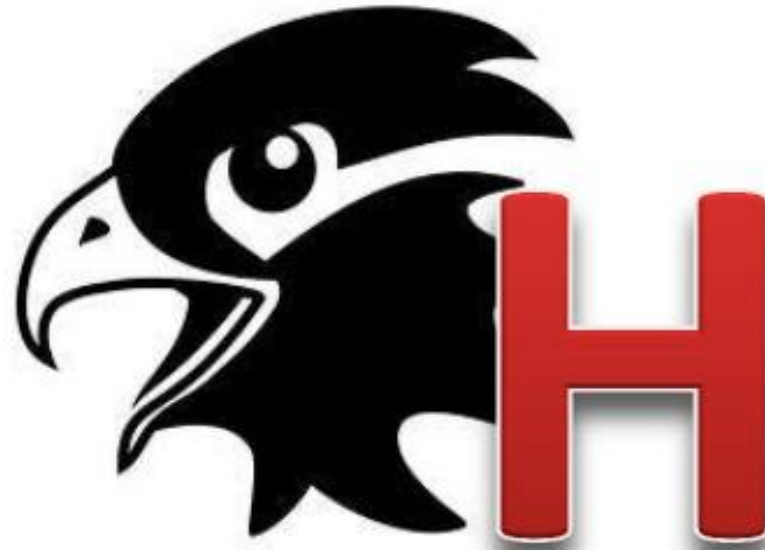


Alice V. Hedden Elementary



SCHOOL IMPROVEMENT PLAN

2012-2013

Mission Statement

The Alice V. Hedden Elementary community:

***D**edicates itself to educational excellence*

***R**eflects to improve learning*

***E**ngages in meaningful work*

***A**cccepts and respects everyone*

***M**akes a difference together*

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

School Improvement Plan Considerations (WAC 180-16-220)

Alice V. Hedden’s School Improvement Plan was presented to the School Board on October 10, 2011 for approval.

Data to establish improvement goals were from multiple data points including: DIBELS, CBA, parent advisory group, and PTA. The purpose of the school improvement plan is to ensure student achievement in alignment with expected state standards to include non academic expectations from the district, parents, and community. One of the filters for determining improvement need is running goals and strategies through the lens of ‘Nine Characteristics of Highly Effective Schools’. The School Improvement Plan (SIP) includes specific goals and strategies to address educational equity to include gender, culture, and ethnicity. Technology is addressed within the action plans as a vehicle to facilitate instruction.

The Human Resources Department has documentation of staff certification. All teachers at Hedden Elementary have met federal Highly Qualified requirements. Access to this information is in Human Resources and the Title I Director’s Office.

Considerations included in the development of the 2012-2013 School Improvement Plan are input from staff, parents, and community members along with data collected from students.

Amy Gore, Second Grade Teacher Representative

Heather Russell, Educational Assistant Representative

Tawnya Nelson, Third Grade Teacher Representative

Cindy Stewart, Educational Assistant Representative

Rich Williams, Fourth Grade Teacher Representative

Kalisa Delibero, Parent Representative

Karen Haug, Fifth Grade Teacher Representative

Sandra Westlund, Parent Representative

Suzan Nuzzo, Specialist Representative

Teresa Sinay, Principal

2011-12

IMPACT STATEMENTS

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

MATH

- ❖ Students meet standard on the Math MSP as follows:
 - Grade 3: **44.9%**; Grade 4: **48.8%**; Grade 5: **63.9%**
- ❖ Fully implemented Bridges curriculum with fidelity to program expectations: attended Bridges math workshops (several teams); integrated RAMP/RNP as supportive strategies with Bridges; focused on word problem solving; sent team representatives on a site visit/training to Foothills Elementary, White River SD; implemented Early Morning Math; disaggregated/analyzed Bridges data (4th grade)
- ❖ Collected, disaggregated and analyzed Ed Performance & Dibels results to target student needs: standard computation scores low; understood scores that were low were not necessarily strand we were teaching; geometry in 3rd grade increased; geometry in 4th grade a concern, WOW academy suggested, but after review with 3rd grade decided new Bridges curriculum may meet needs with extensive Geometry focus (4th grade)
- ❖ Other: developed weekly/monthly comprehensive curriculum map: continued ongoing Math committee work (Arlene – Laura); dedicated half-day to MSP Science Application Math; dedicated half-day to alignment with O.S.P.I. Bridges (WOW); implemented Early Bird Math and Reading for CUSP; conducted Science Club and Science Fair; focused on HTT/DTT concepts of basic fraction concepts; redesigned math assessments to align PE's and CCSS (2nd grade)

