

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

SCHOOL: Margaret McKenny Elementary School

INTRODUCTION:

The use of data and research are not new at McKenny Elementary School. The staff at McKenny continuously reflect on state, district and classroom-based assessments, in conjunction with Grade Level Expectations, to evaluate and direct instruction and learning. Additionally, our plan reflects a shared belief that there are many qualitative aspects of our work that contribute to and enhance student learning.

As we review current WASL data and look at trends, there are specific strands where improvements could be made. These strands, in addition to proximal and preceding skill sets, are the focus of our 2007-2008 School Improvement Plan.

In addition to our content area student achievement goals, we have also included a number of specific plans to improve our work as a staff and our work with McKenny families and community members. These goals reflect our understanding that there are important benefits to working on how we collaborate and make decisions, and that these will improve the quality of our work life and directly and positively impact students. As demographics continue to change at McKenny, we are committed to finding ways to improve our work with all families and children.

GOAL 1: READING - By the end of the 2008 school year, 75% of third graders, 88% of fourth graders and 81% of fifth graders will meet or exceed WASL standard in the area of reading. Specific area of focus will be in the areas of Informational Text Comprehension and Literary Text Comprehension.

Action Plans

- ◆ Continue the implementation of DIBELS reading assessment in grades K-2. Further utilize the progress monitoring aspect of the program in addition to the 3 benchmark assessments.
- ◆ Hold a “Battle of the Books” for grades four and five to promote reading fluency, comprehension (as evidenced in Accelerated Reading Assessments) and cooperative team work.
- ◆ Provide staff development training for primary and intermediate teachers in developing stations and reading strategies to support best practice in Literacy instruction.
- ◆ Establish a “Walk-to-Read” model of instruction, at the first grade, to better accommodate the varying needs of students. Allocate para educator time during this block as well as utilize parent volunteers to reduce group size during instruction.

- ◆ Provide staff development in the area of Informational texts. Teachers will learn how to infuse informational texts into read-a-louds, guided reading, and guided writing.

GOAL 2: WRITING - By the end of the 2008 school year, 79% of fourth graders will meet or exceed WASL standard in the area of writing. Specific area of focus will be in the areas of Content, Organization and Style in Narrative writing and an overall focus on Expository writing.

Action Plans

- ◆ Grade level teams will collaboratively score two writing projects; one of which will be a science writing exercise. A common rubric, developed by McKenny staff, will be used in assessing student performance.
- ◆ Continued and expanded use of “kidspiration” as a prewriting and organizational tool.
- ◆ Focus on writer’s use of “Voice” during library sessions to infuse “Voice” into student writing.

GOAL 3: MATH - By the end of the 2008 school year, 79% of third graders, 79% of fourth graders and 69% of fifth graders will meet or exceed WASL standard in the area of math. Specific focus will be in the area of Algebraic Sense and Basic Facts.

Action Plans

- ◆ Utilize software, Math Fact Blaster, to increase students’ facility with basic facts and algorithms, at all grade levels.
- ◆ Create a math block for grades four and five and establish a weekly enrichment opportunity to build on unit themes through additional practice and extensions.
- ◆ Provide math resources, and support, for students who need additional challenges and higher level math opportunities.
- ◆ Implement CMP 2 (4 units) in the fifth grade classrooms.

GOAL 4: SCIENCE - By the end of the 2008 school year, 50% of fifth graders will meet or exceed standard in the area of science.

Action Plans

- ◆ Hold, at a minimum, two strand-based Learning Fairs (Physical, Life or Earth) that highlight the integration of all content area learning (including reading, math, writing, art, technology, etc...).
- ◆ Use school designed science templates that reflect the inquiry process in science writing.

- ◆ Continue to develop and refine the culminating grade level writing experiences for each science strand.
- ◆ Continue to sort lunchroom food and expand this practice to our staff room and pod centers. Specific next steps will include assessing the efficiency of our paper recycling in the office and at the classroom level.

