

OLYMPIA SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN (S.I.P.)
2007-2008

SCHOOL: Madison Elementary School

INTRODUCTION

Schoolwide Mentoring Culture in a Transitional Year: Up until now, Madison has had a very stable teaching staff even though our student population is very transient. For this reason, we are committed to making this an easier transition by being purposeful in creating a “mentoring culture, schoolwide”. Our theme for the year is “Transformations: Bridging the Past to Create the Future.”

For 2007-08 there will be many changes:

- 4 out of 8 new classroom teachers were hired for retirements and/or position reassignments
- We have redesigned one of the positions to become a Reading Specialist.
- A new Homeless Liaison has been hired for a one-year only position as a maternity leave replacement
- A new Americorps member will be starting in the fall
- The ELL Newcomer Center, in its second year, will continue to bring ELL newcomers to Madison from all eastside schools and needs refinement
- Reductions in classified support time means that we must look at redesigning our master schedule and specifically, when/how we continue our 90 minute schoolwide Walk to Read model.
- The new programs have created some space requirements which mean using Madison’s creativity and ingenuity for existing programs and specialists

Madison Elementary School values challenging and rigorous standards within a welcoming school environment for all its students. Evidence clearly affirms our focus on increased student achievement. Both summative and formative measures including WASL, MAP, DIBELS quarterly and monthly benchmark tests, and on-going classroom based assessments show our goal towards all students making standard in reading, writing, math, and science achievement. The school’s success can be attributed to the dedicated school staff and community support. During the last two years, our focus has been on mathematics – what does research say and how can we guide students’ mathematical thinking. **For 2007-2008 we hope to look at Powerful Teaching and Learning with Response to Intervention, both in reading and in math. We intend to narrow the focus to content vocabulary.** Our motto is that “We Succeed with Pride”.

Madison is identified as schoolwide Title 1 because of its high poverty rate at 53%. This includes a significant number of students who are homeless. Because of our small

student population, specific attention is paid to any student at risk. We are able to do this with our schoolwide Title 1 status and a number of other factors that have been sustained over the last 6 years.

A number of schoolwide organizational structures have been put in place, which has sustained the continual growth in student learning at Madison:

1. Early Childhood interventions: All day kindergarten and Title 1/Special Ed Preschool
2. Alignment of instruction and assessment to the Grade Level Expectations
3. 90 minute reading block with students flexibly grouped according to reading level and skill
4. 60 minute math block with intermediate students flexibly grouped
5. Additional 30-90 minute interventions in reading and math using small groups and/or technology support (Accelerated Reader, Fast ForWord, Read Well, Waterford, Earobics, Leap Frog)
6. Differentiated instruction and grouping strategies applied in classrooms
7. Ongoing quarterly assessments in reading (DIBELS) and math (Math Trailblazers)
8. ELL Newcomer Center: this pilot program was created for new immigrant students at the early stages of English language acquisition from the six eastside elementary schools. Rather than having an itinerant ELL teacher travel from building to building for short periods of pull-out instruction each week, Madison has become a central location for these students.
9. Educational Leadership team will meet consistently to revisit the SIP plan and its actions
10. Need for a full-time social services coordinator and homeless liaison
11. Established the Welcome Room for before and after-school students who are homeless and in transition
12. Use of research-based core and support materials with highly trained teaching staff
13. Focused and high-quality schoolwide staff development with a two year focus on mathematics and high quality instruction
14. Collaborative staff relations that focus on student success
15. Feeder school communication and collaboration through ONE-PLC (Olympia North East – Professional Learning Community)
16. Safe and welcoming classroom/school environment
17. Ongoing community partnerships with First United Methodist Church, Evergreen State, Americorps, Rotary, Lions and Northeast Neighborhood Assn

GOAL 1: READING - By the end of 2008, 85% of the 3rd graders, 85% of the 4th graders, and 85% of the 5th graders will meet or exceed the reading WASL standards

Action Plans

1. **Develop a Madison belief system about literacy based on research, best practice, and teacher knowledge**

2. **Create a Reading Specialist position**
 - Coordinate overall data management and reading Data Team meetings
 - Assist with reading placement and intervention programs
 - Support parent involvement activities

3. **Improve data management system of multiple reading assessments**
 - Identify a Reading Coordinator who oversees the overall reading program, testing schedule and data management

4. **Research and refine using diagnostic and benchmark reading assessment tools**
 - DIBELS & MAP for primary and intermediate grades
 - Need to research an informative comprehension assessment for intermediate grades(AIMS?)

5. **Analyze WASL and MAP Reading results**
 - Target 5th graders using Student Learning Plans to provide focused and additional intervention time
 - Using a 3 tiered intervention plan, identify students most at risk in reading and provide additional time with appropriate interventions
 - We need a reading specialist who can lead Data Team Meetings on a regular and ongoing basis.

