

**Washington Elementary School
School Improvement Plan**

April 26, 2012

PIM Team Members

Nancy Takis-Conway, Principal

Cynthia Anderson- Teacher

Cindy Hennessey-Teacher

Michelle Coscia- Teacher

Amy Conant-Greene - Teacher

School Council Members

Nancy Takis-Conway – Principal

Ellen Patterson - Teacher

Cindy Hennessey – Teacher

Joan Rogers- Teacher

Violeta Alvarez – Parent

Trynda Clark – Parent

Dineen Dusablen - Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Washington Elementary School is a special education program for students in grades Pre- K through six who have been unsuccessful in a traditional school setting due to social/emotional and behavioral disabilities. Students may also have developmental delays, or significant intellectual impairment. The Washington School facilitates the transitioning of students from more restrictive programs such as hospitals or residential programs. It is the only alternative elementary school among Lynn's nineteen elementary schools.

Enrollment Data 2011-2012

As of October 1, 2011 there were 56 students enrolled at the Washington Elementary School. 100% of the students have Individualized Educational Plans with social/emotional and behavioral disabilities. The students often have significant cognitive disabilities and learning disabilities.

| School | Number | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % LEP | % Low Income | % Special Ed |
|------------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|
| Washington | 56 | 26.8 | 1.8 | 37.5 | 0 | 28.6 | 5.4 | 21.4 | 5.4 | 92.9 | 100 |
| Lynn | 13,731 | 12 | 10 | 51 | 0.3 | 23.1 | 3.5 | 53.6 | 19.6 | 82.4 | 16.5 |
| State | 953,369 | 8.3 | 5.7 | 16.1 | 0.2 | 67 | 2.5 | 16.7 | 7.3 | 35.2 | 17 |

NCLB Status

In both English Language Arts and Mathematics, the NCLB Accountability Status is considered **Improvement Year 2**. In English Language Arts, the Improvement Rating is **Improved Below Target**. In Mathematics, the Improvement Rating is **No Change**.

MCAS Results

| Grade 3 Reading | P+ | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 3 Math | P+ | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 4 ELA | Advanced | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 4 Math | Advanced | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 5 ELA | Advanced | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 5 Math | Advanced | Proficient | Needs Improvement | Warning |
|-------------------------------|-------------------------------|-------------------|--------------------------|----------------|
| | School Lynn | School Lynn | School Lynn | School Lynn |
| 2009 2010 2011 | Not enough students in cohort | | | |

| Grade 6 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2009 | 0 | 6 | 10 | 41 | 30 | 36 | 60 | 17 |
| 2010 | 0 | 4 | 10 | 41 | 50 | 33 | 40 | 22 |
| 2011 | NA | 5 | NA | 37 | NA | 37 | NA | 21 |

| Grade 6 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2009 | 0 | 10 | 9 | 28 | 45 | 33 | 45 | 30 |
| 2010 | NA | 10 | NA | 26 | NA | 30 | NA | 34 |
| 2011 | NA | 10 | NA | 26 | NA | 30 | NA | 34 |

| All Grades ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2009 | 0 | 5 | 3 | 34 | 21 | 41 | 76 | 19 |
| 2010 | 0 | 5 | 7 | 43 | 27 | 36 | 67 | 16 |
| 2011 | 0 | 7 | 4 | 44 | 48 | 34 | 48 | 15 |

| All Grades Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2009 | 0 | 9 | 6 | 28 | 35 | 34 | 59 | 28 |
| 2010 | 4 | 13 | 15 | 27 | 35 | 34 | 46 | 26 |
| 2011 | 0 | 12 | 12 | 29 | 38 | 33 | 50 | 26 |

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS is administered three times a year - fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three through six.

The following chart shows the percentage of the Washington Elementary School students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2009 - 2011.

