

Alice V. Hedden Elementary



SCHOOL IMPROVEMENT PLAN 2014-2015

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

Alice V. Hedden’s School Improvement Plan was presented to the Fife School Board for approval.

The purpose of the School Improvement Plan (SIP) is to ensure student achievement in alignment with expected standards to include non academic expectations from the district, parents, and community. The 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. All teachers at Hedden Elementary have met federal Highly Qualified requirements. Access to this documentation is available at Fife School District Human Resources.

Data to establish the school improvement goals contained within this document were gathered from multiple data points including: MSP, DIBELS, easyMath CBA, common assessments, and School Standard surveys. Considerations for the development of this plan also included input from staff, parents, community members and representative members of these groups as listed below.

Amy Gore, Second Grade Teacher Representative

Shayla Millen, Specialist Representative

Jeff Stock, Third Grade Teacher Representative

Pearl Bell, Educational Assistant Representative

Dulcey Bean, Fourth Grade Teacher Representative

Josh Goodman, Assistant Principal

Laura Nixon, Fifth Grade Teacher Representative

Teresa Sinay, Principal

DATA COLLECTION

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

- Demographic data
- 2013-14 assessment results: Classroom Based Assessments (CBA), DIBELS, easyCBM Math, WLPT Placement Test (ELL), MSP (Grades 3, 4, 5)
- Federal and state mandates and grant compliance and national research
- Building feedback: Site-based School Improvement Team input and feedback; teacher input/observations

Data needs identified in order to support and accomplish SIP goals this year:

- 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.

Additional needs identified through faculty and administration:

- Climate:
 - Provide students tools for discerning between poor behavior choices and harassment/ intimidation/ bullying
 - Further develop consistency in expectations for student behavior and staff response to misbehavior
- Academic/Instruction:
 - Develop in-depth understanding and alignment by grade level and cross grade level of the Common Core Standards (CCS), including development of curriculum maps, pacing guides, kid-friendly learning targets, and common assessments (formative and summative)
 - Further develop the feedback loop for knowing and responding to student performance in a timely manner, ongoing and embedded within the Common Core alignment work
 - Integrate GLAD strategies into best instructional practices within classrooms, utilizing our district Design Coaches
- Engagement:
 - Further develop consistency and deeper understanding of classroom standards, design qualities, patterns of student engagement across the schoolhouse, and protocols for deepening the quality of work for profound learning (WOW Academies, Collegial Conversations, Descriptive Reviews; when each is appropriate)
- Staff Development:
 - Develop understanding and integration of WA 8 Criteria/ 5D+ Instructional Framework within SIP and Common Core alignment

GOALS OVERVIEW & ALIGNMENT

| GOAL | FIFE SD STRATEGIC PLAN | HEDDEN SIP | HEDDEN MEASURE OF ATTAINMENT |
|--|--|---|---|
| 1) Alignment to Common Core State Standards | Recognizing teams are at different levels of alignment/ implementation, each school will develop their own action plan for alignment. After alignment to CCSS is achieved, creation of Common Formative Assessments (CFAs) will be next for teams. | Develop alignment of lessons to the Common Core State Standards (CCSS) with accompanying Common Formative Assessments (CFAs). | <ul style="list-style-type: none"> • By year end, MATH & ELA will be 100% reasonably aligned to CCSS with available curriculum, adopted & supplemental. • By year end, CFAs will be developed and aligned in MATH & ELA to CCSS. |
| 2) Instructional Framework | Three areas within the Instructional Frameworks were surfaced among teachers/principals and are district supported potential areas of focus within the SIP for the 2014-2015 school year. These were as follows: -- Stu Engagement (SE1, SE5, SE6) -- Assmt for StuLearning (A4, A5, A6) -- Curr & Pedagogy (CP1, CP2, CP5) | Further develop skill and competency through Instructional Frameworks and Student Growth Goals to support increased student achievement | <ul style="list-style-type: none"> • By year end, 100% of teachers on the new evaluation system will have experienced one full Inquiry Cycle. • By year end, 100% of teachers will demonstrate, at minimum, proficiency in area(s) of their professional growth goal. • By year end, 100% of teachers will achieve success in their student growth goals. |
| 3) RTI and Intervention Systems | SIP goals will be based on current levels of interventions and individualized for each schools growth in this area. | A school-wide system of interventions/enrichment will be implemented to address layers of students' needs within and beyond each classroom. | <ul style="list-style-type: none"> • By year end, each grade level will have identified interventions at Tiers 1 and 2 for students performing below expected standards and have these documented according to the specifications of the Placement Pathway template as defined by Wayne Callender. • By year end, Title/LAP services will have identified push in as well as pull out services and determined specific screeners, diagnostic, progress monitoring and benchmark assessments. • By year each, Special Education services will have outlined specific research-based curriculum and assessments for ongoing progress monitoring and benchmark check-ins. |

SCHOOL GOAL 1:

Develop alignment of lessons to the Common Core State Standards (CCSS) with accompanying Common Formative Assessments (CFAs).

