

## **School Improvement Plan Narrative Overview**

### **James L. Boze Elementary School**

#### **PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2010- 2011**

The main themes that emerged from our comprehensive needs assessment are: Reading and Math Student Achievement, Family and Community Involvement. Based on the needs of our students and community, goals in these areas were developed, aligned with state standards and address state AYP targets. Our goals portray high standards and expectations and reflect a clear, consistent and shared focus. Research-based materials and instructional strategies are implemented for all students through our reading and math strategies and activities.

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated, overall, that our students continue to make Adequate Yearly Progress in this area. Students in grades third, fourth and fifth did not achieve the expected results as measured by the 2011 MSP. We are not satisfied with our current indicators of growth on the MSP and are therefore intentionally focusing our efforts to significantly improve our students' achievements in this area. We look for higher achievement as measured by the 2012 MSP.

In the area of mathematics, we see a significant area of improvement needed. Our student's performance as measured by the 2011 MSP did not meet our established targets. A significant emphasis on mathematics, along with many layers of support across our school district and within our school, in order to effectively address the concerns in this area is needed if we are to see a significant increase in the level of student performance in mathematics, as measured throughout the school year with formative assessments and in a summative manner on the 2011 MSP.

#### **OVERVIEW OF SCHOOL IMPROVEMENT 2011-2012**

##### **Continuous Improvement Process and Stakeholder Participation**

The content of this plan represents the ongoing work and goals established within Boze Elementary for the 2011-2012 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members in grade level teams and staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff's review of student assessment data, the prioritization of staff and team goals, and the articulation of specific "next steps" in our work toward student achievement. We will continue the use of an exceptionally competent Instructional Coach in the areas of reading and math.

Having this continuity in instructional practices, positively impact our students reaching standard in these areas. The establishment of goals and focus areas for Boze Elementary's work incorporates partnership with our School Centered Decision Making (SCDM) and School Improvement Planning (SIP) teams, including parent representation. Our PTA's focus on supporting learning at the classroom level, specifically through the opportunities to work with various families through programs, such as Title I, affords us the opportunity to both share and seek input

from our stakeholders in the development of school areas of focus. This ongoing process influences our work and the establishment of our goals.

Assessment measures used in addition to MSP:

MATH –Math Expressions tests, District Math Assessment, teacher observations and anecdotal notes.

READING – DIBELS, Progress Monitoring, TSI, Reading Mastery, Read Well, Read Naturally, SIPPS, Corrective Reading, AR, STAR, and DRP

Students are assessed throughout the year, using district and classroom based and State assessments as well. Progress toward meeting academic benchmarks is reported formally during Partnership Conferencing and Report Cards. Informal updates on student academic performance are included in assignment book communication, scheduled and informal parent-teacher meetings and phone calls. Aligned assessments identify misconceptions, helping teachers focus re-teaching to be more effective. In addition, the components of the instructional program meeting the needs of Boze's special populations include the use of differing levels of instructional materials within the same curriculum, as well as group work within the Learning Resource Center and Title 1 programs with highly qualified certificated staff.

In addition to the research-based strategies included in the SIP Action Plan, Boze staff will continue collaboration in grade level and vertical teams using curriculum mapping in math. This aligns academic of curriculum to State standards and expectations more transparent.

### Review of Data to Establish Improvement

## Achievement

Spring Data (expressed as a percentage of students meeting standard)

<b>Grade 3</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	58.6	44.3	50.0	35.4	54.5
<b>Mathematics</b>	57.1	36.2	47.1	29.2	45.5

<b>Grade 4</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	69.2	71.9	67.2	43.5	52.6
<b>Mathematics</b>	46.2	71.9	26.9	40.3	35.1
<b>Writing</b>	44.6	56.1	55.2	50.0	29.8

<b>Grade 5</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	44.6	54.5	65.5	48.4	27.7
<b>Mathematics</b>	29.7	36.4	34.5	28.1	24.6
<b>Science</b>	5.4	16.4	12.7	9.4	9.4

The school-wide data from the 2011 MSP indicates marginal strength in Reading performance. This data matches the progress as measured in our primary classrooms using district and classroom-based assessments. Our students' performance on the reading portion of the 2011 MSP indicates that our students did not make adequate yearly progress in grades 3-5. Our work in this area continues to be teachers coming together regularly to review student work and reviewing ongoing formative assessments to make instructional decisions that support student learning in the classrooms and layers of intervention that are provided through our Title I reading program. (See action plan for specific intervention strategies.)