Washington- K

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Letter Naming Fluency | Fall | 87 | 13 | 0 | 70 | 20 | 10 | 50 | 17 | 33 |
| | Winter | 41 | 59 | 0 | 38 | 23 | 39 | 75 | 0 | 25 |
| | Spring | 41 | 35 | 24 | 50 | 14 | 36 | 75 | 0 | 25 |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Initial Sound Fluency | Fall | 14 | 57 | 29 | 70 | 10 | 20 | 17 | 0 | 83 |
| | Winter | 6 | 70 | 24 | 17 | 50 | 33 | | | |
| | Spring | NA | | | | | | | | |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Phoneme Segmentation Fluency | Fall | NA | | | | | | | | |
| | Winter | 24 | 24 | 52 | 9 | 9 | 82 | 25 | 12 | 63 |
| | Spring | 28 | 33 | 39 | 21 | 43 | 36 | 0 | 63 | 37 |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Words Fluency | Fall | NA | | | | | | | | |
| | Winter | 29 | 12 | 59 | 18 | 9 | 73 | 25 | 0 | 75 |
| | Spring | 22 | 28 | 50 | 36 | 21 | 43 | 29 | 42 | 29 |

**Washington
Grade 1**

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Letter Naming Fluency | Fall | 55 | 0 | 45 | 22 | 39 | 39 | 36 | 37 | 27 |
| | Winter | NA | | | | | | | | |
| | Spring | NA | | | | | | | | |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Phoneme Segmentation Fluency | Fall | 11 | 45 | 44 | 28 | 28 | 44 | 27 | 37 | 36 |
| | Winter | 10 | 30 | 60 | 40 | 40 | 20 | 58 | 34 | 8 |
| | Spring | 10 | 70 | 20 | 78 | 22 | 0 | 91 | 0 | 9 |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Word Fluency | Fall | 45 | 22 | 33 | 17 | 22 | 61 | 27 | 9 | 64 |
| | Winter | 9 | 46 | 45 | 13 | 27 | 60 | 25 | 17 | 58 |
| | Spring | 30 | 10 | 60 | 28 | 39 | 33 | 27 | 9 | 64 |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | NA | | | | | | | | |
| | Winter | 25 | 25 | 50 | 7 | 13 | 80 | 17 | 8 | 75 |
| | Spring | 14 | 43 | 43 | 11 | 6 | 83 | 27 | 9 | 64 |

**Washington
Grade 2**

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Word Fluency | Fall | 14 | 14 | 72 | 75 | 0 | 25 | 36 | 18 | 46 |
| | Winter | NA | | | | | | | | |
| | Spring | NA | | | | | | | | |

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 17 | 33 | 50 | 50 | 25 | 25 | 18 | 18 | 64 |
| | Winter | 12 | 12 | 76 | 14 | 29 | 57 | 14 | 14 | 72 |
| | Spring | 14 | 0 | 86 | 14 | 29 | 57 | 15 | 23 | 62 |

**Washington
Grade 3**

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|----|-------------|------|----|-------------|------|-----|
| | | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 8 | 0 | 92 | 17 | 17 | 66 | 0 | 0 | 100 |
| | Winter | 0 | 7 | 93 | 12 | 25 | 63 | 0 | 20 | 80 |
| | Spring | 0 | 9 | 91 | 17 | 0 | 83 | 0 | 17 | 83 |

**Washington
Grade 4**

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|-----|-------------|------|----|
| | | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 0 | 0 | 100 | 17 | 0 | 83 |
| | Winter | 0 | 0 | 100 | 37 | 12 | 51 |
| | Spring | 0 | 0 | 100 | 33 | 11 | 56 |

