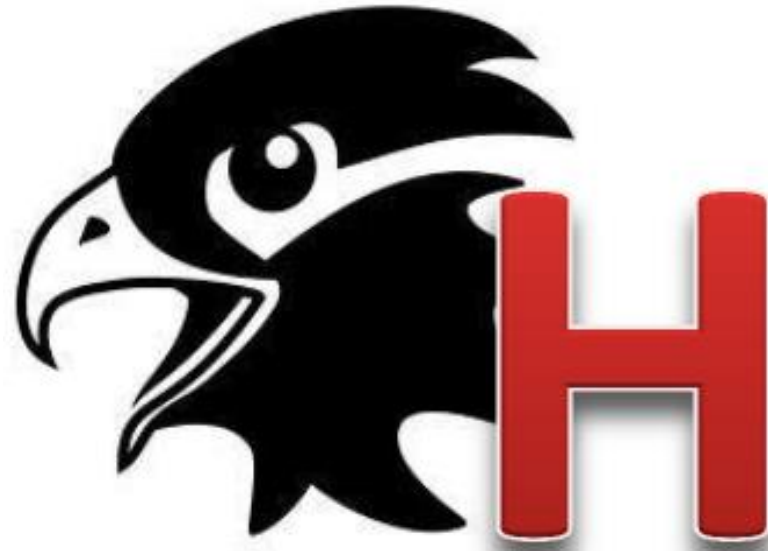


Alice V. Hedden Elementary



SCHOOL STRATEGIC PLAN 2015-16

DATA COLLECTION

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

- Demographic data
- 2014-15 assessment results: Classroom Based Assessments (CBA), DIBELS, easyCBM Math, WELPA (ELL), SBA (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 FOCUS	FSD STRATEGIC GOALS	HEDDEN SUBGOALS	PROGRESS UPDATE		
			JAN	MAR	MAY
1) Academic Excellence	All staff in FPS provides leadership, support and guidance to ensure all students meet or exceed district and state standards, graduate on time and are prepared for career and/or college and life upon graduation.	<ul style="list-style-type: none"> Hedden will align with best practices in ELA, with a particular focus in writing. Hedden will prioritize time to collect and analyze student data, particularly from common formative assessments, to identify students who exceed, meet, or are below standard. Hedden will work in alignment with the district office to establish school wide assessments and benchmarks that provide effective data regarding student progress. Hedden will evaluate and incorporate a system for providing interventions for students below standards, particularly in reading, while working in conjunction with LAP, TITLE, SPED, ELL, including time used between in-class, in-program, push-in, pull-out. 			
2) Transition Readiness	From kindergarten readiness to college and career readiness and all transitions in between, all staff in FPS are accountable for the collaboration needed to transition students in and out of our K-12 system and for all transitions between our schools in our system.	<ul style="list-style-type: none"> Hedden will develop an efficient plan for sharing data between grade levels about kids learning, including for students transitioning between schools from 1st grade into 2nd and from 5th grade into 6th. Hedden will prioritize training for teachers in common core content, including transitions between grade levels. Hedden will confirm that academic standards of focus within pacing and curriculum guides align between grade levels, with consideration and support requests from district for a common curriculum review, recommendation and training support. Hedden will evaluate current technology plan within the building/district technology departments to make recommendations regarding a three year desired technology growth plan. 			

GOALS OVERVIEW & ALIGNMENT

(continued)

GOAL FOCUS	FSD STRATEGIC GOALS	HEDDEN SUBGOALS	PROGRESS UPDATE		
			JAN	MAR	MAY
3) Parent, Family, Community	All staff in the FPS engage with our parent, family and community partners to support collaboration between and amongst all stakeholder groups	<ul style="list-style-type: none"> Hedden will establish a committee by late-November that is focused on parent, family, and community involvement. Hedden will have developed an intentional plan for parent, family, and community involvement by late-December/early January. 			
4) High Quality Work Force	Recruit and retain a high quality work force throughout FPS.	<ul style="list-style-type: none"> Hedden teachers will receive high levels of support for students with intense behaviors that require interventions beyond the daily demands and rigor of a general education classroom. Hedden will provide staff training from a specialist regarding effective behavior support plans and practices within and outside the classroom with regard for practicality, effectiveness and ease of integration. Hedden will encourage and celebrate all teachers, including those who continue to seek further depth in their qualifications through National Board Certification, ProCert, Endorsements, Masters and Doctorates. 			