6. **Differentiate reading materials and instructional practices for low and high reading students yet provide all students with access to the district's core program**
 - Use Read Well in the first grade for on-grade and below grade with the goal that 85% reach Level 38
 - Accelerate reading for those students who are reading at the sixth grade level or higher with reading-to-learn strategies

7. **Use technology programs to differentiate learning experiences**
 - Research ways to manage the reading assessment data by placing into a shared folder so staff can have access to data across grades and can make informed decisions about instruction and differentiation
 - Continue using Waterford (Kdgn), Fast Forward (2-4th), Earobics (2-5th), Clara (4-5th), Accelerated Reader (2-3rd)
 - Effectively use teacher technology stations and computer-assisted learning on classroom computers

8. **Increase background experience and vocabulary development**
 - Offer Questioning Strategies workshop by Dan McCarten
 - Schoolwide commitment to use WASL reading vocabulary in all grades through Word Walls, journals, personal dictionaries, etc.

9. Provide staff training and experience with a comprehensive reading framework, Response to Intervention (RTI), and Data Team Protocols

- August LID: Staff discussion about the OSPI Reading Model (SAILS)
- August LID: Response to Intervention (RTI) Training
- Offer monthly RTI meetings for Data Teams to analyze and design reading interventions through a team protocol process

10. Enhance parent education in reading

- Phonemic Awareness, Fluency, Vocabulary and Read Aloud training
- Parent Tips on the website and newsletters

11. Motivate students to read more by increasing reading opportunities

- Continue Reading Month (Reading Between the Lions)
- Invite professional authors and illustrators for presentations
- Offer a Reading AfterSchool Book Club
- Restructure teacher planning time so that at least one of the PRIDE rotations is self-selected reading time
- Coordinate the reading volunteers to maximize reading intervention. Distribute free books monthly to students who have reading volunteers so they can have home reading materials at their appropriate reading level.

GOAL 2: WRITING - By the end of 2008, 75% of the 4th graders will meet or exceed the writing WASL standards

Action Plans

1. Cross- grade articulation with the purpose of creating a common philosophy of writing expectations, instruction, and assessment

- ◆ Continue training by scoring student writing using WASL anchor sets

2. Publish, display, and celebrate student writing

- ◆ Display quality student work on the PRIDE Wall in the office
- ◆ Post student art work with accompanying writing on school website

3. Analyze 4th grade WASL results as well as primary classroom writing to improve instruction

- In the fall, analyze WASL writing results with Alice Burman
- Make the reading-writing connection: Determine how writing can be integrated into the reading block as well as during homeroom time.

4. Increase writing opportunities within the school day, at home, and afterschool

- Offer an afterschool Writing Club
- Integrate writing into afterschool clubs (Science Journals, Recipe Books, Mane News, Art Dictionaries)
- Provide parent training on stages of writing and the place that conventions and handwriting have in the writing process

GOAL 3: MATH - By the end of 2008, 80% of the 3rd graders, 80% of the 4th graders, and 80% of the 5th graders will meet or exceed the math WASL standards

Action Plans

1. **Develop a Madison belief system about mathematics based on research, best practice, and teacher knowledge**
2. **Teacher training on aligning Math Trailblazers to the GLEs**
 - ◆ Encourage grade level, district-sponsored math training on this process
3. **Use RTI and Data Teams to determine appropriate interventions/instruction**
 - Research best practice, research-based ongoing assessments and intervention programs for intermediate students that help pinpoint student strengths and weaknesses. Use Data Teams to design interventions that are specific to student need. (Great Source Program's **Larson Learning®** is powerful software that helps students develop core math concepts and skills with interactive tutorials delivered in a self paced format and extensive practice opportunities using real-life contexts)
4. **Increase student number sense skills through Computation Fluency training**
 - Offer 3 hour training with Anita Lenges from TESC
5. **Use teacher planning/PRIDE enrichment time to reinforce number sense concepts**
 - Through PGOs, prepare Math Trailblazers math games to use during PRIDE so that at least one of the classroom rotations includes a math activity.
6. **Increase parent involvement by sponsoring Family Math Activities**
 - ◆ Grade K- 1: Brown Bag Lunch: How to Help Your Child in Math
 - ◆ Grades 2-3: Brown Bag Lunch : Math Games Day
 - ◆ Grades 4-5: Family Involvement Math Olympics Month
7. **Analysis of WASL and MAP math data to determine areas of improvement and greatest needs**
 - ◆ Use WASL prep materials in grades 3-5
 - ◆ Staff commitment to use WASL math vocabulary (Word Walls, Student Dictionaries, etc)
 - ◆ Develop systematic interventions for Level 1 and Level 2 students (before, during and afterschool)

GOAL 4: SCIENCE - Increase the number of students who meet the WASL standards in science to 65% in 2008.