**Washington
Grade 5**

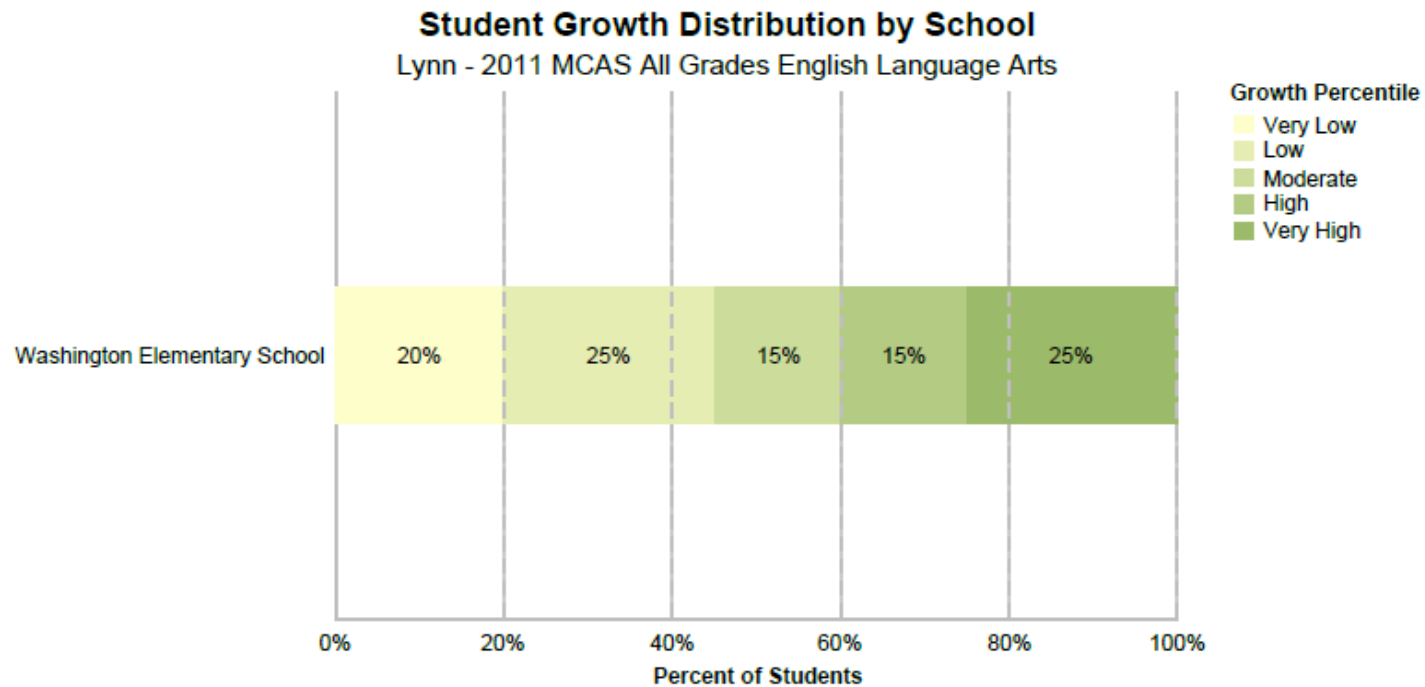
| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|-----|-------------|------|-----|
| | | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 0 | 0 | 100 | 0 | 20 | 80 |
| | Winter | 11 | 11 | 78 | 0 | 0 | 100 |
| | Spring | 0 | 0 | 100 | 0 | 25 | 75 |

**Washington
Grade 6**

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | | | | 0 | 22 | 78 |
| | Winter | | | | 10 | 20 | 70 |
| | Spring | | | | 25 | 0 | 75 |