GOAL 1: Academic Excellence

FIFE PUBLIC SCHOOLS	
Strategic Goal 1	All staff in FPS provides leadership, support and guidance to ensure all students meet or exceed district and state standards, graduate on time and are prepared for career and/or college and life upon graduation.
HEDDEN ELEMENTARY	
What goal(s) at HEDDEN will we focus on this year related to this goal?	<ul style="list-style-type: none"> Hedden will align with best practices in ELA, with a particular focus in writing. Hedden will prioritize time to collect and analyze student data, particularly from common formative assessments, to identify students who exceed, meet, or are below standard. Hedden will work in alignment with the district office to establish school wide assessments and benchmarks that provide effective data regarding student progress. Hedden will evaluate and incorporate a system for providing interventions for students below standards, particularly in reading, while working in conjunction with LAP, TITLE, SPED, ELL, including time used between in-class, in-program, push-in, pull-out.
What should we consider in order for HEDDEN to progress in these goals THIS year?	<ul style="list-style-type: none"> How can we utilize WOW academies with vertical articulation to identify the continuum of strands/skills? How can we get more school wide trainings for ELA? What are the common assessments we are using to determine if students meet or exceed state standards? What do we do with students who are not meeting the standard? (Hedden needs a system for providing interventions for students below standards.) How can we utilize more push in support for struggling kids and have them gone less for pull out?

HEDDEN ELEMENTARY	Action Steps	Who does this involve?	What resources, support is needed?
What activities do we need at HEDDEN to reach these goals THIS year?	<ul style="list-style-type: none"> Seek district ELA IF (Ladd) support for good training in regards to writing, author trainings for kids, and how to support struggling readers Schedule school wide trainings regarding best practices in ELA for all staff Support parents with resources to help kids at home regarding ELA Collaborate with grade level (and other grade levels) and support staff to establish best practices for targeting students below standard and their specific lack of skills Review comparable districts and the resources that they incorporate to provide interventions for students that are below standard and curriculum for all students 	Building Admin/ BILs, District TLI/ IFs, Grade Level Teams, Support Services	Time during MLS, release time during school, paid after school, quality trainers, money for trainings/ trainers

GOAL 2: Transition Readiness

FIFE PUBLIC SCHOOLS	
Strategic Goal 2	From kindergarten readiness to college and career readiness and all transitions in between, all staff in FPS are accountable for the collaboration needed to transition students in and out of our K-12 system and for all transitions between our schools in our system.
HEDDEN ELEMENTARY	
What goal(s) at HEDDEN will we focus on this year related to this goal?	<ul style="list-style-type: none"> Hedden will develop an efficient plan for sharing data between grade levels about kids learning, including for students transitioning between schools from 1st grade into 2nd and from 5th grade into 6th. Hedden will prioritize training for teachers in common core content, including transitions between grade levels. Hedden will confirm that academic standards of focus within pacing and curriculum guides align between grade levels, with consideration and support requests from district for a common curriculum review, recommendation and training support. Hedden will evaluate current technology plan within the building/district technology departments to make recommendations regarding a three year desired technology growth plan.
What should we consider in order for HEDDEN to progress in these goals THIS year?	<ul style="list-style-type: none"> How do we establish vertical articulation between grade levels and schools? How do we ensure standardized curriculum from grade to grade? How do we create equity and consistent technology in all classrooms? How do we ensure teachers are appropriately trained in common core content?

