

School Improvement Plan
Narrative Overview

Mann Elementary School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS
2010-2011

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students are continuing to make Adequate Yearly Progress in this area. More than 65% of our third grade students met standard in reading 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 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 2012 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 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. The establishment of goal and focus areas for our school's work is established in partnership with our SCDM and/or SIP team of which includes parent representation. Our PTA's focus on supporting learning at the classroom level, specifically through the infusion of technology and the support of the arts as well as opportunities to work with various families through programs such as Title 1 and LAP 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.

Review of Data to Establish Improvement**Achievement**

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

Grade 3	2007	2008	2009	2010	2011
Reading	51.3	59.2	57.3	50.8	65.8
Mathematics	52.6	49.5	48.0	41.0	50.0

Grade 4	2007	2008	2009	2010	2011
Reading	54.5	48.7	50.0	56.9	42.9
Mathematics	33.3	48.7	28.3	34.7	33.3
Writing	37.9	39.7	43.5	44.4	31.7

Grade 5	2007	2008	2009	2010	2011
Reading	69.0	55.6	58.2	53.4	47.7
Mathematics	46.5	43.8	50.7	30.7	35.4
Science	14.1	15.6	14.9	6.8	

The school-wide data from the 2011 MSP indicates significant improvement in the 3rd grade 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 in 4th and 5th grades did not meet standard and teachers will need Professional Development to move students to meet standard. 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. Layers of intervention, provided by our Title I specialists, and the implementation of IBD (inquiry by design) will support this ongoing goal. (See action plan for specific intervention strategies.)

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 math coaches, ongoing professional development for teachers, coaches and principals combined with our school's weekly 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.)

Attendance

(Average daily attendance K-5)

2007-08	2008-09	2009-10	2010-11
93.4%	93.7%	94.1%	94.3%

Planning for Transitions (between grade levels)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one grade to the next. In an effort to start the school experience as successfully as possible, we have several transition opportunities for incoming kindergarten students and families. Head Start students visit kindergarten classes on several occasions during the school year. Parents of Head Start students can attend an orientation in the spring. In June, a Parent Academy night is conducted to inform incoming kindergarten parents what activities they can do to prepare their children for school. Grade level transition activities will be conducted between the classroom teachers, in the spring, to assist in the movement from one grade to the next. In August 2011, our 5th grade teachers participated in training to implement the AVID program. (Advancement Via Individual Determination). This program will help students become organized and responsible. In addition, our 4th grade students are participating with the AVID program in a limited manner. Middle school guidance counselors visit 5th grade classes to talk to students about middle school expectations. These visits occur after winter vacation and again later in the spring. In addition, middle school counselors return in June to develop students’ 6th grade schedules. Towards the end of the year, 5th and 6th grade teachers meet to discuss students who have exceptional learning needs. This year we plan to add opportunities for 5th graders to spend a day at the school they will be attending where they will meet their “buddy” for the next year and in general get a feel for their new school. We also plan to build in summer activities for students that include home visits for those students who have had attendance problems in elementary school.

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 move in 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 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, regularly scheduled staff meetings, and small team meetings in our Title One 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 Mann 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 Mann 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. Staff members attend math PLC’s. Our academic coach 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. Title 1 funds are supporting multiple book studies around math misconceptions, math interventions, students' naturally emerging capacities and ways of learning based on their chronological ages. In addition our Title 1 staff participates in monthly PLC's.

Highly Qualified Teachers

Mann Elementary currently has 25 certificated staff members who work with students in classrooms, as specialists and support staff. We have 4 paraprofessionals that support all students, K-5th grade and work closely with our LRC, ELL and Title I programs. Mann's staff is over 100% highly qualified with an average of 11.7 years of teaching experience. We have 3 staff members who have their National Board Certification. More than 34% of Mann staff has Master's degrees. Mann administration works closely with Human Resources to ensure we have highly qualified staff at our school.

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.

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. The School 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 HOUSSSE 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 is focused on best practices in reading and math.

Recognition of Non-Academic Learning

At Mann 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. Children are offered alternative and enrichment experiences such as an indoor game room as a recess alternative, before school band and orchestra explorations. Overall, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture. 3rd grade students and teachers have learned how to play chess which strengthens problem solving and logic skills. A Mann parent runs an after school book club where students have the opportunity to express their creativity and demonstrate their comprehension of the text read. Another afterschool program offers students opportunities to take classes varying from cooking to basketball to cheerleading.

Safe and Supportive Learning Environment

The Mann Elementary School staff is purposeful and intentional in its work to create a safe and supportive environment. Built upon the three school-wide expectations of Respect, Responsibility, and Safety, our staff believes in the direct instruction, modeling, and ongoing practice of expected behaviors and attitudes for learning within our school. Having adopted the Compassionate Schools and Champs programs consistency exists across all classrooms and grade levels in this area and there is a pervasive attitude that all Mann students belong to all Mann adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a comprehensive counseling program for whole groups, 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 will drive our school's efforts this year. Our performance data trends on the 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 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 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, our counselor will continue to work with Tacoma 360 to assist in fulfilling needs in this area.

Technology

Mann Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards and the daily use of document camera/LCD projector bundles. Each student has access to computers with opportunities for word processing, internet research for project-based learning, and the use of a technology-supported student publishing center. The District has provided Mann with two portable classroom sets of laptop computers with Wi-Fi internet. During lunchtime, students are able to access our computer lab to work on a program that supports the district's core math curriculum. (Think Central)

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 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 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 that 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 so we provide these opportunities so parents can be involved in other the very meaningful ways in their child's education. We do however, have a number of 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 mentors from the neighborhood church, an annual food drive to support our families in need during the holidays, back to school supply donations, and Veterans' Day presentations. Love and Logic classes are available to parents and staff and are instructed by a Love and Logic trainer. This program provides support and instruction in helping families and classroom teachers develop positive environments for Mann students.

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 SMART boards and some laptops. Mann Elementary has a blended Title 1 /LAP model this year. Our school has 75.8% poverty and as a result we receive a Title 1 Allocation of \$202,015 and a LAP Allocation of \$35,000. Our Title 1 allocation is spent on 1.5 certificated teachers, a temporary .5 classified staff member and a .5 Coach. The certificated staff members work with small groups of students focusing on the skills students need to meet the standards. The coach models, mentors and provides opportunities for staff to collaborate and gives them feedback to improve instructional strategies. The LAP allocation pays for a .875 classified staff member. Our LAP classified staff member works as an interventionist with the level 1 and 2 students who are identified as not meeting standard. These students are rank ordered and served according to their needs. The LAP classified staff member is supervised by the principal, Title 1 staff, and classroom teachers.