MEASURE OF ATTAINMENT (product oriented):

- By year end, MATH & ELA will be 100% reasonably aligned to CCSS with available curriculum, adopted & supplemental.
- By year end, CFAs will be developed and aligned in MATH & ELA to CCSS.

Progress:

| | CCSS <u>Gr 2 / 3 / 4 / 5</u> | CFAs <u>Gr 2 / 3 / 4 / 5</u> |
|------|---------------------------------|---------------------------------|
| DEC: | _____ % | _____ % |
| FEB: | _____ % | _____ % |
| APR: | _____ % | _____ % |
| JUN: | _____ % | _____ % |

DISTRICT ALIGNMENT:

GOAL 1: During the 2014-2015 school year, each school building will continue to support teacher teams in the alignment of lessons to the Common Core State Standards. Recognizing that teams within the schools are at different levels of alignment/implantation, each school will develop their own action plan for alignment. After alignment to CCSS is achieved, the creation of Common Formative Assessments (CFAs) will be next steps for teams.

| DISTRICT GOAL | RELATED FOCUS FOR SCHOOLS | TEACHER/PRINCIPAL COORDINATION |
|---|--|---|
| GOAL 1 Continue Alignment to Common Core State Standards | <ul style="list-style-type: none"> ○ Late Start Mondays ○ Use of the LDC template (secondary) ○ Exploring PD for CCSS implementation for both teachers and administrators | <p><u>WA Teacher Criteria:</u> Criteria 4: Clear and intentional focus on subject matter and curriculum Criteria 8: Collaborative and collegial practices for improving instructional practice and student learning</p> <p><u>WA Leadership Criteria:</u> Criteria 4: Aligning Curriculum – Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals</p> |

GOAL 1 ACTION PLAN:

| Strategy | Action | Indicators of Success | Follow-Up Notes | Done? |
|---|---|--|-----------------|-------|
| READING/MATH | | | | |
| <p>Budget/ Resources:</p> <ul style="list-style-type: none"> • Mon collaborations • Additional release time as reasonable and requested • Expertise of colleagues and team members • Online support links, webinars, materials • Professional development, training opportunities • Budget prioritized to support related needs (building & district) <p>Reporting Person(s):</p> <ul style="list-style-type: none"> • Team Leaders • Committee Members <p>Monitor Dates:</p> <ul style="list-style-type: none"> • Leadership and grade level team meetings in Dec, Feb, Apr, Jun <p>School/District Support Needs:</p> <ul style="list-style-type: none"> • Prioritized budget • All available info/trainings • Release time | <ol style="list-style-type: none"> 1. Grade level teams review their curriculum maps in reading and math for alignment to CCSS 2. Grade level teams to access ReThink materials as best fits the needs of their curriculum 3. Grade level teams collaborate as appropriate with Shayla Millen for deeper understandings, alignment and support of math CCSS 4. Grade level teams analyze effectiveness of adopted curriculum for reading and math alignment to CCSS, and determine need for supplemental stop gap materials 5. Grade level teams create (WOW academies, etc), borrow, buy, recommend changes/supplements in curriculum to meet alignment needs 6. Grade level teams review and revise/create/buy common formative assessments for reading and writing curriculum and deeper alignment to rigor of CCSS 7. Grade level teams (gr. 3-5) provide students opportunities to sample online previews of SBAC | <p>Revised curriculum maps to include CCSS</p> <p>Embedded ReThink materials/assmts as appropriate</p> <p>Documents reflected of the discussions/work</p> <p>Reflections and recommendations regarding core and supplemental materials</p> <p>Requests for relevant support as needed, with products to show for it</p> <p>CFAs are revised accordingly</p> <p>Students received multiple online assmt opportunities</p> | | |

SCHOOL GOAL 2:

Further develop skill and competency through Instructional Frameworks and Student Growth Goals to support increased student achievement.

MEASURE OF ATTAINMENT (results oriented):

- By year end, 100% of teachers on the new evaluation system will have experienced one full Inquiry Cycle.
- By year end, 100% of teachers will demonstrate, at minimum, proficiency in area(s) of their professional growth goal.
- By year end, 100% of teachers will achieve success in their student growth goals.