READING

- ❖ Students meet standard on the Reading MSP as follows:
 - Grade 3: **67.6%**; Grade 4: **70.6%**; Grade 5: **77.3%**
- ❖ Utilized WOW Academy for development of HTT/DTL concepts for ELL students (2nd grade); implemented Reading Workshop (McGraw-Hill) (2nd grade), including assessments, anthology, Think “Bubbles” (Suzan & Beth, too), on-line resources, DIBELS; reviewed and analyzed reading assessments and practices (3rd grade) with focus on main idea, author’s purpose, comparing text, inferring and focus on informational text, non-fiction; incorporated MSP practice; shared GLAD strategies at staff meetings; focused on expository writing with increased non-fiction; emphasized read to self, building stamina, focused reading, shorter period of time; focused read aloud class sets with assigned partner read and responses to self; analyzed reading needs for LAP readers (MSP Vocabulary; released items; oral conversations to written response (whole/small)

group); framework for teachers to use to extend to all oral questioning, conversations, discussions, etc with our ELL kids; lower level text to teach; mechanics of test taking like bubbling circles)

SCIENCE/ SOCIAL STUDIES

- ❖ Conducted Science and Technology Fair; established curriculum focus for 2nd grade science (concept Link Kits, force and Motion Day – 2nd grade, biological Study – Rotation Day – 2nd grade); identified and implemented HTT & DTL concepts found on WOW portal; developed region tour curriculum for social studies

Specific School Goal #2: Maintain a safe and respectful learning environment for students and families

- ❖ Established Peer Mediators
- ❖ Initial implementation of bullying program OLWEUS (OLWEUS committee, two-day class, multiple meetings, 4/19 – staff training)

Specific School Goal #3: Increase opportunities to include student voice to heighten student engagement in the

- ❖ Prioritized Walls that Teach and Student Voice;
- ❖ Developed WOW academy on Drawing Conclusions and Student Led Learning
 - Developing learning skills
 - Focus on learning behaviors to find success in all content areas
- ❖ Identified WOW Coach

Fife School District VISION STATEMENT

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.

2012-13

DATA COLLECTION

A comprehensive needs assessment was conducted by our staff and Site-Based School Improvement Team. This included the following:

- 2011-12 test results including classroom assessments, DIBELS, CBM, WLPT Placement Test (ELL Students), MSP results for grades 3, 4 and 5
- Demographic data
- Federal and state mandates and grant compliance and national research
- Building feedback: Site-based School Improvement Team input and feedback; teacher input/observations

Needs identified through achievement data:

- Disaggregate data to develop hard to teach and difficult to learn concepts for ELL, special education, and Free/Reduced lunch.
- Analyze classroom assessments results to determine areas of need and hard to teach concepts.

Needs identified through faculty and administration:

- Provide students tools for dealing with harassment, intimidation and bullying
- Develop consistency in expectations for student behavior in school common areas
- Develop consistency in response to misbehavior in school common areas and classroom referrals to office
- Define expected performance in reading and math
- Develop a feedback loop within each classroom and across the school for knowing student performance in a timely manner
- Develop layered strategies/responses/redesign within classrooms and building wide for addressing students who don't get it immediately
- Develop consistency and deeper understanding of classroom standards
- Develop consistency in patterns of student engagement across the schoolhouse
- Staff development for the implementation of new technology components
- Continue staff development on best practices for reading, math and ELL instruction.
- Continue participation in building and district WOW academies for hard to teach concepts.
- Continued development and alignment of Bridges Math curriculum with new state math standards
- Collaboration with colleagues at the other elementary schools and middle level buildings on content area subjects.
- Develop WOW academies with use of district provided Design Coach
- Continue WOW Design Team at the building level to assist in moving our work forward and deeper

