

Hathaway Elementary School

Title I Plan/School Improvement Plan 2011 - 2012



Table of Contents

Overview of Hathaway Elementary/Demographics	page 1
State Outcome Assessment/AYP Data	page 2 – 3
Planning Teams	page 3 – 4
Schoolwide Planning Summary	page 4 – 6
Communication Protocols	page 6
Purpose of Plan/Vision	page 6
Goals/Content Area Graphs	page 6 – 8
Parent/Community Involvement Information	page 9
Cultural Competence	page 9
Technological Integration	page 9 - 10
Instructional Program Description	page 10 – 12
Nine Characteristics of Effective Schools	Appendix A
Disaggregated Data	Appendix B
Action Plan	Appendix C

Overview of Hathaway Elementary School

Hathaway Elementary School is one of three elementary schools in the Washougal School District. HES is located in SW Washington, 20 minutes east of the Portland-Vancouver metropolitan area.

HES enrolls approximately 400 students in grades K – 5. There are 24 classroom teachers with an average of 12.1 years of teaching experience. 58% of teachers hold at least a Master’s Degree. Of the 24 teachers, 18 teach core academic classes. The ratio of teachers to students in core academic instruction is 1:22. All classes are taught by teachers meeting the *No Child Left Behind* (NCLB) highly qualified definition.

According to the Washington State Report Card the demographic information for the school is as follows:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=560&reportLevel=School&orgLinkId=560&yrs=&year=2009-10>

Table 1: Demographic Information

Gender (October 2009)		Race/Ethnicity (October 2009)		Special Programs (May 2010)	
Male	53.1%	American Indian/Alaskan Native	1.3%	Free or Reduced-Price Meals	63.1%
Female	46.9%	Asian	2.3%	Special Education	20.1%
		Asian/Pacific Islander	2.6%	Transitional Bilingual	5.2%
		Black	1.8%	Migrant	0.0%
		Hispanic	7.3%	Section 504	1.0%
		White	82.8%	Foster Care	0.5%

Currently, HES is in Step 1 of School Improvement based on the Adequate Yearly Progress (AYP) determinations included within NCLB. During 2009-2010, HES failed to meet AYP for the following categories in mathematics: All; White; Special Education; and Low Income. In addition to being in Step 1 of the Improvement process, HES has been identified as a Tier III school based on federal School Improvement Grant guidelines. The three-year improvement rate for reading and mathematics was downward, -4.1%, and represented an improvement trend less than the state average.

Table 2: Three Year State Outcome Assessment Data

		2008	2009	2010			2008	2009	2010
3 rd Grade	Reading				Mathematics				
	HES	69.9	65.7	66.2	HES	67.1	65.7	40.5	
	State	70.4	71.4	72.1	State	68.3	66.3	61.8	
4 th Grade	HES	62.7	68.6	69.8	HES	48	62.9	46	
	State	72.3	73.6	67.2	State	53.4	52.3	53.7	
5 th Grade	HES	69.2	64.9	55.4	HES	55.1	51.4	31.6	
	State	75.3	74	69.6	State	61	61.9	53.6	

Washougal School District: 2010 Report to the Community

Table 3: Three-Year AYP Summary

	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	
	All		American Indian		Asian/Pacific Islander		Black		Hispanic		White		Limited English		Special Education		Low Income		Other Indicator
2007-2008	Y	Y	<	<	<	<	<	<	<	<	Y	Y	<	<	N	N	Y	N	Y
2008-2009	Y	Y	<	<	<	<	<	<	<	<	Y	Y	<	<	N	Y	N	Y	Y
2009-2010	Y	N	<	<	<	<	<	<	<	<	Y	N	<	<	Y	N	Y	N	Y
	Y	Y	<	<	<	<	<	<	<	<	Y	Y	<	<	Y	Y	Y	Y	Y
	Proficiency										Participation								

R = Reading; M = Mathematics; Y = Met AYP; N = Did not Meet AYP; < = n<Required

School Context:

During 2009-2010, the Washougal School District hired an Instruction and Assessment specialist to work with the building to support school improvement change efforts. This building/district partnership used the Institute of Educational Science (IES) practice guide, *Turning Around Low Performing Schools*, to identify practices to be implemented at HES. Specifically, the following recommendations were selected:

- Signal the need for dramatic change with strong leadership
 - Make the school leader the instructional leader who is highly visible in classrooms
 - Publicly announce changes and anticipated actions
- Maintain a consistent focus on improving instruction
 - Examine school-level data on student achievement to identify specific gaps in student learning

- Have teachers use formative data about individual students to analyze their instruction in light of student progress toward standards
- Have staff conduct a comprehensive curriculum review to ensure that curriculum aligns with state and local standards and meets the needs of all students in the school
- Ensure that all school leaders and instructional staff monitor progress regularly and systematically make adjustments to strengthening teaching and learning
- Make visible improvements early in the school turnaround process
 - Consider some common goals for quick wins:
 - Change the school's use of time,
 - Improve access to resources and the physical facilities,
 - Improve discipline procedure
 - Increase positives given to student
 - Post student achievements in building and classrooms

From September 2009 – present, HES has made several significant changes to enact the recommendations from the Turn Around guide listed above.

The building level leadership team (BLLT) has redefined its roles and responsibilities and now makes recommendations to support the building's multi-tiered instructional framework. The building re-examined and realigned mathematics curriculum/pacing guides to ensure students have access to a guaranteed, viable core program. The new pacing guides for mathematics also have interim assessments built within the scope and sequence. These interim assessments are aligned to the Mathematics Performance Expectations and teachers utilize a pre/post assessment design to inform instructional practices. Teacher professional learning communities analyze these data at least monthly to monitor overall effectiveness of core instruction and to identify students at risk for poor learning outcomes. The building is working to refine a pre/post design system for reading. In addition to these academic changes, HES has implemented a positive behavior intervention support (PBIS) program to increase pro-social behaviors.

In implementing these various initiatives, the BLLT has taken care to attend to ongoing consensus building amongst staff to engage staff in each stage of the planning process and to adjust leadership strategies accordingly.