DISTRICT ALIGNMENT:

GOAL 2: During the 2013-2014 school year, data was collected from teachers who participated in the Framework Introduction Training (FIT) regarding potential future areas of focus within the CEL 5D+ instructional framework. Additionally, in May and June of 2014 each building principal facilitated a staff meetings using the CEL 5D+ framework to gather data of their collective staffs regarding potential areas of interest for the 2014-2015 school year. Lastly, principals were surveyed to gather their input as to what areas of the framework their particular school was interested in focusing on during the 2014-2015 school year. The following three areas reflect the results of those data collections and provide a specific focus for each of the school building to create SIP goals around for the 2014-2015 school year.

Progress:

INQUIRY CYCLE

Gr 2 / 3 / 4 / 5

DEC: _____ %

FEB: _____ %

APR: _____ %

JUN: _____ %

| DISTRICT GOAL | RELATED FOCUS FOR SCHOOLS | TEACHER/PRINCIPAL COORDINATION |
|--|--|--|
| GOAL 2: Instructional Framework Areas of focus: | Instructional Framework Areas of Focus: Student Engagement <ul style="list-style-type: none"> ○ SE1 – Quality of questioning ○ SE5 – Engagement strategies ○ SE6 – Substance of student talk Assessment for Student Learning <ul style="list-style-type: none"> ○ A4 – Collection system for formative assmt data ○ A5 – Student use of formative assessment data ○ A6 – Teacher use of formative assessment data Curriculum and Pedagogy <ul style="list-style-type: none"> ○ CP1 – Alignment of materials and tasks ○ CP2 – Teaching approaches and/or strategies ○ CP5 – Differentiated Instruction | <u>WA Criteria:</u> Criteria 2: Demonstrating effective teaching practices Criteria 3: Recognizing individual students needs and developing strategies to address those needs Criteria 4: Providing clear, intentional focus on subject matter content/ curr Criteria 6: Using multiple data elements to modify instr & improve stu learning <u>WA Leadership Criteria:</u> Criteria 3: Planning with Data – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements Criteria 4: Aligning Curriculum – Assisting instr staff with alignment of curr, instr and assmt with state and local district learning goals Criteria 5: Improving Instruction – Monitoring, assisting, and evaluating instruction and assessment practices Criteria 8: Closing the Gap – Demonstrating commitment to closing achmt gap |

GOAL 2 ACTION PLAN:

| Strategy: | Action | Indicators of Success | Follow-Up Notes | Done? |
|--|--|---|-----------------|-------|
| <p>Budget/ Resources:</p> <ul style="list-style-type: none"> • Staff Meetings • Before/After School • Volunteered Planning • Sub Release • Building PD Budget • District PD Budget <p>Reporting Person(s):</p> <ul style="list-style-type: none"> • Admin <p>Monitor Dates:</p> <ul style="list-style-type: none"> • Leadership and grade level team meetings in Dec, Feb, Apr, Jun <p>District Support Needs:</p> | <p>1. Introduce all qualifying certificated teachers to the Inquiry Cycle process</p> | <p>Minutes from Staff Retreat re/ Inquiry intro</p> <p>Each teacher has notes from meeting collaboratively w/ admin</p> | | |
| | <p>2. Admin mentors/evaluators establish a schedule for implementing one full round of the CEL 5D+ Inquiry Cycle with timely completion of each component and final completion before the end of April</p> | <p>Admin binder with schedule and notes from each portion of the process</p> | | |
| | <p>3. Teachers set and monitor a professional growth goal with their assigned admin mentor/evaluator</p> | <p>Recorded professional growth goal from each teacher based on the Inquiry process</p> | | |
| | <p>4. Teachers set and monitor a student growth goal with their assigned admin mentor/evaluator</p> | <p>Recorded student growth goal from each teacher based on the Inquiry process</p> | | |
| | <p>5. Teachers are supported with additional time/budget/trainings as available/needed towards acquiring deeper levels of learning related to their focus areas, including staff meetings on CEL 5D+, GLAD trainings, and other related focuses.</p> | <p>Related staff meeting minutes, team time minutes, budget reports, staff share outs, team created docs based on trainings</p> | | |

SCHOOL GOAL 3:

A school-wide system of interventions/enrichment will be implemented to address layers of students' needs within and beyond each classroom.