HEDDEN ELEMENTARY	Action Steps	Who does this involve?	What resources, support is needed?
What activities do we need at HEDDEN to reach these goals THIS year?	<ul style="list-style-type: none"> Meetings between grade level teachers to set common goals and practices. More extensive teacher training on curriculum/lesson planning. Whole team training instead of sending representative from grade level. Grade level content meeting. 	Building Tech Rep, District Tech, Building Admin/ BIFs, District TLI/ BIFs, Grade Level Teams, Support Services	Curriculum

GOAL 3: Parent, Family, Community

FIFE PUBLIC SCHOOLS	
Strategic Goals	All staff in the FPS engage with our parent, family and community partners to support collaboration between and amongst all stakeholder groups
HEDDEN ELEMENTARY	
What goal(s) at HEDDEN will help us resolve these questions THIS year?	<ul style="list-style-type: none"> Hedden will establish a committee by late-November that is focused on parent, family, and community involvement. Hedden will have developed an intentional plan for parent, family, and community involvement by late-December/early January.
What should we consider in order for HEDDEN to progress in these goals THIS year?	<ul style="list-style-type: none"> How do we provide more family nights (Literacy night, bingo night, ice cream social, etc.) How do we determine who will be doing this? How do we get stakeholders involved?

HEDDEN ELEMENTARY	Action Steps	Who does this involve?	What resources, support is needed?
What activities do we need at HEDDEN to reach these goals THIS year?	<ul style="list-style-type: none"> Determine committee members with goals and meeting schedule Survey community needs Family nights- literacy night, larger math night, bingo, ice cream social, senior citizen involvement, Fall into a book with apple cider and donuts Reach out to community organization desiring to support Hedden 	Admin, Staff, PTA, Parents	Parent survey Parent rep Parent on the leadership team People willing to be involved

GOAL 4: High Quality Work Force

FIFE PUBLIC SCHOOLS	
Strategic Goals	Recruit and retain a high quality work force throughout FPS.
HEDDEN ELEMENTARY	
What goal(s) at HEDDEN will help us resolve these questions THIS year?	<ul style="list-style-type: none"> Hedden teachers will receive high levels of support for students with intense behaviors that require interventions beyond the daily demands and rigor of a general education classroom. Hedden will provide staff training from a specialist regarding effective behavior support plans and practices within and outside the classroom with regard for practicality, effectiveness and ease of integration. Hedden will encourage and celebrate all teachers, including those who continue to seek further depth in their qualifications through National Board Certification, ProCert, Endorsements, Masters and Doctorates.
What should we consider in order for HEDDEN to progress in these goals THIS year?	<ul style="list-style-type: none"> In relation to National Board Certification, how can we get information on what is available, the incentives and how many teachers are currently certified at our school? In order to keep the Highly Qualified teachers that we already have, how can Hedden create a more supportive environment? Teachers and administration are already supportive with providing ideas, suggestions and kindness (a strength of Hedden recognized by newly hired teachers) but more support is needed for handling children with behavior challenges (which is impacting and challenging our already Highly Qualified teachers).

HEDDEN ELEMENTARY	Action Steps	Who does this involve?	What resources, support is needed?
What activities do we need at HEDDEN to reach these goals THIS year?	<ul style="list-style-type: none"> Identify the teachers with NBC, discover incentives/scholarships available, disseminate information, offer brief training and setting number goals and teachers to start next year. Hire a specialist to train teachers in functional behavior assessments and behavior plans. Start conversations about what a behavior support class for students may look like, what a student that qualifies for it would look like and what numbers of students would need it. 	A behavior specialist Potentially a behavior support classroom teacher, Identifying the teachers with NBC, finding out incentives/scholarships are available	Support from teachers that have their NBC, access to district cohort info

Acronyms which may appear in this document:

BIL – Building Instructional Leader

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

ELA – English Language Arts (Common Core)

ELL – English Language Learners

DRA – Developmental Reading Assessment

GLAD – Guided Language Acquisition Development

IF – Instructional Facilitator

LAS – Language Acquisition Screener

MLS – Monday Late Start

MSP – Measure of Student Performance

NWF-WWR – Nonsense Word Fluency – Whole Words Read

RAMP – Referential Activities Math Project

PBIS – Positive Intervention Behavior Supports

PLC – Professional Learning Community

PTA – Parent Teacher Association

SBA – Smarter Balanced Assessment

TLI – Teaching, Learning and Innovation

WELPA – Washington English Language Proficiency Assessment

WOW – Working on the Work