Planning Team(s)

Role	Name/Title
Parents (Boosters)	Darcy Bjorklund Becky Meek Melissa Tauialo Nancy Kutchera
Leadership Team Licensed Staff	Chera Thompson Cathy Burrows Sue Conway Erin Hayes Kathy Evans Christie Cox Philicia Weaver
Leadership Team	Mindy Smith

Non-licensed Staff	Jamie High
Administrators	*Laura Bolt, Principal
District Staff	Allan Fleck, Director Special Programs Dawn Tarzian, Superintendent Lester Brown, Director of Technology David Tudor, Instruction and Assessment Specialist
Community Members	Becky Meek Barbara Fitzpatrick
PBIS Team	Nicole Tessmer Molly Hayes Mindy Smith Erin Hayes Lisa Kaaihue Marcia Hershaw Jamie High

***Principal will participate with all teams**

Schoolwide Planning Summary

Meeting Date	Agenda Topics/ Planning Step	Participants		
		Ping Team	All Staff	Parents
8/12/2011	Meet with Barbara Fitzpatrick, Community Volunteer Program			
8/23/2011	Meet with teachers who attended Turn Around School Seminar to prepare our presentation to staff	X		
8/24/2011	Meet with PBIS Team to prepare presentation	X		
8/25/2011	Meet with Staff to share TAS and PBIS updates		X	
8/26/2011	Meet with Staff to plan strategies for new school year		X	
8/30/2011	Meet with parents to share AYP data			X
9/7/2011	Share draft of SIP with staff; receive input and recommendations		X	
9/14/2011	Reading Consultant does CWT with Principal and Reading Specialist		X	
9/15/2011	Staff meets by grade level with parents/families to share curriculum and goals for upcoming school year		X	X
9/28/2011	Share draft of SIP with parents, receive input and recommendations			X
10/4/2011	Reading Consultant does CWT with Principal and Reading Specialist			
10/5/2011	Reading Consultant presents workshop on best practices for teaching Read Well K - 2		X	
10/5/2011	Share Final SIP with staff		X	
10/11/2011	Share Final SIP with parents			X
9/2011	Meet with PBIS Team to analyze data and make recommendations	X		
10/12/2011	Meet with Reading Specialist and Leadership Team to analyze data and make decisions		X	

	regarding interventions			
10/19/2011	Leadership Team meets with their PLC to discuss data analyzed at 10/12/2011 meeting	X	X	
10/2011	Meet with PBIS Team to analyze data and make recommendations	X		
10/2011	Meet with Leadership Team	X		
10/25/2011	Meet with Parents to share progress of innovative steps taken at Hathaway and to listen to input			X
11/8/2011	Reading Consultant does CWT with Principal and Reading Specialist			
11/9/2011	Reading Consultant presents workshop on Comprehension and Vocabulary Strategies 3 - 5		X	
11/2011	Meet with PBIS Team	X		
11/2011	Meet with Leadership Team	X		
11/2011	Meet with TASS Team to analyze effectiveness of strategies put into place	X		
11/15/2011	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
1/10/2012	Reading Consultant does CWT with Principal and Reading Specialist		X	
1/11/2012	Reading Consultant presents workshop to staff – Topic TBD		X	
1/2012	Meet with Leadership Team	X		
1/2012	Meet with PBIS Team	X		
1/18,2012	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
1/2012	Meet with Reading Specialist and Leadership Team to analyze data and make decisions regarding interventions		X	
2/2012	Meet with Leadership Team	X		
2/2012	Meet with PBIS Team	X		
2/15,2012	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
3/2012	Meet with Leadership Team	X		
3/2012	Meet with PBIS Team	X		
3/2012	Meet with TAS Team to analyze data and make plans to submit to Turn Around Schools changes made to the environment at Hathaway	X		
3/14/2012	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
3/27/2012	Meet with Parents to share progress of innovative steps taken at Hathaway and to listen to input			X
4/2012	Meet with Reading Specialist and Leadership Team to analyze data and make decisions regarding interventions		X	
4/2012	Meet with Leadership Team	X		
4/2012	Meet with PBIS Team	X		
4/18/2012	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
5/2012	Meet with Leadership Team	X		

5/2012	Meet with PBIS Team	X		
5/16/2012	Staff Meeting/PBIS, TAS and Leadership Team Updates		X	
6/2012	Meet with Leadership Team	X		
6/2012	Meet with PBIS Team	X		
6/12/2012	Meet with Parents to share progress of innovative steps taken at Hathaway and to listen to input			X

Communication Protocols

***Please see Appendix A for survey results for the Nine Characteristics of Effective Schools: Parent/Student/Staff data**

Purpose of Plan

The planning process and schoolwide plan is designed to facilitate systemic change in the entire educational program. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students at Hathaway Elementary School.

Shared Vision and Guiding Principles of Hathaway School

Vision: The Hathaway School community (staff, students, and parents) believes that ALL students' needs come first in all decisions and actions and that ALL students' learning is intellectually challenging and engaging. We expect our students to be educated, safe, responsible and respectful citizens.

Goals:

Measureable Reading Goal: 70% of students in the third through fifth grade at Hathaway will be proficient in reading fiction and non-fiction text by meeting and/or exceeding standards on the reading portion of the spring 2012 MSP.

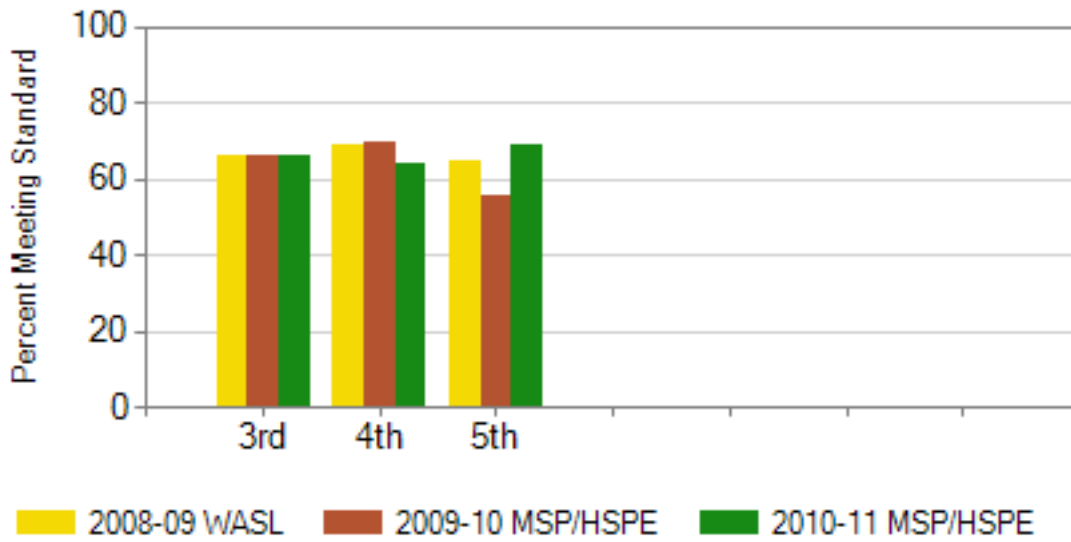
Measureable Mathematics Goal: 65% of students in the third through fifth grade at Hathaway will be proficient in mathematics by meeting and/or exceeding standards on the math portion of the spring 2012 MSP.

Measurable Writing Goal: 60% of students in the 4th grade will be proficient in content, organization, style, and conventions by meeting and/or exceeding standards on the writing portion of the spring 2012 MSP.