MEASURE OF ATTAINMENT (results oriented):

- By year end, each grade level will have identified interventions at Tiers 1 and 2 for students performing below expected standards and have these documented according to the specifications of the Placement Pathway template as defined by Wayne Callender.
- By year end, Title/LAP services will have identified push in as well as pull out services and determined specific screeners, diagnostic, progress monitoring and benchmark assessments.
- By year each, Special Education services will have outlined specific research-based curriculum and assessments for ongoing progress monitoring and benchmark check-ins.

| | |
|-------------------------|---------|
| <u>Progress:</u> | |
| RTI IMPLEMENTATION | |
| <u>Gr 2 / 3 / 4 / 5</u> | |
| DEC: | _____ % |
| FEB: | _____ % |
| APR: | _____ % |
| JUN: | _____ % |

DISTRICT ALIGNMENT:

GOAL 1: During the 2014-2015 school year, each school building will continue to support teacher teams in the alignment of lessons to the Common Core State Standards. Recognizing that teams within the schools are at different levels of alignment/implantation, each school will develop their own action plan for alignment. After alignment to CCSS is achieved, the creation of Common Formative Assessments (CFAs) will be next steps for teams.

| DISTRICT GOAL | RELATED FOCUS FOR SCHOOLS | TEACHER/PRINCIPAL COORDINATION |
|---|---|--|
| GOAL 3 Continue to build RTI and Intervention systems in all schools | <ul style="list-style-type: none"> ○ Assessment system ○ Intervention materials ○ Professional development | <p><u>WA Criteria:</u> Criteria 3: Recognizing individual students needs and developing strategies to address those needs Criteria 8: Collaborative and collegial practices for improving instructional practice and student learning</p> <p><u>WA Leadership:</u> Criteria 3: Planning with data – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements Criteria 8: Closing the Gap – Demonstrating commitment to closing the achievement gap</p> |

GOAL 3 ACTION PLAN:

| Strategy: | Action | Indicators of Success | Follow-Up Notes | Done? |
|--|--|--|-----------------|-------|
| Budget/ Resources: <ul style="list-style-type: none"> • Mon Collaborations • Team Requested Release Time • Building PD Budget • District PD Budget | Admin, in collaboration with teacher teams, establish a master schedule that ‘holds space’ for specific focuses of learning, whether core instruction, tiered responses (FIT – Focused Instructional Time), Title/LAP, SpEd, or ELL. | Master schedule reflecting these priorities within it | | |
| Reporting Person(s): <ul style="list-style-type: none"> • Team Leaders • Committee Members Monitor Dates: <ul style="list-style-type: none"> • RTI and grade level team meetings in Dec, Feb, Apr, Jun School/District Support Needs: <ul style="list-style-type: none"> • Prioritized budget • All available info/trainings • Release time | Establish appropriate data points and schedule of review in order to assess/analyze individual student progress and drive ongoing instructional decisions/priorities, to include data such as: mid-year and year-end inquiry cycle check-in for teachers; mid-year and year-end check-in on each teacher’s established student growth goals; Fall, Winter and Spring review of benchmark data for DIBELS and easyCBM Math; Fall, Winter and Spring focused review of benchmark data on AYP/AMO targeted student groups for DIBELS and easyCBM Math; trimester grade reporting focused on standards based learning; as administered, common formative and summative assessments by grade level teams; monthly discipline check-ins; weekly attendance check-ins | Schedule of assessments purposes and timelines for review Notes/minutes of decisions, etc. made as a result of data reviews | | |
| | Align the Student Support Team (SST) process to flow naturally into/from RTI | SST flow chart and docs provided to all staff | | |

| | | | | |
|--|--|--|--|--|
| | Grade level teams, in collaboration with admin support, establish tiered layers of response for student learning based on student data, utilizing both core classroom instructional time and FIT, and creating a map/Pathway of RTI processes by grade level to document assessments, curriculum, progress, etc. | Placement Pathway (map) for each grade level tiered responses within core or supplemental curriculum | | |
| | Title/LAP services utilize a combination of both push in and pull out services based on best instructional practices for meeting needs of identified students. | Placement Pathway (map) for Title/LAP services | | |
| | Special Education services offer research-based service time for best impact on learning, responding flexibly and creatively to the scheduling of meeting student needs within the available resources. | Placement Pathway (map) for Special Education Services | | |

Acronyms which may appear in this document:

CAFE – Comprehension, Accuracy, Fluency, Extended

CeL5D – Center for Educational Leadership 5 Dimensions Instructional Framework

CBM – Curriculum Based Measure

CCSS – Common Core State Standards

CFA – Common Formative Assessments

DIBELS – Dynamic Indicator of Basic Early Literacy Skills

EALRS – Essential Academic Learning Requirements

ELL – English Language Learners

DRA – Developmental Reading Assessment

GLAD – Guided Language Acquisition Development

GLEs, – Grade Level Expectations

LAS – Language Acquisition Screener

MSP – Measure of Student Performance

NWF-WWR – Nonsense Word Fluency – Whole Words Read

RAMP – Referential Activities Math Project

PTA – Parent Teacher Association

SBAC – Smarter Balanced Assessment Consortium

WELPA – Washington English Language Proficiency Assessment

WOW – Working on the Work