Action Plans

1. **Analyze WASL results to determine areas of improvement and greatest needs**

- Staff training on WASL format, scientific and test taking vocabulary needed for WASL
- Staff commitment to use WASL vocabulary (Word Walls, Science Dictionaries, etc)

2. Increase science opportunities through classroom, schoolwide, and afterschool speakers, assemblies, and hands-on experiences

- Pt. Blakely field trip, Project Green
- Careers in science speakers
- Afterschool Clubs: Robotics, Ecology Club, Garden Club, etc.
- Science-oriented Field Trips – invite Rotary or Lions to help fund one extra field trip per class

WORK TO BE DONE IN AREAS IMPORTANT TO OUR SCHOOL

SAFE AND INCLUSIVE SCHOOL – PARENT/FAMILY INVOLVEMENT

1. **Provide effective Mentoring Program for new staff**
 - Develop a common philosophy and belief system that anchors decisions and actions about teaching and learning – Revisit mission statement and staff agreements
 - Create a Staff Handbook for easy reference
 - Designate a mentor for each new teacher
 - Provide on-going support and assistance

2. **Schoolwide Discipline Plan:** staff members continue to use a schoolwide discipline plan
 - Schoolwide motto: We succeed with PRIDE
 - Keep track of discipline data through database collection
 - Provide consistent parent communication regarding behavior through a Schoolwide Behavior Form
 - More alternatives during recess
 - Social skills training during PRIDE time
 - Re-design student behavior incentive program “A-Team”
 - Continue Community Service Club (5th graders) and Leadership Team (4th graders)
 - Promote student success through a number of schoolwide celebrations (Random Acts of Kindness Month, Monthly Character Traits, Likable Lions Recognition, Weekly Friday Celebration Assemblies, Fun Runs, National Bike Day)
 - Utilize weekly Student Study Team meetings more regularly to intervene earlier with parents, staff, and students
 - Continue social skills and anti-bullying lessons by Social Services Coordinator

3. **“Back to School” Social**

4. **The Welcome Room-** this safe room will offer activities and support for students and their families who are experiencing homelessness before and after school

5. **Community partnerships with:**
 - Capital Olympia Rotary Club
 - WSU Food Sense Program
 - First United Methodist Church,
 - Avanti High School,
 - Northeast Neighborhood Association,
 - Washington Mutual,
 - Twin Co Credit Union

TARGETED ASSISTANCE

The elements of the K-12 Reading Model from OSPI has helped Madison refine its schoolwide efforts. By having a reading specialist, that person can help coordinate the data, interventions, and Data Team meetings. We will continue to strengthen our reading program for all students by using:

- Sound practices such as high quality resources that have accompanying intervention materials (Harcourt and Read Well)
- Extended reading block of 90 minutes
- Walk to Read model where students are grouped according to instructional need
- Additional time (30-90 minutes) using technology programs (Waterford and Fast ForWord) and small group instruction
- Specialized instruction by certificated support teachers
- Differentiated instruction by classroom teachers – focusing on reading skills and strategies
- Reading motivational activities (Accelerated Reading, Reading Between the Lions Month)
- Ongoing assessments that help target and focus instruction (DIBELS, Harcourt, Star)
- Extended learning classes outside the day that integrate enrichment activities with literacy learning
- Reading Buddies that meet weekly with identified students
- Parent involvement activities (parent literacy meetings and parent ed workshops offered by district Title 1 Program)

TECHNOLOGY IMPLEMENTATION

1. TIER 1 CURRENT REALITY: Determine what skills the staff and students currently have and what skills they will need to fulfill the efforts of the school improvement plan. Staff will demonstrate proficiency in these Tier 1 actions:

- Produce learning materials more effectively
- Communicate quickly with email
- Find instructional resources on the internet
- Keep/organize student information, grades more effectively
- Classroom Website: Post grades, classroom information, calendar, info for parents, etc.
- Office Suite software training
- Internet 1 –searching for information, copyright, citations
- Internet 11 – finding instructional resources

2. TIER 2 FUTURE PLANNING

- Brainstorm and share ideas
- Deliver visual presentations
- Represent information visually
- Conduct one-computer classroom lessons

- Facilitate group discussions and lessons
- Students write papers, reports on computer or SmartBoards
- Classroom Website: Post educational sites and resources

3. STANDARD TECHNOLOGY RESOURCES: Determine what resources staff and students currently have and what resources they will need to fulfill the efforts of the school improvement plan.

- Standards-based computer
- Access to at least one printer
- Internet access
- Office suite productivity software, including MS Publisher
- Online teacher lesson resources
- Access to student management software