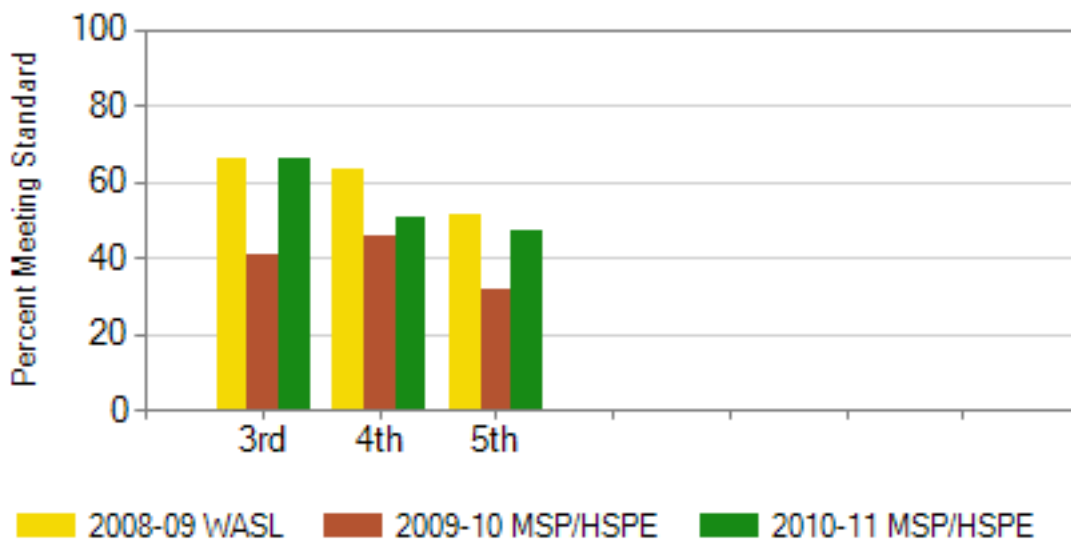
Measurable Science Goal: 65% of students in the 5th grade will be proficient in the science process by meeting and/or exceeding standards on the science portion of the spring 2012 MSP.

Grade Level	Reading	Math	Writing	Science
3rd Grade	66.1%	66.1%		
4th Grade	63.8%	50.7%	42.0%	
5th Grade	68.9%	47.3%		60.0%

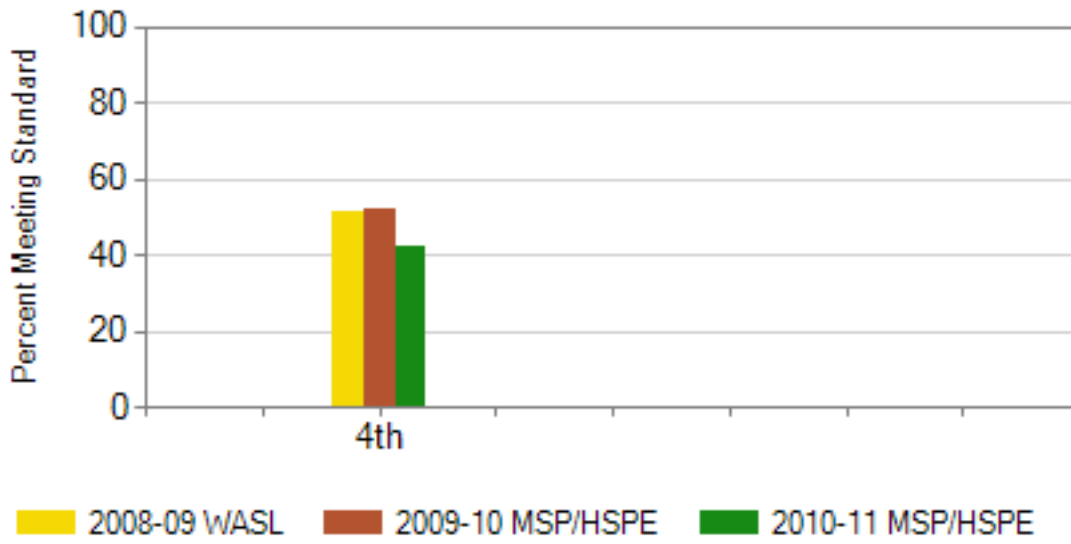
Reading



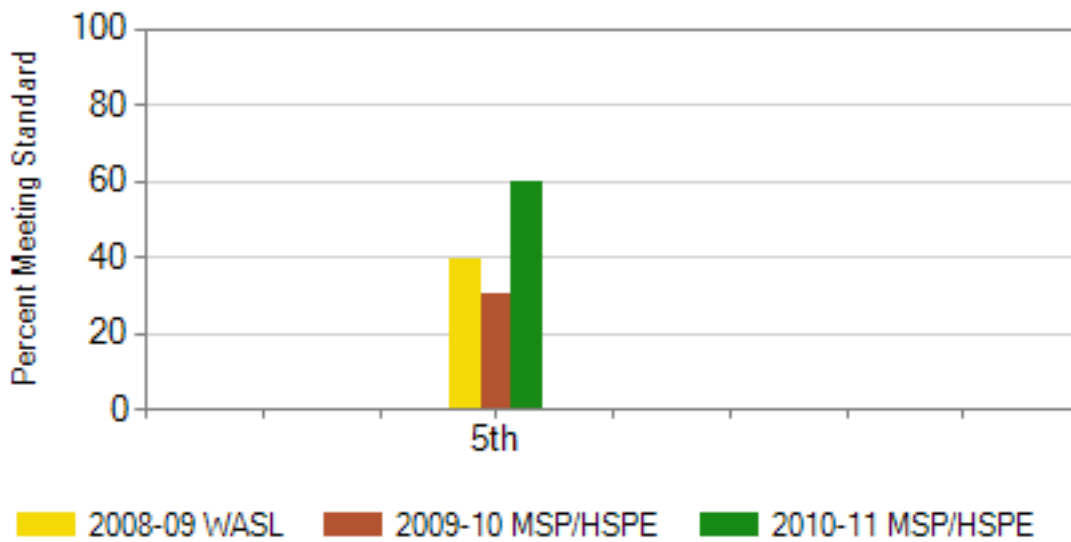
Math



Writing



Science



*Please see Appendix B for disaggregated data related to Reading and Math.

Parent/Community Involvement data

During the 2010/2011 school year, parents were invited to two Title I information nights. One meeting was held in the fall and the second meeting in late winter/early spring. Both meetings were poorly attended. This year, we plan to share the final Title I Plan on November 15, 2011.

At monthly Booster Meetings, there is a place on the agenda where the principal is given an opportunity to update parents on progress made toward school goals.

In addition, Hathaway Elementary sponsored a Science Night, Math Night, and Literacy Night to give parents/families opportunities to work with their children in the different content areas. The focus of each of these nights was to help parents become familiar with how they could work with their children in fun and innovative ways in each content area. The families of approximately 100 children participated in these events.

Plans are to continue with these events. We added a Science Night for children during our Curriculum Night on September 16, 2011 in hopes of increasing parent/family participation. The Science Night for Students was a great success. We averaged 13 families per classroom during our Curriculum Night.