2012-13

OVERVIEW of GOALS & ACTION PLAN

SPECIFIC SCHOOL GOAL	RELATED SCHOOL STANDARD	MEASUREMENT OF ATTAINMENT
<p>1) Increase academic achievement for all students</p>	<p>STUDENT ACHIEVEMENT (SS2) Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performing of the schools, are satisfied with the level and type of learning that are occurring.</p>	<ul style="list-style-type: none"> ▪ 15% more students at Level 3 or higher on the MSP over last year within the same cohort in math, reading, writing and science ▪ 85% of students meeting expected performance on math and reading formative and summative assessments (i.e. Bridges math number corner baseline assessments and EasyCBM, and Treasures reading unit assessments, CBM, reading CBA, and STAR)
<p>2) Develop authentically engaging work at which students will persist at even when the work is difficult</p>	<p>PATTERNS OF ENGAGEMENT (SS3) Nearly all classrooms are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are engaged.</p>	<ul style="list-style-type: none"> ▪ 100% of staff attain their established professional goal(s) related to the classroom design qualities ▪ Ongoing demonstrations of student and staff engagement (Student Voice, Walls That Teach, Staff WOW Display, WOW Academies, WOW Proposals) ▪ School and staff published websites, newsletters & other community communications ▪ Meeting minutes and notes from staff meetings, team meetings, Standard Bearer Days, district trainings, Design Team meetings, etc.
<p>3) Develop a positive, safe environment for all students</p>	<p>A SAFE ENVIRONMENT (SS7) Parents, teachers and students feel that the school as well as each classroom is a physically and psychologically safe place: success is expected and failure is understood as a necessary part of learning, there is a mutual respect between and among faculty and students, and the fear of harm or harassment from fellow students and demeaning comments from teachers is negligible.</p>	<ul style="list-style-type: none"> ▪ 15% improvement in Olweus survey as reported by students, parents, staff ▪ 85% of students will respect the expectations within all common areas with little or no redirection (Level) ▪ Staff survey results indicate staff is consistent in posted expectations and consistent in follow-through when responding to violated expectations ▪ Parent reports regarding 'bullying behaviors' decreases from 2011-12 ▪ Baseline data established in Aspen through recording of Discipline Notice slips with consistency for Level 1, 2, 3 responses for behaviors ▪ Implementation of 2 Classroom Meetings per month in every classroom by April 2013 ▪ Filed BHI reports decrease from 2011-12

2012-13 GOALS & ACTION PLAN

SCHOOLHOUSE STANDARD: Student Achievement

Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performance of the schools, are satisfied with the level and type of learning that are occurring.

Specific School Goal #1: Increase academic achievement for all students

Attainment of this goal will be measured by:

- 15% more students at Level 3 or higher on the MSP over last year within the same cohort in math, reading, writing and science
- 85% of students meeting expected performance on math and reading formative and summative assessments (i.e. Bridges math number corner baseline assessments and EasyCBM, and Treasures reading unit assessments, CBM, DIBELS and STAR)

	MATH		READING		WRITING/SCIENCE	
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>
<i>3rd Gr Meeting Level 3 or Higher</i>	44.9%		67.6%		NA	NA
<i>4th Gr Meeting Level 3 or Higher</i>	48.4%		70.6%		57.1% (WR)	
<i>5th Gr Meeting Level 3 or Higher</i>	63.9%		77.3%		64.7% (SC)	

	BRIDGES		TREASURES	
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>
<i>2nd Gr Expected Performance</i>				
<i>3rd Gr Expected Performance</i>				
<i>4th Gr Expected Performance</i>				
<i>5th Gr Expected Performance</i>				