Goal 5: ARTS – To enhance and incorporate the visual arts with other core disciplines.

Action Plans

- ◆ Study the Art GLE'S
- ◆ Examine the way Art GLE'S are already met through our work and discuss new ways we can meet this requirement with a specific emphasis on the integration of art with other content areas.
- ◆ Share lesson plans and ideas at both the grade and school level.

WORK TO BE DONE IN AREAS IMPORTANT TO OUR SCHOOL

SAFE AND INCLUSIVE SCHOOL:

Currently, at McKenny, a conflict resolution model is taught and utilized to support students in solving problems. We have developed a school-wide system to identify appropriate noise levels in different areas of the school. Our plan for next year will include the following:

- ◆ Create a “Lifeskills” program, schoolwide, where we teach, discuss and recognize positive and productive social and emotional development.
- ◆ Establish bi-monthly assemblies to recognize student academic and social achievement as well as build a sense of community across grade levels and programs.
- ◆ Offer staff development opportunity to begin learning basic phrases and communication in Spanish. Additionally, continue and expand use of translating software applications so all significant communications can also be provided in Spanish.
- ◆ Based on the book “The World Café”, a two-part staff development opportunity will support our staff in decision-making and the collaborative process.

TARGETED ASSISTANCE:

In order to build capacity and provide early intervention, we have established a multidisciplinary team (MDT) comprised of general education teachers, special education staff and administration. The purpose of this team is to generate strategies and practices that will positively impact student behavioral and/or academic performance.

Additionally, several grade levels have established homework clubs to provide students with support. For the 2007-2008 school year, we plan to establish the following programs:

- ◆ A “Walk-to-Read” model of literacy instruction in the first grade. This approach will provide all first grade students with appropriate level instruction for a portion of their literacy block.
- ◆ A math enrichment component for fourth and fifth grade students. This will take place once every two weeks for each grade and include strategies for organizing work, math extensions and basic skills practice. Additionally, a supplemental program, outside of the school day, will be established for students who need accelerated experiences in math.
- ◆ Utilizing classroom-based assessments and DIBELS, we will identify those students who require additional support and provide individual and small group instruction as needed.

TECHNOLOGY IMPLEMENTATION:

In the third year of our Intel grant, McKenny has continued to incorporate technology as a tool in student learning. Third, fourth and fifth grade students participated in a series of lessons, with our technology coordinator, in developing presentations, accessing current information for lessons and research. We also have 6 teachers who are participating in Peer Coaching. For next year we will participate in the first roll-out of teacher computers

and work stations. We are planning to incorporate trainings throughout the year to continue moving teachers to Tier 2 in the use of technology. One major goal is to continue and enhance our integration of technology with science as well as in all academic areas. Specifically, we will:

- ◆ Continue to integrate technology in our FOSS science curriculum through the use of our wireless lab.
- ◆ Hold two formal training sessions for teachers to learn and become comfortable in their use of the new technology (including laptops, document camera and projector). Additionally, we will incorporate into our existing staff meetings, mini-trainings from staff on their use of technology as an instructional tool.
- ◆ Continue to have students utilize technology for research, presentations and word processing at all grade levels.

PARENT/COMMUNITY INVOLVEMENT ACTIVITIES TO IMPROVE STUDENT LEARNING:

Community involvement is a critical component of our school. We benefit from a very active PTO, which has facilitated several community events, including social nights, grade level party nights and a welcome-back barbecue. We also held a science fair this year in conjunction with an ice cream social. We surpassed our goal this year in participation, with over 100 students involved. Our efforts next year will include:

- ◆ Diversifying our Site Council
- ◆ Holding 2-3 Science Fair support nights to assist parents in helping their children create a project.
- ◆ Utilize parent volunteers to support literacy in first grade and math enrichment for grades fourth and fifth.
- ◆ Continue to hold 4 events that invite families in for breakfast throughout the year.