A local church provides volunteers to help with Math and Reading activities. Last year, we had approximately 10 volunteers who worked with students at all grade levels. This year we will have about the same and they will begin helping students in October, 2011.

Cultural competence:

ELL students and families are communicated with in their home language. The ELL teacher:

- Works with students identified as English Language Learners during Walk To Read time and other times during the day to help students with Reading, Writing and Math skills (pullout and push-in model) at their own instructional level

Hathaway Elementary School shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practical, in a language parents can understand.

- We contract with Columbia Services for interpreters and work with the school districts to obtain/use common forms that are compatible to their native language

Technological Integration:

Teachers are required to make Tech Goals each school year prior to October 1st. Teachers are encouraged to attend Tech classes sponsored by the district to enhance the use of technology by students in the classroom. Students have opportunities to interact with the document camera during lessons. Some grade levels will give students opportunities to do research through search engines on computers. Some students will

be able to develop power point slide shows; work with licensed math web sites at school and at home; and work with the teacher on independent activities.

Instructional Program Description

The following IES Practice Guides have informed the creation of the Schoowide Action Plan. The action planning section specifically addresses the areas of literacy, mathematics, and behavior. The IES *Using Student Achievement Data* guide was included since actions from this practice brief are incorporated into all areas of the reading, mathematics, and behavior sections. The recommendations and proposed action steps listed below represent summaries of the guides that were explicitly included within Hathaway's action planning process.

Improving Literacy: Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction
 - Dedicate a portion of regular classroom lesson to explicit vocabulary instruction
 - Provide repeated exposure to new words in multiple contexts
 - Provide students with strategies to make them independent vocabulary learners
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialist
 - Use reliable screening assessments to identify students with reading difficulties
 - Select interventions that provide an explicit instructional focus to meet each student's identified needs
 - Provide interventions where intensiveness matches student needs (focus on group size and time)

Assisting Student Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

- Screen all students three times/year and regularly monitor progress.
- Provide differentiated reading instruction for all students based on assessments
 - Provide training to teachers on data collection and identification
 - Develop data-driven decision rules
 - Provide differentiated instruction based on students' assessed skills
- Monitor progress of students receiving intensive interventions
 - Develop progress monitoring rules for instructional intensity levels
 - Meet regularly and systematically to discuss intervention data

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary Schools

- Screen all student to identify those at risk for potential mathematics difficulties and provide interventions to students at risk
 - Use screening data in combination with state outcome test results
 - Conduct universal screening three times per year

- Provide explicit and systematic instruction for interventions, including providing models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and frequent cumulative reviews
 - Provide students with opportunities to solve problems in a group and communicate problem-solving strategies
 - Ensure that instructional materials and intervention units include cumulative review
- Include intervention instruction on solving word problems based on common underlying structures
 - Teach students about the structure of various problem types, how to categorize problems based on structure, and how to determine appropriate solutions for each problem type
 - Teach generalization of problem-solving strategies (familiar to unfamiliar)
- Utilize a concrete, representation, abstract instructional sequence for mathematical concepts and ideas
 - Use visual representations such as number lines, arrays, and diagrams
 - Use concrete manipulatives as appropriate to develop conceptual understanding
- Systematically progress monitor students receiving supplemental instruction and other student who are at risk
 - Use progress monitoring data to regroup students when necessary
 - Develop progress monitoring rules

Schoolwide Positive Behavioral Interventions and Supports (PBIS)

- Develop a continuum of scientifically based behavior interventions and supports
 - Establish a PBIS leadership team to direct behavioral initiative
 - Develop a written process for PBIS and implementation plan
- Use data to make decisions and solve problems
 - Develop and implement database to track major and minor referrals
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
 - Develop and implement schoolwide expectations
- Implement evidence-based behavioral practices with fidelity and accountability
 - Evaluate PBIS implementation using the Schoolwide Evaluation Tool (SET) twice/year
 - Develop cadre of staff who can conduct evaluations using the SET
- Screen universally and monitor student performance and progress continuously
 - Develop and implement referral form

Using Student Achievement Data to Support Instructional Decision Making

- Make data a part of an ongoing cycle of instructional improvement
 - Collect and prepare a variety of data about student learning
 - Interpret data and develop hypotheses about how to improve student learning
 - Modify instruction to test hypotheses
- Teacher students to examine their own data and set learning goals
 - Explain expectations and assessment criteria

- Provide feedback to students in a timely, specific, constructive, and well formatted manner
 - Provide tools that help students learn from feedback
- Establish a clear vision for schoolwide data use
 - Establish a schoolwide data team
 - Define critical teaching and learning concepts
 - Develop a written plan that articulates activities, roles, and responsibilities
- Provide supports that foster a data-driven culture within the school
 - Designate a school-based facilitator who meets with teacher teams to discuss data
 - Dedicate structured time for staff collaboration
 - Provide targeted PD regularly
- Develop and maintain a [districtwide] data system
 - Plan and stage the implementation of the data system