ACHIEVEMENT	ON POINT	START/ END	BUDGET/ RESOURCES	MONITOR DATES	INDICATORS OF SUCCESS
Develop essentials materials list for purchase for 2012-13 for when classrooms are added (what are essentials materials to support instruction within the classroom?)	Principal, Team Leaders	10/01-12/14	Building resources, district resources	Team meetings	List developed for math, reading & writing (as adoption allows)
Analyze potential over identification of ethnic, ELL or gender specific students as needing special education by making better use of SST process and assessment tools (eg. documentation of interventions, layers of response, WELPA)	SST Team Leader, Principal	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Copy of analysis documents and resulting data/decisions
Math					
Disaggregate performance of Early Morning math students from 2011-12 to assess effectiveness of approach	Teresa Sinay, Amy Gore	10/01-12/14	Building resources, district resources	Team meetings, periodic staff meetings	Comparison charts of student progress and action plan
Progress monitoring in each classroom with struggling, but non-qualifying students for Title/LAP who are below benchmark using EASYMATH CBA	Marie Gibson	9/20-6/13	Building resources, district resources	Team meetings, periodic staff meetings	EasyMATH CBA results in report form
Create grade level curriculum maps and pacing charts which are also aligned district-wide (to include all resources and strategies, eg. RAMP/RNP)	Team Leaders, Principal	9/20-6/13	Building resources, district resources, release time (Suzanne Shade to lead at district level?)	Team meetings, periodic staff meetings	Shared Google Docs
Develop and establish the use of common (formative) assessments aligned with curriculum maps/ pacing charts	Team Leaders, Principal	9/20-6/13	Building resources, district resources, release time	Team meetings, periodic staff meetings	Agreed upon grade level team assessments at key points for students (shared in Google Docs or in hard copy)
Examine & discuss at grade level & across grade level implementing Tier 2 interventions in the classroom (or seek redesign of HTT/DTL)	Team Leaders, Principal	9/20-6/13	Building resources, district resources	Team meetings, periodic staff meetings	Menu of successful intervention strategies and approaches listed in Google docs
Ensure fidelity in use of critical components of math curriculum (to include Bridges, RAMP/RNP, etc.)	Team Leaders, Principal	9/20-6/13	Building resources, district resources (what docs support this?)	Team meetings, periodic staff meetings	Success on Bridges assmts; success in 'quick & dirty assmts' like 'Rip 'Em' – ask Suzanne or Julie (Cal

					Holstrom)
Share effective instructional strategies for teaching math, including <i>Bridges</i> components and protocols related to analyzing student work (eg. collegial conversations)	Team Leaders, Principal	9/20-6/13		Team meetings, periodic staff meetings	Team and staff meeting minutes of strategies shared, products produced from meetings/trainings
Reading					
Progress monitoring in each classroom with struggling, but non-qualifying students for Title/LAP who are below benchmark using DRA, DIBELS, and reading assessment (<i>Treasures Assessment Suite</i> ? If so, what specifically?)	Team Leaders	9/20-6/13	Building budget	Team meetings, periodic staff meetings	What specifically from Treasures Suite? (book with blacklines?) What is specific intention here?
Writing					
Review the Common Core State Standards for writing	Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes collected during process Meeting minutes Staff share-outs
Review best practices research for writing	Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes collected during process Meeting minutes Staff share-outs
Investigate writing work in the region	Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes collected during process Meeting minutes Staff share-outs
Review support materials & staff development	Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes collected during process Meeting minutes Staff share-outs
Establish documents needed to communicate beliefs, practices and resources for writing instruction in Fife schools K-5	Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes/documents collected Meeting minutes Staff share-outs
Establish a calendar for staff development on the teaching of writing to inform staff and 2012-2014 SIP	Teresa Sinay, Suzanne Shade, Laurie McGhee & Jessica Blakeway	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Notes collected during process Copy of calendar Meeting minutes Staff share-outs

2012-13 GOALS AND ACTION PLAN

SCHOOLHOUSE STANDARD: Student Engagement

Nearly all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are engaged.

Specific School Goal #2: Develop authentically engaging work at which students will persist at even when the work is difficult

Attainment of this goal will be measured by:

- 100% of staff attain their established professional goal(s) related to the classroom design qualities
- Ongoing demonstrations of student and staff engagement (Walls That Teach, Staff WOW Display, WOW Academies, WOW Proposals)
- School and staff published websites, newsletters and other community communications
- Meeting minutes and notes from staff meetings, team meetings, Standard Bearer Days, district trainings, Design Team meetings, etc.

ENGAGEMENT	On Point	Start/End	Budget/ Resources	Monitoring Date(s)	Indicators of Success
Analyze data to identify concepts which are hard to teach/ difficult to learn	Jeff Stock, Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Data of focus established for identifying concepts and published in hard copy
Analyze student data, develop WOW academy proposals and design lessons that will engage students and produce higher achievement	Jeff Stock, Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Meeting notes, proposal forms, lessons posted in Google docs
Staff self-survey current strengths/ areas for growth within the Classroom Standards and link these to professional goals in collaboration with the principal; determine measurable evidence of attainment	Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Overview of school-wide results, set of goals per staff member with at least one focused on Classroom Standards
Establish at least one goal related to Classroom Standards to be reviewed with principal over course of school year	Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Set of goals per staff member with at least one focused on Classroom Standards