Student Growth Percentile

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

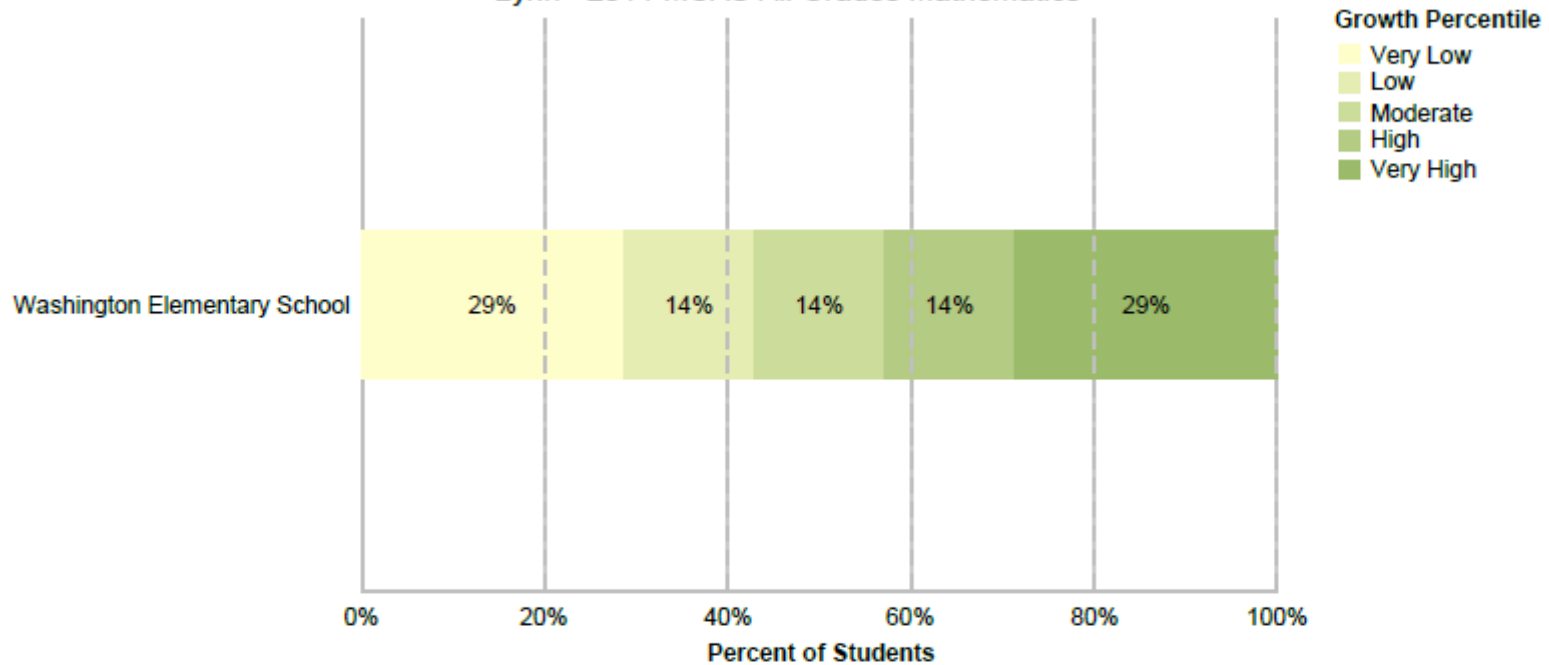


| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|------------------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Washington Elementary School | 20 | 4 | 5 | 3 | 3 | 5 | 4% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|------------------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Washington Elementary School | 21 | 6 | 3 | 3 | 3 | 6 | 12% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Implementation Summary of 2011/2012 School Improvement Plan

The following chart gives the goals from Washington Elementary School SY 2011 - 2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

| <p style="text-align: center;">Measurable Goals</p> | <p style="text-align: center;">Strategies</p> | <p style="text-align: center;">Implementation Status/Results</p> |
|--|--|--|
| <p>Goal: To meet AYP in ELA</p> | <p>Teachers will present opportunities for activating prior knowledge and make connections to text, self, and world; as well as model and demonstrate procedures to support comprehension.</p> | <p>Before beginning instruction, teachers activate prior knowledge and help students make connections to the text. Teachers have incorporated reading comprehension strategies (oral and written format), into the students' daily literacy block. By implementing these comprehension strategies across the curriculum, students have shown improvement in the comprehension skills. Although some students are not performing at their grade level, there has been noticeable improvement. Decoding difficulties continue to negatively impact comprehension.</p> |
| | <p>Teachers will systematically instruct, model, and demonstrate comprehension strategies necessary to understand given text.</p> | <p>All teachers systematically instruct the Six Basic Reading Comprehension Strategies found in the LPS grade level ELA binders. Decoding difficulties negatively impacted some students' abilities to show marked improvement with comprehension and fluency. DIBELS and Maze Progress monitoring was completed by teachers biweekly. The Corrective Reading Program used in grades 3 – 6 also showed significant improvement in the student's fluency. Students also read at their independent levels to help improve fluency in both the am and pm ELA blocks. Grades PK – 2, teachers used a variety of programs, including but not limited to, Trophies, Sidewalks, OWL and Foundations. Teachers report that there has been an increase in both student fluency and comprehension.</p> |