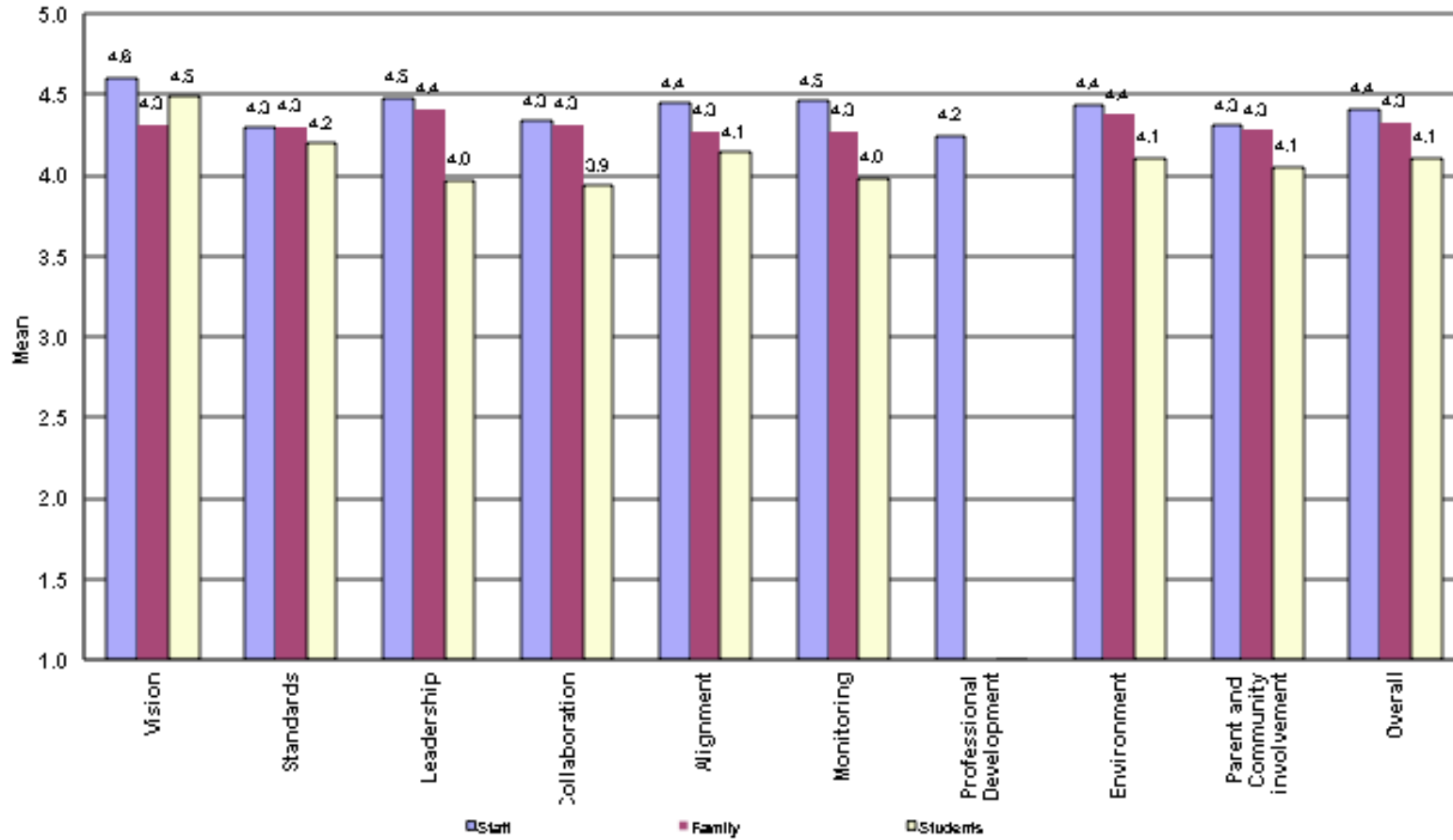
Action Plan:

***Please see Appendix C for our Action Plan**

Appendix A

All Nine Characteristics - Mean, Results by Group
Hathaway Elementary School, 40670

(Professional development results are not generated by the family and student surveys)



Appendix B

Overview of the School's Student Demographics Table											
Overview											
The table below will assist you in determining whether disproportionate representation exists for specific groups at your school.											
<p>A. Composition Index - compares the proportion of students from a group within a disability category or special education program with the proportion of the same group of students in the general school population.</p>											
<p>B. Risk Index - allows you to determine the probability of a specific group of students being placed in special education. (In other words, what percentage of your building's Hispanic students are receiving special education compared to the percentage of Asian students?)</p>											
<p>C. Odds Ratio - compares the risk of students from a minority group to the risk of White students in your building. This provides an indicator of how much more or less likely a student from a particular minority group is to be placed in special education. This is measured as a "risk ratio". A ratio of 1.00 indicates no risk. A ratio of less than 1.00 indicates less risk (under-representation). A ratio of more than 1.00 indicates more risk (over-representation). For example, a ratio of 2.94 for Black students would indicate that Black students are nearly 3 times more likely to be identified for special education than White students in your building.</p>											
*Black includes African American and students who identified as "Two or More Races"; **SPED does NOT include results of the 1% assessment											

Grade 3

STUDENT DEMOGRAPHICS		White	Black*	Hispanic	Asian/ Pac Islander	American Indian	TOTAL	Free/Red	Title	SPED**
1	The number of children from each ethnic or racial background in my school.	44	2	9	1	0	56	42	0	16
2	The percentages of these children in comparison to the total school population. <i>(Line 1 ÷ Total of Line 1)</i>	78.6%	3.6%	16.1%	1.8%	0.0%	100.0%	75.0%	0.0%	28.6%
3	Of the total number of students in my school, the number meeting standard on the Reading MSP.	29	2	5	1	0	37	24	0	8
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 3 ÷ Total of Line 3)</i>	78.4%	5.4%	13.5%	2.7%	0.0%	100.0%	64.9%	0.0%	21.6%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 3 ÷ Line 1)</i>	65.9%	100.0%	55.6%	100.0%	#DIV/0!	66.1%	57.1%	#DIV/0!	50.0%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites; risk of Free/Red ÷ All)		1.52	0.84	1.52	#DIV/0!		0.86	#DIV/0!	0.76
4	Of the total number of students in my school, the number meeting standard on the Mathematics MSP.	28	1	7	1	0	37	25	0	12
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 4 ÷ Total of Line 4)</i>	75.7%	2.7%	18.9%	2.7%	0.0%	100.0%	67.6%	0.0%	32.4%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 4 ÷ Line 1)</i>	63.6%	50.0%	77.8%	100.0%	#DIV/0!	66.1%	59.5%	#DIV/0!	75.0%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites)		0.79	1.22	1.57	#DIV/0!		0.90	#DIV/0!	1.14

Grade 4		White	Black*	Hispanic	Asian/ Pac Islander	American Indian	TOTAL	Free/Red	Title	SPED**
STUDENT DEMOGRAPHICS										
1	The number of children from each ethnic or racial background in my school.	56	5	6	1	1	69	42	0	17
2	The percentages of these children in comparison to the total school population. <i>(Line 1 ÷ Total of Line 1)</i>	81.2%	7.2%	8.7%	1.4%	1.4%	100.0%	60.9%	0.0%	24.6%
3	Of the total number of students in my school, the number meeting standard on the Reading MSP.	38	1	4	1	0	44	27	0	4
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 3 ÷ Total of Line 3)</i>	86.4%	2.3%	9.1%	2.3%	0.0%	100.0%	61.4%	0.0%	9.1%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 3 ÷ Line 1)</i>	67.9%	20.0%	66.7%	100.0%	0.0%	63.8%	64.3%	#DIV/0!	23.5%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites; risk of Free/Red ÷ All)		0.29	0.98	1.47	0.00		1.01	#DIV/0!	0.37
4	Of the total number of students in my school, the number meeting standard on the Mathematics MSP.	32	1	1	1	0	35	20	0	3
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 4 ÷ Total of Line 4)</i>	91.4%	2.9%	2.9%	2.9%	0.0%	100.0%	57.1%	0.0%	8.6%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 4 ÷ Line 1)</i>	57.1%	20.0%	16.7%	100.0%	0.0%	50.7%	47.6%	#DIV/0!	17.6%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites)		0.35	0.29	1.75	0.00		0.94	#DIV/0!	0.35

