

School Improvement Plan
Narrative Overview

Crescent Heights Elementary School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2010-11

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students did not continue to make Adequate Yearly Progress in this area. Students in grade three performed with nearly 82% of students meeting standard in Reading. While this progress represented good performance in our third grade scores, we did not achieve the expected results as measured by our fourth and fifth grade students as measured on 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 to higher achievement as measured by the 2012 MSP.

In the area of Mathematics, we saw a significant area of improvement, at third, fourth and fifth grades. Our student's performance as measured by the 2011 MSP met our established targets. A significant emphasis on mathematics, along with many layers of support across our school district and within our school are needed in order to effectively address further improvement in this area if we are to see continual increases in the level of student performance in mathematics as measured throughout the school year with formative assessments and in a summative manner on the 2012 MSP.

OVERVIEW OF SCHOOL IMPROVEMENT 2011-12

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2011-2012 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-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 to provide interventions in Math through the Learning Assistance Program (LAP). We believe that this has had a positive impact on our students reaching standard in Math.

The establishment of goals and focus areas for our school's work is also established in partnership with our CORE Team which includes parent representation. Our PTA's focus on supporting learning at the classroom level is demonstrated through funding field trips, Theater and Author Assemblies, books for the Library, and substantial financial support for classroom equipment and supplies.

Review of Data to Establish Improvement**Achievement**

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

Grade 3	2006	2007	2008	2009	2010	2011
Reading	77.6	87.6	72.0	88.5	80.5	82.0
Mathematics	72.6	93.8	75.3	79.3	76.6	77.4

Grade 4	2006	2007	2008	2009	2010	2011
Reading	91.1	87.1	87.2	73.1	75.0	67.6
Mathematics	60.9	55.9	87.2	52.7	56.8	69.0
Writing	72.6	76.3	72.3	74.2	76.1	74.6

Grade 5	2006	2007	2008	2009	2010	2011
Reading	89.2	87.3	85.4	82.0	72.2	67.4
Mathematics	61.7	75.5	66.0	71.0	53.3	72.2
Science	34.4	33.3	41.5	43.0	22.2	64.0

The school-wide data from the 2010 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 made adequate yearly progress in grades 3-5. Our work in this area continues to be teachers coming together 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 by volunteers and teacher tutorials before and after school.

In the area of Mathematics, our student's performance at all grade levels did meet the state standard. Our instructional focus in this area will be the continued 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 math coaches; ongoing professional development for teachers, coaches and principals; combined with our school's weekly grade level collaboration sessions, implementation of the District Math Assessment, and the development of intervention 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 interventions strategies.

Attendance

(Average daily attendance K -5)

2007-08	2008-09	2009-10	2010-11
95.4%	95.4%	95.3%	93.8

Planning for Transitions (between grade levels and grades)

Research tells us that students who struggle with 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 to visit, 5th grade classrooms to talk to students about middle school expectations during our second trimester. Later in the spring, middle school counselors come to our school to develop their 6th grade schedules. Towards the end of the year, 5th, 6th, and Special Education teachers meet to discuss students who have exceptional learning needs. We also plan to build in summer activities for students that include a program at Meeker Middle School for students identified as in need of extra support. Between grade level transition activity will be conducted by the outgoing and incoming teachers to discuss every child’s areas of strengths and concern.

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 foundational to the work. We know that we really need to consider each of the nine areas of school improvement as outlined by the state, however there are three that emerge as needing particularly 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. Differentiating instruction around math so that our teachers are identifying and supporting the learning needs of our diverse student population will be the focus of this year. We work continually on promoting **High Levels of Collaboration and Communication**. We will address this characteristic through formal structures such as weekly collaboration time at grade levels, regularly scheduled staff meetings, and small team meetings in our LAP and Special Education programs. School and District initiatives will be discussed at more formal professional development sessions utilizing time afforded by Waiver days, building and district optional days. Finally, **Effective School Leadership** is demonstrated by a range of staff members at Crescent Heights Elementary. Our CORE Team functions as a decision making group for SCDM and School Improvement Planning. Additionally, various staff members participate in district 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 Crescent Heights 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 teachers 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. Grade level teams will meet with neighboring schools to form Professional Learning Communities to discuss best practices in Mathematics Instruction.

Highly Qualified Teachers

Leave Blank for CAB Title I staff to complete.

Recognition of Non-Academic Learning

At Crescent Heights 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 through the PTA sponsored Reflections program. Children are offered alternative and enrichment experiences such as computer room recess alternative, before school band and orchestra explorations, and Library, art, musical performance and Spanish lessons outside the school day. Overall, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture.

Safe and Supportive Learning Environment

The Crescent Heights Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. Our Safety Committee reviews and revises practices and procedures in our Discipline and Emergency Plan each year. A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our counseling program for whole groups, small groups, and individual students. We will enhance our Safety Plan through school-wide training of staff and students in the revised H.I.B. District Policy. 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 will drive 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 students in reading. Our professional development in math and reading will address culturally competent 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 before 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, our counselor will continue to work with Tacoma 360, a program that coordinates services to assist families in need.

Technology

Crescent Heights Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes access to computers in every classroom, Computers on Wheels Carts and the daily use of document camera/LCD projector bundles. There are also opportunities for word processing, internet research for project-based learning, and the use of a closed circuit TV network in our computer Lab.

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 develop a strong parent involvement component into our school program. 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 are planning for family curriculum nights where we will teach parents how to help students with homework. We do however, have many volunteers who regularly work with children to support learning, who help monitor progress in reading and math, and who make classroom presentations in the arts. Beyond working with families, we regularly seek out ways to partner with our greater community through such strategies as an annual food drive to support our families in need during the holidays, back to school supply donations, and Veterans' Day presentations.

Coordination of Fiscal Services

Crescent Heights provides an excellent academic program with limited fiscal resources through coordination of services. More systematic intervention practices for students performing below grade level will be afforded through an increased LAP Budget this year. This funding is over and above our district budget allocation which is actually quite small. Fundraising through our PTA will allow us to provide a wide range of enrichment of activities at all grade levels.