| Measurable Goals | Strategies | Implementation Status/Results |
|--|---|--|
| <p>Goal: To meet AYP in Math</p> | <p>Teachers will provide instruction of math standards involving number sense concepts.</p> | <p>Pre and post tests were administered for each math strand. The students were then placed in groups according to their abilities. Teachers instructed students in the area of number sense using a variety of materials: Every Day Counts Calendar board, Houghton Mifflin Math, Groundworks, Problem Solvers and teacher made materials; Mad Minute Math was also used. Word walls and math vocabulary journals were used but need to be implemented with fidelity.</p> |
| | <p>Teachers will provide opportunities to practice multi-step words problems.</p> | <p>Teachers provided systematic direct instruction to develop strategies enabling students to solve multiple step word problems (understanding of the question, vocabulary, order of operation and selecting the appropriate strategy). Students worked on calendar board and daily word problems using Houghton Mifflin, Groundworks, Daily Mathematics Challenges and Problem Solvers. The teachers of grades 3 – 6 used previous MCAS questions and prompts.</p> |
| <p>Goal: Improvement in all content areas</p> | <p>Teachers will use strategies in all content areas to improve student vocabulary acquisition and appropriate application.</p> | <p>All teachers utilized and maintained word walls in ELA and Math and incorporated higher level tier II & III vocabulary into Collins writes. Teachers planned for the integration, repetition, and meaningful use of learned vocabulary. Various strategies were used to implement vocabulary. Vocabulary journals in all content areas were used but need to be implemented with fidelity.</p> |
| | <p>Teachers will provide instruction to help students understand, apply, and internalize coping strategies necessary to increase their pro-social on task behavior.</p> | <p>Teachers implemented the Washington Elementary School's comprehensive behavior management system (procedures and protocols, daily point sheets, weekly levels and differential reinforcements). Students participated in cooperative games, social skills groups, character education themes, and monthly community service. The Second Step program was implemented each week, either by the health teacher or the classroom teacher. Positive Behavior Intervention System was incorporated into the existing behavior management system. Individual and group counseling sessions. Raw Arts was implemented and used for art therapy for individual students. A significant improvement was noted in the SWIS data, documenting the overall decrease in office referral, suspensions and restraints.</p> |

Washington Elementary Pre K - 6 SY 2012-2013 School Improvement Plan

Goal

The Massachusetts Department of Elementary and Secondary Education (DESE) measure school success by calculating the AYP in ELA and Math. The Washington Elementary Pre K – 6 School does not have information regarding AYP for 2011 because the student group did not meet the minimum cohort requirements for grades 3, 4, and 5. The number of students administered the MCAS in each grade was less than ten. To remain in compliance with NCLB, we have one goal.

- **The goal is to decrease the number of students in the At Risk category (DIBELS benchmark testing) and increase the number of students in the Some Risk and Low Risk categories. The Washington School will decrease the number of students in the Warning category and increase the number of students in the Needs Improvement and Proficient categories in both ELA and Math according to MCAS Performance Levels**
- **Increase on task, pro-social behavior during structured and unstructured times.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report shows that we are in **Improved Below Target** for ELA and **No Change** for Mathematics.

Washington School uses a variety of formal, informal and authentic assessments to measure student progress, strength and weaknesses (Key Math, Woodcock-Johnson, DIBELS benchmark and progress monitoring, Sidewalks, Wilson, Corrective Reading Program, Trophies, Maze, Foundations, OWL). Results from these assessments show that our students have made individual growth from year to year (Student Growth Percentiles, DIBELS progress monitoring, student portfolios). Growth is commensurate with cognitive and emotional profiles. The Washington School Data Team works directly with the May Institute to analyze SWIS data and implement differential reinforcement for Tier 2 and Tier 3 behavior. Our team recognizes the following areas of weaknesses that need to be addressed:

Weaknesses in All Content Areas:

- Students have difficulty using and applying grade level content area vocabulary
- Students have difficulty managing their behavior, pro-social and on-task behavior

Weaknesses in ELA:

- Students continue to struggle with the reading comprehension strategies
- Students continue to struggle with word analysis (phonemic awareness, phonics, and fluency)

Weaknesses in Math:

- Students struggle with number sense
- Students struggle with solving multi step word problems

Student Learning Objectives

The action plan that follows outlines the six student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will acquire and apply vocabulary in all content areas.
- Students will acquire and practice reading comprehension strategies
- Students will acquire and practice decoding skills and improve fluency
- Students will increase abilities in number sense
- Students will increase pro-social, on-tasks behavior