Grade 5

STUDENT DEMOGRAPHICS		White	Black*	Hispanic	Asian/ Pac Islander	American Indian	TOTAL	Free/Red	Title	SPED**
1	The number of children from each ethnic or racial background in my school.	62	3	8	0	0	73	47	0	12
2	The percentages of these children in comparison to the total school population. <i>(Line 1 ÷ Total of Line 1)</i>	84.9%	4.1%	11.0%	0.0%	0.0%	100.0%	64.4%	0.0%	16.4%
3	Of the total number of students in my school, the number meeting standard on the Reading MSP.	43	2	5	0	0	50	30	0	2
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 3 ÷ Total of Line 3)</i>	86.0%	4.0%	10.0%	0.0%	0.0%	100.0%	60.0%	0.0%	4.0%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 3 ÷ Line 1)</i>	69.4%	66.7%	62.5%	#DIV/0!	#DIV/0!	68.5%	63.8%	#DIV/0!	16.7%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites; risk of Free/Red ÷ All)		0.96	0.90	#DIV/0!	#DIV/0!		0.93	#DIV/0!	0.24
4	Of the total number of students in my school, the number meeting standard on the Mathematics MSP.	30	1	3	0	0	34	17	0	1
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 4 ÷ Total of Line 4)</i>	88.2%	2.9%	8.8%	0.0%	0.0%	100.0%	50.0%	0.0%	2.9%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 4 ÷ Line 1)</i>	48.4%	33.3%	37.5%	#DIV/0!	#DIV/0!	46.6%	36.2%	#DIV/0!	8.3%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites)		0.69	0.78	#DIV/0!	#DIV/0!		0.78	#DIV/0!	0.18

Total										
STUDENT DEMOGRAPHICS		White	Black	Hispanic	Asian/ Pac Islander	American Indian	TOTAL	Free/Red	Title	SPED
1	The number of children from each ethnic or racial background in my school.	162	10	23	2	1	198	131	0	45
2	The percentages of these children in comparison to the total school population. <i>(Line 1 ÷ Total of Line 1)</i>	81.8%	5.1%	11.6%	1.0%	0.5%	100.0%	66.2%	0.0%	22.7%
3	Of the total number of students in my school, the number meeting standard on the Reading MSP.	110	5	14	2	0	131	81	0	14
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 3 ÷ Total of Line 3)</i>	84.0%	3.8%	10.7%	1.5%	0.0%	100.0%	61.8%	0.0%	10.7%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 3 ÷ Line 1)</i>	67.9%	50.0%	60.9%	100.0%	0.0%	66.2%	61.8%	#DIV/0!	31.1%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites; risk of Free/Red ÷ All)		0.74	0.90	1.47	0.00		0.93	#DIV/0!	0.47
4	Of the total number of students in my school, the number meeting standard on the Mathematics MSP.	90	3	11	2	0	106	62	0	16
A	COMPOSITION INDEX - Of the students meeting standard, the percent from each ethnic/category group. <i>(Line 4 ÷ Total of Line 4)</i>	84.9%	2.8%	10.4%	1.9%	0.0%	100.0%	58.5%	0.0%	15.1%
B	RISK INDEX - Of the number of students from each ethnic or racial group, the percent meeting standard. <i>(Line 4 ÷ Line 1)</i>	55.6%	30.0%	47.8%	100.0%	0.0%	53.5%	47.3%	#DIV/0!	35.6%
C	ODDS RATIO - The risk index for one group compared to the risk index for another group. (e.g. - the risk index for Blacks ÷ the risk index for Whites)		0.54	0.86	1.80	0.00		0.88	#DIV/0!	0.66

Language Arts Implementation/Action Plan – HES

Measureable Reading Goal: Students in grades 3 – 5 at Hathaway will be proficient in reading fiction and non-fiction text as measured by 70% of students meeting and/or exceeding standards on the reading portion of the spring 2012 MSP.

School profile data related to goal: MSP, easyCBM screening and progress monitoring data					
Description of how student progress will be measured: easyCBM screening and progress monitoring data; Classroom Walk Through data (CWT)					
Description of reporting student progress toward goal: 10/13/2011; 02/01/2012; 04/13/2012; 06/08/2012					
Strategy, method, or action (What will you do?)	Lead (Who is responsible? Who will provide the leadership?)	Timeline (When will this strategy begin and end?)	Resources (What are the existing and needed resources to accomplish the strategy?)	Evidence (What indicators will demonstrate progress of implementation?)	Evaluation (How will evidence be gathered? When will evidence be reviewed?)
Instructional Strategies to support Literacy					
Provide direct and explicit comprehension strategy instruction – summarizing; asking/answering questions; paraphrasing; main idea	Principal with support from Reading Consultant and Leadership Team	August 2011 – June 2012	Graphic Organizers aligned to outcome assessment Core text MSP Stem document	Student use of graphic organizers MCRC scores	Fidelity checklist Every 6 weeks to determine overall progress towards goal

Hathaway Elementary School
 School Improvement Plan 2011 - 12

<p>Action:</p> <ul style="list-style-type: none"> Clearly define and agree to provide systematic and explicit instruction (state, model, practice, apply) 	<p>Evaluation:</p> <p>CWT data gathered by teachers and/or principal</p> <ul style="list-style-type: none"> CWT data should be collected in all Literacy and content areas 	<p>Timeline:</p> <p>August, 2011 – June , 2012 – choose strategies that are aligned with GLE’s. These strategies will be recursive throughout the year.</p> <p>Choose “strategies used” as topic of PLCs every other week.</p>
<ul style="list-style-type: none"> Identify strategies to be implemented – ensure collaboration with PLC team(s) at grade level and through vertical teams 	<p>Provide principal with meeting PLC notes within one day of meeting in grade level or vertical team PLC.</p>	
<ul style="list-style-type: none"> Incorporate strategies into pacing guides and review alignment with outcome assessment stem document 	<p>Review of building level pacing guides to determine extent of incorporation</p>	<p>August 2011 – October 2011</p>
<ul style="list-style-type: none"> Select strategies based on reading selection and stem questions used from OSPI website for grades 3 – 5. 	<p>Pre/Post Testing</p>	<p>September/October – 2011</p> <p>Grade 3 – Build a Box Sculpture Do All Spiders Spin Webs</p> <p>Grade 4 – Community Dance Classes The Story of (Human) Calculators</p> <p>Grade 5 – Nature Photo Contest Gerbils Morphing</p> <p>November/December – 2011</p> <p>Grade 3 – The Bits and Pieces Platypus Hamsters on the Wild Side</p> <p>Grade 4 – Fishing is for the Birds Things Wings Do</p> <p>Grade 5 – You Probably Know This Guy The Lion Who Couldn’t Climb Steps</p> <p>January/February – 2011</p>