Use Classroom Standards areas of focus and measurable evidence to inform and monitor Schoolhouse Standards	Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Measurable evidence of Schoolhouse Standards (related to Classroom Standards)
Plan for and develop grade level implementation of Tier 2 interventions in the classroom	Jeff Stock, Teresa Sinay	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	Menu of interventions listed in Google docs and team meeting notes
Implement <i>Treasures</i> reading series <i>Fluency Tools</i> intervention (Title focus)	Suzan Nuzzo	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	
Implement <i>Readers Theatre</i> in reading & math as fluency tool (Title focus)	Suzan Nuzzo, Marie Gibson	9/20-6/13	Building Budget, District Curriculum Committee	11/2012 1/2013 3/2013	

2012-13
GOALS AND ACTION PLAN

SCHOOLHOUSE STANDARD: Safe Environment

Students and parent feel that the school as well as each classroom is a physically and psychologically safe place: success is expected and failure is understood as a necessary part of learning, there is mutual respect between and among faculty and students, and the fear of harm or harassment from fellow students and demeaning comments from teachers is negligible.

Specific School Goal #3: Develop a positive, safe environment for all students

Attainment of this goal will be measured by:

- 15% improvement in Olweus survey as reported by students, parents, staff
- Implementation of 2 Classroom Meetings per month in every classroom by April 2013
- Positive staff perception feedback regarding consistency in expectations and response to student behaviors
- Baseline data established in Aspen through recording of Discipline Notice slips with consistency for Level 1, 2, 3 responses for behaviors

CLIMATE	ON POINT	START/ END	BUDGET/ RESOURCES	MONITOR DATES	INDICATORS OF SUCCESS
Classroom Meetings - Students will participate consistently and successfully in classroom meetings as an avenue for promoting a healthy student environment, problem-solving student issues, and addressing bullying behaviors					
Staff informed of classroom meeting protocol and the Bullying Circle	Olweus Team	Sep/Oct	Olweus resources; Olweus team	Sep/Oct	Meeting documents/notes
First Classroom Meeting conducted within each classroom on the Bullying Circle	Olweus Team	Sep-Nov	Olweus resources; Olweus team	Nov team mtgs debrief	Classroom documents/notes
Each classroom will conduct at least one Classroom Meeting monthly Nov-Feb	Olweus Team	Nov-Feb	Olweus resources; Olweus team; Jenny McKilup (sp?) in Nov?	Mar team mtgs debrief	Record of monthly classroom meeting documents/notes
Each classroom will conduct at least two Classroom Meetings monthly Mar-May	Olweus Team	Mar- May	Olweus resources; Olweus team	Jun Team mtgs debrief	Record of bi-monthly classroom meeting documents/notes

Reassess Classroom Meetings and Olweus classroom focus for the 2013-2014 school year	Olweus Team	Apr-Jun	Olweus materials; Safe and Civil Foundations materials	Focused team & staff mtgs, Apr-Jun	Staff notes for 2012-13 school year posted in Google docs
Common Areas - Students will be fully aware of common area expectations, will display respect for these expectations and will experience consistent enforcement within each area by all staff					
Staff review building wide expectations and develop common understanding	Principal	Sep-Jun	Student/parent handbook of common area expectations	Staff retreat; debriefs at staff mtgs	Staff retreat minutes/notes
Staff develop and consistently utilize common responses to student misbehaviors	Principal	Sep-Jun	Leveled response guidelines based on Safe and Civil Foundations materials, research and training	Staff retreat; debriefs at staff mtgs	Staff meeting minutes/notes and reflections
Redesign Discipline Slip form and procedures for use based on staff collaboration and principal guidance for using three levels of response	Principal	Sep-Jun	Leveled response guidelines based on Safe and Civil Foundations materials, research and training	Staff retreat; debriefs at staff mtgs	Revised Discipline Slip form with procedural notes in email form and posted in Google docs
Reassess common area expectations and response guidelines for the 2013-2014 school year	Principal	Apr-Jun	Olweus materials; Safe and Civil Foundations materials	Focused team & staff mtgs, Apr-Jun	Decision and procedural notes for 2012-13 school year posted in Google docs