Washington Elementary SY 2011-2012 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To improve the Composite Performance Index in ELA to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Reading difficulties impact the students' ability to understand the text presented as well as utilizing the reading comprehension strategies so that students can identify the main idea as well as make inferences across the curriculum. |
| Student Learning Objective | Through systematic instruction of the reading comprehension strategies, students will be able to select appropriate strategies and apply them across all content areas. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|---------------------------------|--|--|
| Teachers will systematically instruct, model and demonstrate each of the six district reading comprehension strategies daily. Using a gradual release of responsibility, students will select and apply the appropriate comprehension strategy when reading in the content areas. | Daily Sept. 2012 – June 2013 | Books of various genre at developmentally appropriate levels, Trophies reading program, released MCAS questions, overhead projectors/transparencies, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, Foundations, OWL, Sidewalks, <u>Keys to Comprehension How to Help Your Kids Read It and Get It!</u> By Susan Zimmermann and Chryse Hutchins | Student work samples, teacher observation, formal/informal assessments, student oral responses, open response prompts, professional development plans, lesson plan books, Collins writes |

Washington Elementary SY 2012 - 2013 School Improvement Plan

| | |
|-----------------------------|---|
| Goal | To improve the Composite Performance Index in both ELA and Math to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Lack of exposure to rich literature and global experiences during the pre-school years. The Washington Elementary Pre K – 6 School is an alternative school with a high mobility rate from within and outside the district therefore students come with varying literature experiences. |
| Student Learning Objective | Students will use and apply tier three vocabulary in all content areas. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|---|---|
| Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until student can demonstrate an understanding of tier two and three language and appropriate application, through the use of vocabulary journals/binders, vocabulary flash cards on rings, writing for a variety of purposes, short answers, open response questions, and long writes. | Weekly | Books of various genre at developmentally appropriate levels, Trophies, content area journals/binders, <u>Bring Words to Life</u> by Isabel Beck, <u>Words, Words, Words Teaching Vocabulary in Grades 4 -12</u> , reference materials, graphic organizers, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, Sidewalks, OWL, Foundations, Informational text, Read Naturally reading program | Teacher observation, formal/informal assessments, discussions, Collins writes, word sorts/word storming, word walls, lesson plan books, word splashes, professional development plans, vocabulary journals/binders, writes in all content areas |

Washington Elementary SY 2012 - 2013 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To improve the Composite Performance Index in ELA and DIBELS to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Student weaknesses in letter/sound relationships, vowel combinations and phonemic segmentation impact the students' ability to decode words therefore affecting fluency. |
| Student Learning Objective | Students will acquire, practice, and apply strategies for word analysis and develop the automaticity to improve fluency. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|-------------------------------------|--|--|
| Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until student can demonstrate an understanding of word analysis while building a sight word vocabulary at the students' independent and instructional levels. | Daily Sept. 2012 - June 2013 | Books of various genre at independent and developmentally appropriate levels, decodable books, books on tape, sight word lists, readers theater books, Trophies books, SRA Corrective Reading, SRA Reading Mastery, Wilson Reading Program, Florida Center for Reading Research, DIBELS, Imagine Learning, Dolch and Frye Word Lists | DIBELS and Maze scores, teachers informal observations, progress monitoring, lesson plan books, reading inventories, recorded student readings, Imagine Learning, DRA, and Dolch and Frye Word Lists |

Washington Elementary SY 2012 - 2013 School Improvement Plan

| | |
|-----------------------------|---|
| Goal | To improve the composite Performance Index in Math to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Students' weaknesses in number sense and math vocabulary. |
| Student Learning Objective | Students will increase their ability to solve problems in number sense and increase math vocabulary to better understand what is being asked in problems. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|-----------------------------------|--|---|
| Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until student can demonstrate various concepts in the number sense strands and demonstrate an understanding of key math vocabulary. | Daily Sept 2012 -June 2013 | Read, Write and Draw workbooks, Problem Solvers, Groundworks, Houghton Mifflin Math program, LPS pacing guide, Prior MCAS open response questions, pre/post tests, math journals | Student samples – Daily Problem Solvers, Read It, Draw It, Solve It, sample MCAS questions, lesson plan books, professional development plans, word wall, math vocabulary rings |