Hathaway Elementary School
 School Improvement Plan 2011 - 12

				Grade 3 – One Little Can A Home for Lizzy Grade 4 – Just Plain Buster Through Grandpa’s Eyes Grade 5 – Kids Are Inventors, Too Avalanche March/April – 2011 Grade 3 – Follow That Horse and Helping Hands Cactus Jam Grade 4 – Young Night Thoughts Grade 5 – Trail Mix The Elephant and the African Elephant	
Provide intensive and individualized interventions for struggling readers with systematic increases in intensity, frequency, and/or duration, and data collection	Principal with support from Title I and SPED	August 2011 – June 2012	easyCBM Teacher created MSP intervention Read Naturally Read Well System 44 Read 180	Progress monitoring data collected for students receiving intervention ALL students identified as below benchmark receive secondary and/or tertiary intervention Intervention and assessment protocols and procedures in place	Monthly
Action: <ul style="list-style-type: none"> Complete diagnostic assessment for students identified as performing below benchmark and place in appropriate intervention group 		Evaluation: 100% of students in the building are screened within the first three weeks of school; and upon enrolling if after the first two weeks of school.		Timeline: Within 2 weeks of end of student screening period	

Hathaway Elementary School
 School Improvement Plan 2011 - 12

<ul style="list-style-type: none"> Evaluate intervention effectiveness at least every 9 weeks 		easyCBM progress monitoring data	Every 6 – 9 weeks		
<ul style="list-style-type: none"> Implement DDDM for students receiving strategic and tertiary services 		Progress monitoring data collected according to district assessment rules (weekly, biweekly, monthly)	Monthly		
Provide explicit vocabulary instruction	Principal with support from Reading Consultant	August 2011- June 2012	Key Vocabulary Word Lists Kdg. – 5th grades High Frequency Words OSPI Test and Item Specifications	Student use of vocabulary words in oral and written responses	Fidelity Checklist Every 6 weeks to determine overall progress toward sight word goal
Actions: <ul style="list-style-type: none"> Dedicate a portion of regular classroom instruction to explicit Vocabulary instruction 		Evaluation: Classroom walk-through data principal/peers <ul style="list-style-type: none"> Conduct a least 5 CWTs in each classroom during Reading, Math, Science, and Social Studies during each trimester Evaluate CWT data at winter and spring benchmarking periods		Timeline: September, 2011 - June, 2012	
<ul style="list-style-type: none"> Provide repeated exposures to new words in multiple contexts 		Conduct student review of vocabulary strategies used to define new words Evaluate data and winter and spring benchmarking periods		By December 16, 2011 By March 30, 2012 By June 8, 2012	

Hathaway Elementary School
 School Improvement Plan 2011 - 12

<ul style="list-style-type: none"> Provide students with strategies to make them independent vocabulary learners 		
Professional Development to support Literacy		
Topic:	Audience:	Timeline:
<p>IES Guide: <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> – Recommendation #1</p> <ul style="list-style-type: none"> Define explicit practices/look-fors for CWT Define lesson period for strategy Identify process for selecting most important words (add to pacing guides) 	<p>All staff</p>	<p>Preservice training day (August 2011)</p> <p>Monthly PLC reviews of CWT data</p>
<p>Data Driven Decision Making (DDDM) protocol</p>	<p>All Staff</p> <p>Provide targeted training to building level leadership team for support with scaling</p>	<p>Three times/year within 1 week of benchmarking period</p>
<p>CWT with Principal and Reading Consultant</p>	<p>All Staff</p> <p>Provide targeted phonics, morphology, vocabulary, and comprehension strategies to teachers and para professionals</p>	<p>October 4/5, 2011</p> <p>November 8/9, 2011</p> <p>January 10/11, 2012</p> <p>Future dates TBD</p>

Parental Involvement to support Literacy
<ul style="list-style-type: none"> • Provide parents with “Key” words prior to start of each unit of study • Report progress of students receiving intervention at regular intervals (every 4 – 6 weeks)

Mathematics Implementation/Action Plan – HES

Measureable Mathematics Goal: Students at Hathaway Elementary School will be proficient in mathematical process and content as measured by 60% of students in grades 3 – 5 meeting and/or exceeding standards on the math portion of the spring 2012 MSP.

School profile data related to goal: MSP, easyCBM screening and progress monitoring data					
Description of how student progress will be measured: easyCBM screening and progress monitoring data; CWT data					
Description of reporting student progress toward goal: 10/13/2011; 02/01/2012; 06/08/2012					
Strategy, method, or action (What will you do?)	Lead (Who is responsible? Who will provide the leadership?)	Timeline (When will this strategy begin and end?)	Resources (What are the existing and needed resources to accomplish the strategy?)	Evidence (What indicators will demonstrate progress of implementation?)	Evaluation (How will evidence be gathered? When will evidence be reviewed?)
Instructional Strategies to support Language Arts					
Implement Section III of	Principal with support from	August 2011 – June 2012	OSPI Test and Item	Mathematics interim benchmark assessments?	Fidelity checklist PD evaluations

Hathaway Elementary School
 School Improvement Plan 2011 - 12

Washington K – 12 Mathematics Framework: High Quality Mathematics Instruction	Leadership Team		Specifications Mathematics pacing guide K – 12 framework and resource guide	easyCBM CWT data related to pacing and alignment of daily instructional goals to standards	
Actions: <ul style="list-style-type: none"> • Build shared knowledge of current mathematics research <ul style="list-style-type: none"> ○ NMAP ○ Adding It Up ○ IES Practice Guide 		Evaluation:		Timeline: June 21, 2011 – September 2011	
<ul style="list-style-type: none"> • Develop shared vision of high quality mathematics instruction 		Communicate vision to all staff and parents.		August pre-service date	
<ul style="list-style-type: none"> • Develop/adopt an observation tool to assess alignment of instructional practice to operational definition of high quality instruction 		Classroom walk-through data – principal/peers. <ul style="list-style-type: none"> • Conduct at least 10 CWTs in each mathematics classroom during the first month of the trimester Evaluate CWT data at Winter and Spring benchmarking period		September 2011 – October 2011	
<ul style="list-style-type: none"> • Develop and implement 		Bank of common formative		On-going	

Hathaway Elementary School
 School Improvement Plan 2011 - 12

formative assessment processes		assessment items			
		Creation of at least 2 formative assessments each trimester			
<ul style="list-style-type: none"> Use student assessment data, formative information and student work to inform instructional practice 		DDDM protocol PLC notes		At least every two weeks	
Implement a cycle to collaboratively analyze and use assessment data to inform decision making	Principal with support from Leadership Team	August 2011 – June 2012	easyCBM common formative assessments Interim mathematics benchmark assessments (MBAs) from OSPI DDDM protocol	Screening/progress monitoring scores Common formative assessment item bank PLC notes	Three times/year use of DDDM to examine all levels of multi-tiered instructional system Bi-monthly use of protocol to inform PLCs
Action: <ul style="list-style-type: none"> Schedule benchmark and PLC data team meetings for school year 		Evaluation: School calendar		Timeline: August 2011 October 12, 2011 January 18, 2012 April 11, 2012 June 6, 2012	
<ul style="list-style-type: none"> Analyze data at multiple levels to <ul style="list-style-type: none"> Identify 		PLC meeting notes Data aggregation templates		On-going – at least twice monthly	