#### GOAL 2 READING:

- Instructional alignment with GLEs and district goals.
- On-going assessments.
- Instructional planning based upon data analysis.
- Team collaboration including leadership from Instructional Coach, Administration and Literacy committee
- Research-based/ Reading First Strategies including 120 minutes of direct instruction at the appropriate level.
- Teacher training including: Standards –Based Instruction, Learning Targets, Progression of Learning, Reading First Strategies, Student Engagement, ELL Strategies and 5 Dimensions of Teaching and Learning Framework and Cultural Competency.
- Interventions.
- Extended learning opportunities.
- Partnerships with parents.

In the area of Mathematics, our student's performance at all grade levels did not meet the State standard. Our instructional focus in this area will be the implementation of our new math program as we work to increase the level of academic success in mathematics. The District's support of this work with the infusion of Instructional Coaches, ongoing professional development for teachers through a regional PLC, combined with our school's regularly scheduled grade level collaboration sessions, and the development of intervention and enrichment plans to respond to student achievement will all contribute to the work designed to significantly and positively influence our students' achievement. (See action plan for specific intervention strategies.)

#### GOAL 1 MATH:

- Instructional alignment with State Standards and district goals.
- On-going assessments of student learning.
- Instructional planning based on data analysis.
- Team collaboration including leadership from Instructional Coach, Administration and Math Committee.
- Minimum of 70 minutes of daily math instruction.
- Teacher training based upon staff needs including: Standards-Based Instruction, Learning Targets, Progression of Learning, Student Engagement, ELL Strategies and Cultural Competency.
- Extended learning opportunities.
- Partnerships with parents to increase the understanding of math concepts

## Attendance

(Average daily attendance K-5)

2008-2009	2009-2010	2010-2011
94%	94%	95%

We have implemented an Attendance Recognition Program which encourages our students to attend school. Our program includes monthly recognition for perfect attendance in their classroom, Terrific Kids Assembly and each student's receives a specially designed perfect attendance pencil. Perfect attendance classmates take a group photo for hallway display. During our end of year assembly students with perfect attendance for the entire year are invited to have pizza with the principal and receive a special certificate and pin.

In an effort to educate students and parents about the importance of consistently attending school, we emphasize the detrimental effects of being absent from school in our parent newsletters. If the student begins to have frequent absence, letters of concern are sent to the student's parents and arrange a meeting for the parents with the principal, teacher and counselor.

### **Planning for Transitions** (between grade levels)

Research indicates that students who struggle in school are most likely to "fall through the cracks" when transitioning from one grade span to the next. Knowing this, as part of our counselor's guidance activities, 5<sup>th</sup> grade classroom visits are regularly scheduled to talk to students about middle school expectations. In the spring, middle school counselors come to our school to create student schedules. This year, we plan to continue the opportunity for 5<sup>th</sup> graders to spend a portion of one day at First Creek Middle School, where they will meet their "buddy" for the next year and, in general, get a feel for their new school. Transitioning to Middle School with 6th grade orientation includes working with middle schools to provide input for smooth transition of students to middle school and Transition Middle School Summer School. Vertical teaming in K-5 grades provides academic support in math and reading. Staff will meet to discuss struggling students and collaborate on interventions to assure successful transitions.

Boze's schoolwide program provides support to parents and families of students who will be experiencing a significant grade transition (P-K; K-1; 5-6). Our plan for transitioning incoming Kindergarteners includes: Providing registration and transition invitation information to local daycare providers, Pre-School to Kindergarten Transition Night and the First Day of School Open House.

Boze Elementary works in conjunction with the Early Childhood Educational Assistance Program (ECEAP) Transition Plan to support parents and children with their transition to kindergarten.

### **Characteristics of High Performing Schools**

It is difficult to isolate just a few of the characteristics of high performing schools as they are so interrelated and foundation to the work. We know that we really need to move in each of the nine areas of improvement as outlined by the state, however there are three that emerge as needing particular attention in this year's work. A **Clear and Shared Focus** is promoted through the strong alignment by all staff about our beliefs and values about working with children, about learning, and about our climate. We use a process (SCDM) for decision making to establish specific goals of focus to generate ideas and respond to ideas, to create ownership and commitment.

Differentiating instruction around math so that our teachers are identifying and supporting the learning needs of our diverse student population will be what we will focus on this year. We work continually on promoting **High Levels of Collaboration and Communication**. We will address this characteristic through formal structures such as our weekly collaboration time that's built into the school day and regularly scheduled staff meetings. There are small team meetings in our Title I and Special Education programs that will work in conjunction with our more informal strategies for regularly communicating and working interdependently with all staff about school-wide initiatives, teaching and learning goals, daily routines and procedures, and connecting with our school community. Finally, **Effective School Leadership** is demonstrated by a range of staff members at Boze Elementary. Small teams gather and set goals and one or more team members takes the lead for moving tasks forward and sharing with the whole group. Various staff members participate in district and state level leadership opportunities in order to bring the work back to our entire staff and lead particular ventures. In these larger, and in daily small situations, staff members are empowered and take the initiative to make decisions and move our professional work forward for the benefit of students and their learning.