Washington Elementary SY 2012 - 2013 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To improve the composite Performance Index in Math to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Students' inability to understand the question to be answered, knowledge of how to sequentially solve the problem, as well as weakness in math vocabulary. |
| Student Learning Objective | Students will solve multi-step word problems by understanding math vocabulary and identify the appropriate strategies needed to solve. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--|---|--|
| Teachers will provide direct instruction with gradual release of responsibility (scaffolding) until student can demonstrate and understanding of strategies needed to solve multi-step word problems. Teachers will use various problem solvers two times a week and maintain a math word wall. | 2x per week Sept 2010-June 2011 | Read, Write and Draw workbooks, Problem Solvers, Groundworks, Houghton Mifflin Math program, LPS pacing guide, Prior MCAS open response questions, common planning time | Student samples – Daily Problem Solvers, Read It, Draw It, Solve It, sample MCAS questions, lesson plan books, professional development plans, word wall |

Washington Elementary SY 2012 - 2013 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To improve the composite Performance Index in both ELA and Math to meet the NCLB and state requirements by 2013. |
| Identified Student Weakness | Lack of pro-social strategies due to emotional, mental health and behavioral issues. |
| Student Learning Objective | Students will develop pro-social skills and coping strategies to solve everyday problems/conflicts. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|-------------------------------------|---|---|
| Teachers will provide direct instruction with gradual release of responsibility until student can demonstrate and understanding of coping strategies needed to solve everyday problems/conflicts using skills from the Second Step Program, character education, social skills groups, pragmatic groups, clinical therapeutic counseling individual and group sessions, Washington School's behavior management system (point sheets, levels, behavior charts and/or contracts), and PBIS | Daily Sept. 2012 - June 2013 | Washington School's, behavior management system, PBIS, Peer Proofing, Second Step, HAWC and clinical therapeutic individual and group counseling. Character Education programming, community service projects | Work samples that demonstrate implementation of Second Step Program, Social skills groups, Pragmatic groups, behavior management system, community service efforts, annual school wide theme, lesson plan books, point sheets, levels, SWIS data collection |

Parent Involvement

The Washington Elementary School reaches out to parents through many venues. This school has a PTO/School Council with three caretakers as representatives of the families. The council meets three times per year to discuss the needs of the school presently and in the future. The School Council has been updated regarding PIM planning, MCAS, and AYP status.

The calendar of special events and Washington Elementary School handbook is sent home in early fall. Periodically letters are sent home or Net Connect is used as needed to update parents with important information. The Washington Elementary Pre K – 6 School provides numerous opportunities for the parents to be involved in their child's education. Parents are invited to participate during Math Week, Book Week, Author Share, Science Fair, Multicultural Fair, Art Show, and Words and Windows, Coffee Time with the clinical directors. Throughout the year parents are invited to volunteer in the classroom and share their cultural heritage with students. The school also has an open house in September and two parent teacher conferences to address academic and social progress of students.

The Washington Elementary School has established a parent section in the library; books, magazines, and tapes were purchased addressing many of the issues parents of special education children face at home, in the community, and at school. The school has a space with computer access for parents.

The Washington Elementary School has developed a parents' coffee hour. At the beginning of the school year, parents complete a survey asking them what topics of interest they would like to learn and explore. Professional staff at the school or within the community has led groups in ADHD, Bi-Polar disorder, Medication Issues, Anger Management Issues, MCAS, Behavior Management, Homework, Reading, Gang Awareness, and Accessing community services.

The school and home link is extremely important due to the nature of the students at the Washington Elementary School. Teachers are in daily contact with parents in all grades. After school programs focusing on team work and academics are offered. At parent teacher conferences, food is offered to those parents and the children who attend. For those parents who are unable to attend parent teacher conferences on the scheduled nights, teachers will go to their homes. The teachers are very flexible and will reschedule more convenient times to meet with parents. We have encouraged parents to support the school around learning and behavioral issues. Students can perform acts of restitution at home for misbehaviors at school. We have added to our library, Take-Home packs in all content areas to be used by the students with their families to support educational learning. The Washington Elementary School has incorporated Book It and the daily reading homework to solidify the importance of reading and sharing at home.