Hathaway Elementary School
 School Improvement Plan 2011 - 12

areas/patterns of need <ul style="list-style-type: none"> ○ Ensure implementation of program ○ Make adjustments to program and/or practice 		(partnership to develop these for PLC teams)			
<ul style="list-style-type: none"> • Incorporate strategies into pacing guides and review alignment with outcome assessment stem document 		Review of building level pacing guides to determine extent of incorporation		August 2011 – October 2011	
Provide intensive and individualized interventions for student struggling in mathematics with systematic increases in intensity, frequency, and/or duration, and data collection	Principal with support from Title I and SPED	August 2011 – June 2012	easyCBM Teacher created intervention	Progress monitoring data collected for students receiving intervention ALL students identified as below benchmark receive secondary and/or tertiary intervention Intervention and assessment protocols and procedures in place	Monthly
Action: <ul style="list-style-type: none"> • Complete diagnostic assessment for students identified as performing below benchmark 		Evaluation: 100% of students in the building are screened		Timeline: Within 2 weeks of end of student screening period	
<ul style="list-style-type: none"> • Evaluate intervention 		easyCBM progress monitoring		Every 3 - 9 weeks	

Hathaway Elementary School
 School Improvement Plan 2011 - 12

effectiveness at least every 9 weeks	data	
<ul style="list-style-type: none"> Implement DDDM for students receiving strategic and tertiary services 	Progress monitoring data collected according to district assessment rules (weekly, biweekly, monthly)	Monthly
<ul style="list-style-type: none"> Build shared knowledge of current mathematics education research for students struggling in mathematics 	PD evaluations Synthesis of research into well-defined intervention program	August 2011 – initial PD On-going through job-embedded coaching and at least every 6 weeks during PLC meetings
Professional Development to support Mathematics		
Topic:	Audience:	Timeline:
IES Guide: <i>Assisting Students Struggling with Mathematics</i> <ul style="list-style-type: none"> Daily lesson schedules Concrete, representational, abstract instructional sequence Explicit problem solving Mathematical discourse 	Mathematics teams and interventionists	Roll-out with August inservice On-going at least every 6 weeks with PLC groups
Common formative assessment practices – building mathematics learning progressions	Mathematics staff	On-going 2011 - 2012
Parental Involvement to support Mathematics		
<ul style="list-style-type: none"> Report progress of students receiving intervention at regular intervals (every 4 – 6 weeks) 		

Behavior/Action Plan – HES

Measureable Behavior Goal:

Reduce number of major behavioral referrals from > 10 per week to < 5 per week.

Reduce number of minor behavioral referrals from > 100 per week to < 20 per week per classroom teacher.

Train all staff to increase active participation in the school-wide behavior program; clear expectations of participation, understanding, instruction in and implementation of the school-wide plan. Administrative oversight of implementation.

1. **Explicit description of Tier II interventions, how the students are identified and how progress is monitored.**

Students in Tier II intervention receive adult interaction in our “Bucket Room”, during social groups, during their recess time with our school social worker. In addition, parent support conferences are scheduled; behavior plans are implemented; and teachers make “special notice” of students by giving positive feedback both written and verbal.

School profile data related to goal: Collection and summary of office discipline referrals from PBIS data base					
Description of how student progress will be measured: Ongoing collection and progress monitoring of intensive and strategic interventions during designated time; as well as, administrative monitoring of core behavioral instruction.					
Description of reporting student progress toward goal: Collection and review of data					
Strategy, method, or action (What will you do?)	Lead (Who is responsible? Who will provide the leadership?)	Timeline (When will this strategy begin and end?)	Resources (What are the existing and needed resources to accomplish the strategy?)	Evidence (What indicators will demonstrate progress of implementation?)	Evaluation (How will evidence be gathered? When will evidence be reviewed?)
Instructional Strategies to support Behavior					
Teach and reinforce new	Principal, PBIS Leadership Team	August 2011 – June 2012	Existing – expectations are set.	PBIS database – Administrative	Evidence gathered by School Social

Hathaway Elementary School
 School Improvement Plan 2011 - 12

behavior skills to increase appropriate behavior			Resource – time for PBIS team to meet and adjust for next year’s core instruction Schoolwide Evaluation Tool (SET) results	monitoring (walk-through, student interviews, survey, informal conversations...)	Worker and Office Secretary who inputs discipline data PBIS database, reviewed monthly at PBIS team meetings and with staff at staff meetings.
Action:		Evaluation:		Timeline:	
<ul style="list-style-type: none"> Teach and review current PBIS expectations 30 minutes a week minimum. 		Review of PBIS data monthly		Currently being implemented	
<ul style="list-style-type: none"> Identify areas where students need specific instruction for appropriate behavior 		CWT data		Ongoing throughout school year	
<ul style="list-style-type: none"> Revisit, re-practice, and reinforce classroom behavioral expectations 		PLC notes		Ongoing – create focus at beginning of each benchmarking period	
		PBIS database			
		CWT data		Ongoing	
Modify classroom learning environment to decrease problem behavior	PBIS Team, school social worker, and principal	2011-2012 school year	Need – PD for personnel leading interventions, curriculum for intensive social/behavior skills (interventioncentral.org) Existing behavioral programs/curricula in the school – Teach 2; Written Teach 2 WOOF TV announcements	Training will take place, possession of curriculum, classes will be scheduled	PBIS database, reviewed monthly, student specific goals/plans

Hathaway Elementary School
 School Improvement Plan 2011 - 12

		Groups are already occurring	
Action: <ul style="list-style-type: none"> Develop and implement strategic and intensive behavioral interventions 	Evaluation: PBIS database easyCBM progress monitoring data	Timeline: By October 31, 2011	
<ul style="list-style-type: none"> Adapt and/or vary instructional strategies to increase opportunities for academic success and engagement 	CWT data PLC meeting notes	August 2011 – June 2012	
<ul style="list-style-type: none"> Create positive behavior acknowledgements: Hathaway Expectation Slips, “Bucket” notes Operate “Student Privilege Store” to trade Expectation Slips for a privilege 	Count number of slips being turned in to office each month Monitor the privileges being chosen by students	On-going	

Professional Development to support Behavior		
Topic:	Audience:	Timeline:
Revisit PBIS expectations and previous year data <ul style="list-style-type: none"> Define roles and responsibilities of staff and delivery of ongoing behavioral instruction of expectations 	All staff	August pre-service
Completing functional behavioral assessments (FBAs)	Behavior intervention staff	October 2011 and as needed throughout the year
Schoolwide Evaluation Tool (SET)	PBIS leadership team (JMS team conducts HES and vice versa)	October 2011 June 2012
Parental Involvement to support Behavior		
<ul style="list-style-type: none"> Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior 		

Hathaway Elementary School
School Improvement Plan 2011 - 12

- Emphasize positive behaviors
- Clearly identify one or two problem behaviors
- Describe classroom strategies and data
- Enlist family for help in solving the problem behavior