### **Professional Development Opportunities**

A great deal of the staffs' learning at Boze is a result of our teachers coming together around student work and learning from each other as they constantly seek to improve their practice. More formal professional development from the district will inform our school-based training around our focus area of math. Our Instructional Coach, teacher leaders and principal will continue to lead the work in implementing the elements of the 5 Dimensions of Teaching and Learning ensuring the appropriate use of Learning Targets and Student Engagement.

Boze's schoolwide program goals are focused on helping students meet state standards in math and reading. Our professional development on standards-based instruction and classrooms is an example of our work to align curriculum, instruction and assessment with State Standards.

Tacoma School District provides training opportunities, incentives and compensation. The district provides a broad spectrum of classes on assessment, standards-based instruction and best practices in the content areas. Staff will receive extra pay to attend these classes and clock hours/university credits are frequently offered.

The district also supports and encourages school-based training that support the school's SIP goals with building-based optional day pay for certificated staff. In addition to classes, Instructional Coach at each Title I school will provide ongoing, job embedded staff development.

In math we will continue to align math materials with State Standards and analyze assessment data for math interventions. Staff will participate in Extended Learning Opportunity training to ensure success with our extended day math program.

### **Highly Qualified Teachers**

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources send each school a list of the teachers with their teaching qualifications. Boze's principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOUSE Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training focus is on best practices in reading and math. All para educators that work with students in the instructional setting meet NCLB highly qualified requirements. Ongoing professional development is offered at the district level. As an integral part of our staff, para educators are encouraged to attend Boze's trainings.

Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth. Through the Professional Learning Community, staff will have a voice. Our goal to provide a supportive learning environment includes support for staff.

Professional Growth Plans for each teacher includes Standard III, 'Demonstrates knowledge of subject content and the elements of effective instruction' and focuses on Component IIIA, 'Demonstrates command of content-area knowledge and state standards as well as implements district-adopted resources and curriculum. Staff development to support teacher's include the following:

- \* Standards Based Classrooms
- \* Assessment and using data to inform instruction
- \* Goal Setting
- \* Grade level instructional strategies

Teachers receive substantive feedback through formal observations, required by the district and informal observations. Staff will also receive feedback as part of their Project Quality Professional Growth Plans. Administration and our instructional facilitator provide on-going and embedded support and follow-up to professional development. The Administration through informal and formal observations will ensure implementation in the classroom. The Instructional Coach provides coaching, modeling and feedback on the use of skills and strategies.

### **Recognition of Non-Academic Learning**

At Boze Elementary, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning with a particular focus of integrating the arts throughout the curriculum. Students are provided opportunities to explore the arts through drama, visual arts, music and movement. Fifth graders may elect before school band and orchestra explorations at the feeder middle school. All students are provided the opportunity to participate in afterschool academic and or enrichment activities such as: music, dance, visual and media art, computers, intramurals, Zumba, animal characters yoga, Accelerated Reading, Math Maniacs and Homework Helper.

### **Safe and Supportive Learning Environment**

The Boze Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the four B's school-wide expectations of Be Respect, Be Kind, Be Responsible, and Be Safe, our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. Having adopted the Kids at Hope philosophy, we know students can achieve success if they are able to articulate their future in four destinations: Home & Family, Community & Service, Hobbies & Recreation and Education & Career, we know without a doubt "ALL KIDS are CAPABLE OF SUCCESS, NO EXCEPTIONS! This year we will adopt the Compassionate schools and CHAMPS which is a proactive & positive approach to classroom management program which will bring consistency of expectations across all classrooms and grade levels. There is a pervasive attitude that all Boze students belong to all Boze adults. The use of the Safe and Civil School Matrix help to create a no-tolerance approach to behaviors that violate safety and respect. Boze has a comprehensive counseling program for classrooms, small groups, and individual students. Working together, we actively and explicitly promote a safe and supportive learning environment for all students.

