in and responsibility for their education
- Investigate and pilot support programs for our students during and outside of the school day.
- Broaden the use of professional goal setting to include all Hedden faculty.
- Encourage the use of the Formative Evaluation tool to those teachers who are eligible.

Action Plan:

- Continue and improve "Early Bird" format for improving reading achievement for our ELL and other students.
- Continue to research materials that will better prepare our students for the WASL.
- Use in house talent for staff training to teach to deficit areas.
- Develop a larger cadre of trained volunteers to run our "Early Bird" program.
- Develop support groups for students struggling in math - e.g. lunch buddies, after school study club, high school helpers.

- **Build a mentor program to assist at-risk students.**
- **Work with Jeanne Neidermeyer/North Pierce County Coalition to reinstitute our Kid Reach program.**
- **Increase the number of classroom websites to increase parent information opportunities.**
- **Provide more training for web site development to staff**
- **Continue Kid Witness News Program for students to be involved in news and film production.**
- **Institute additional after school activities that focus on academic success**

Goal Assessment:

- **Students who participate in “Early Bird” reading classes will attain in excess of one year’s growth in reading as measured by CBM and WASL performance.**
- **Kid Witness News students will produce an appropriate video to submit to the Kid Witness News Center.**
- **All interested students in grades 3-5 will have an opportunity to participate in Kid Witness News.**
- **At least 6 students will be linked with Kid Reach mentors.**
- **At risk students will be paired with staff or volunteer mentors**

Specific School Goal #3: Continue to provide our students with a safe and nurturing learning environment and implement Anti Bullying curriculum in all grades 2-5.

Action Plan:

- **Continue to hold monthly assemblies celebrating student success and including grade level displays relating to the month’s theme.**
- **Focus on positive student behavior**
- **Develop student leaders through our ASB program**
- **Continue to refine our Second Steps Curriculum in Second Grade classrooms and Steps to Respect in Third through Fifth Grade classrooms.**
- **Train all staff on the identification and intervention for bullying, harassment and intimidation issues.**
- **Staff book study of the “*The Essential 55*” classroom and school implementation of core concepts.**

Goal Assessment:

1. **Students will not participate in bullying and those who observe bullying activities will promptly report it to an adult.**
2. **Students will be observed using Kelso’s Choice language when discussing conflict resolution for small problems.**
3. **Students will exhibit improved social manners and skills in their interactions with adults and peers.**