

School Improvement Plan 2010-2011

Narrative Overview

Wainwright Elementary School

PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2009-10

Our students' progress in the area of Reading, as measured by the WASL, demonstrated overall that our students are continuing to make Adequate Yearly Progress in this area. Students in grade four performed with 74.5% of students meeting standard in Reading. While this progress represented growth in our fourth grade scores, we did not achieve the expected results of our third and fifth grade students as measured on the 2010 Measurement of Student Progress (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 have assigned additional staff and volunteers to support an increase in student achievement this year. We look to higher achievement as measured by the 2011 Measurement of Student Progress (MSP).

In the area of Mathematics, we see an area of improvement needed. Our student's performance as measured by the 2010 MSP in third and fourth grade represented growth, but our fifth grade students 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 Measurement of Student Progress.

OVERVIEW OF SCHOOL IMPROVEMENT 2010-11

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2010-2011 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. One change that we are implementing this year is working with a mathematics facilitator each day. We believe that this change will have a positive impact on our students reaching standard in these areas. The establishment of goal and focus areas for our school's work is also established in partnership with our SCDM and/or SIP team to include parent representation. Our Learning Assistance Program (LAP) will partner with parents to give us the opportunity to share information with them and seek input from them in ways that we can increase student learning and support their children. This ongoing process will influence our work and help us establish our goals this year.

Review of Data to Establish Improvement

Spring, 2010 MSP Data (expressed as percentage of students meeting standard):

Subject Area	Grade Level		
	3rd	4th	5th
Mathematics	76.9	74.5	62.9
Reading	69.2	89.4	77.1
Writing	N/A	76.6	N/A
Science	N/A	N/A	31.4

The school-wide data from the 2010 MSP indicates strength in Reading performance, except at the third grade level. This data matches the progress as measured in our classrooms using district and classroom-based assessments. Our students' performance on the Reading portion of the 2010 MSP indicates that our students 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 through our LAP reading program, volunteers and building para-educator. (See action plan for specific intervention strategies.)

In the area of Mathematics, our student's performance at third and fourth grade levels did indicate growth, but our fifth grade did not. 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.)

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 guidance activities, 5th grade classroom visits to talk to students about middle school expectations occur after winter vacation and later in the spring middle school counselors come to our school to develop their 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. Between grade level transition activity will be conducted between the outgoing and incoming teachers who will discuss every child's areas of strengths and concern. It is also planned that our fifth grade teachers will take part in AVID training in July 2011.

Characteristics of High Performing Schools

Wainwright Elementary School demonstrated strengths in 2009-2010 on three indicators of High Performing Schools. In the area of *High Standards and Expectations for All Students--Academic Focus*, the staff at Wainwright reported a high emphasis on standards and accountability. In the area of *Curriculum, Instruction, and Assessments Aligned with State Standards—Assessment* was noted as being effectively implemented. The staff at Wainwright reported that when creating a *Supportive Learning Environment—Personalized Learning for All Students*, they enjoy giving immediate recognition to students and like to keep their environment positive for students. This was another area of strength. There are five indicators that are at the initial, beginning, and developing stage: *Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Teaching and Learning, Focused and Professional Development, and High Levels of Family and Community Involvement*. The staff continues to engage in ongoing conversations regarding prioritizing our focus for 2010-2011. One indicator that requires serious improvement is *Effective School Leadership*. Staff members understand that capacity building and distributed leadership are required to implement change. Major focuses and goals this year will include creating a high functioning SCDM and building relational trust.

Professional Development Opportunities

A great deal of the staffs' learning at Wainwright 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 academic coaches 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. A strong emphasis will be placed on making each classroom a culturally responsive learning environment for our students this year.

Highly Qualified Teachers

All staff members at Wainwright Elementary are highly qualified teachers.

Recognition of Non-Academic Learning

At Wainwright Elementary, we believe in educating the whole child! This belief is demonstrated by a strong emphasis on creating a focused, structured, and nurturing environment. Overall, we work to promote the values of helping others, giving back to community, and the building of a collaborative work culture. The Fircrest Kiwanis Club partners with Wainwright Elementary and has implemented a successful Terrific Kids Program for our students. We will expand and more clearly define the program this year.

Safe and Supportive Learning Environment

The Wainwright 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. There is a pervasive attitude that all Wainwright students belong to all Wainwright adults. A no-tolerance approach to behaviors that violate safety and respect is combined with a supportive safety net through our Solution Room Specialist as well as 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 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 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 public and private agencies to assist in fulfilling needs in this area.

Technology

Wainwright 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 computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, internet research for project-based learning, and the use of a technology-supported student publishing center. The staff is committed to implementing the use of technology into the reading program by having students participate in Accelerated Reading program from Renaissance Place. Teachers are also utilizing ThinkCentral as part of the Math Expressions program to support an increase in student learning in math.

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 LAP 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. 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.

Coordination of Fiscal Services

Much of what we are able to do to support student learning comes from our LAP budget. This is of course over and above our district allocation which is actually quite small.