### **Equity Issues**

The District's focus on cultural competency and the Action Plan for closing the achievement gap drives our school's efforts this year. Our performance data trends on the WASL and now MSP show that our greatest gap is between our white student population and African American and Latino males in both math and reading. Our professional development in math, address culturally responsive teaching strategies that can be applied to all subject areas. Intervention activities that include additional time for struggling students will be built into the day and provided after school as well. Because many of our students are on free or reduced lunch, we acknowledge that their learning needs cannot be met if their basic needs at home go unmet. Therefore, the counselor continues to work with Tacoma 360 to assist in fulfilling needs in this area.

### **Technology**

Boze Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Student technology instruction includes regular access to a computer lab an average of 60 minutes a week, AR testing, Computers on Wheels (COWS) two rolling carts which have twenty-eight laptops each, the daily use of document camera/LCD projector bundles by our teachers, opportunities for word processing, internet research for project-based learning by our third, fourth and fifth grades. This year English Language Learners have access to Imagine Learning software. Teachers will continue developing their math instruction through the use of Math Expressions' Think Central website.

### **Parent, Family and Community Involvement**

We believe strongly in the power of parent and family involvement in our school and have worked hard over the years to have developed a strong parent involvement component into Boze Elementary. We are fortunate to enjoy a rich and intentional support from our PTA as they funnel their energies and resources directly back to students and learning. Additionally, we have used our Title I money to provide for family curriculum nights where we have taught parents how to help students with homework.

This year we will have several evenings where we bring parents onboard with our new math program so they know how to help their children at home. We know that many of our parents work and are unable to volunteer in the classroom. Boze provides opportunities for parents to be involved in other meaningful ways in their child's education. We do however; have a small number of volunteers who support the learning of our students. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as mentors from the neighborhood church, back to school supplies are donated. Student Council sponsors an annual food drive to support our families in need during the holidays

Ongoing activities with an academic emphasis are scheduled to provide opportunities for parents to meet and interact with school personnel. Communications home and Partnership Conferences also allow for interaction between parents and staff. Information about our Title I Program, AYP status, Parent Involvement Policy, and Highly Qualified staff is shared annually during September's Open House. (Please see the attached Parent Involvement Calendar.)

Boze's School-Parent Compact was reviewed and revised with input from parents in the Spring 2011. The compact was then printed in our handbook and distributed to all parents and families at the beginning of the school year. The compact was discussed with parents and students during the first session of Partnership Conferencing. (See attached copy of Boze's School-Parent Compact.)

Tacoma School District encourages parents to participate in the annual parent/community survey. A copy of the survey and results are used as part of our goal setting efforts.

Boze Elementary sends home to parents and families monthly newsletters with information about upcoming events, items of concern and opportunities for involvement. Teachers send home progress reports and provide information on their SWIFT websites. The district also has in place a communication system that allows our school to send personalized voice messages to parents to encourage parents and families to be actively involved in their children's education.

Increasing parental involvement is one of our main goals. At Partnership Conferencing we meet with parents and students, establish academic goals, assessments and report cards are explained and compacts and expectations are shared. These are then monitored on an ongoing basis throughout the year. Along with compacts, parent policies are shared with parents at the beginning of the school year. We have included our parent involvement plan in our building plan. Title I parent involvement funds have been allocated to our school as required to support building based meaningful parent involvement activities. Parents and staff work together to develop and support parent involvement training/activities for 2010-2011.

Boze counselor and nurse work with local county programs to help families connect with needed health and social services. The district McKinney-Vento Act liaison connects homeless families in our school with social services and provides ongoing support

### **Coordination of Fiscal Services**

Much of what we are able to do to support student learning comes from our Title I budget. This is of course over and above our district allocation which is actually quite small. We have also benefitted from a technology grant that provided for our student laptops

While categorical and basic education funds are tracked separately in Tacoma, the programs work together to meet the needs of all students and support the schoolwide program goals. Through the work of Professional Learning Community, schoolwide planning and SCDM, Title I, ELL, Special Ed. and the Homeless liaison team with Basic Ed. to improve academic achievement in Reading and Math, coordinating services for identified students and families. Title I Staff, administration and the Instructional Coach help teachers coordinate intervention and instructional services for our students with high academic needs. Title I also works closely with homeless services with the district. To support schoolwide implementation, Title I provides technical assistance and NCLB support, Curriculum & Instruction provides professional development, research and instructional support, Purchasing supports expenditures, Human Resources facilitates staffing and provides Highly Qualified information, Research & Evaluation provides data. Boze continues to build a strong relationship with the Community. Boze's staff works with the district's Homeless liaison to identify and provide intervention services for homeless students and their families.

Boze's School Improvement Plan has been aligned with the Tacoma School District's Improvement Plan (DIP). It includes an integration of, the Title I School Wide Plan, ECEAP preschool program, and McKinney Vento Act.