

**Clyde Hill Elementary**  
**School Improvement Plan**  
**2008-2009**

**Clyde Hill's school improvement plan for the 2008-2009 year is focused on 1 – 5 Literacy. In reviewing our school literacy data from multiple sources like the WASL, Reading 3D, and District Writing Assessments, Clyde Hill Elementary developed a school wide improvement plan. Our improvement plan is based on the following:**

Specifically,

- 8.9 % of Clyde Hill Elementary School 4<sup>th</sup> graders did not meet standard on the writing portion of the WASL
- 5.6% of Clyde Hill Elementary School 4<sup>th</sup> graders did not meet standard on the reading portion of the WASL;
- 4.0% of Clyde Hill Elementary School 3rd graders did not meet standard on the reading portion of the WASL;
- According to Reading 3D data (*September 2008*), 2% of first graders; 9% of second grade students, and 7% of third graders are at high risk in reading

This year Clyde Hill teachers will meet regularly in grade level teams and as an entire staff to gain a deeper understanding of their students and the balanced literacy program using the curriculum web, DDA assessment information, and Reading 3D assessment information to guide instruction. The Literacy Leaders in conjunction with the Principal and Technology/Curriculum coach at Clyde Hill Elementary will provide coaching at Clyde Hill this year with the intent of training educators, educational assistants, and parents on how to implement enrichment and support techniques into all classrooms.

Our specific goals and action plan for this year support:

- Washington State Essential Academic Learning Goals

**Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;

**Know and apply the core concepts and principles** of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

**Think** analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

**Understand** the importance of work and finance and how performance, effort, and decisions directly affect **future career and educational opportunities**.

- Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and
- Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationship

**Goal: To improve students' literacy competency to ensure that students who are performing below standard on district and state developed literacy assessments will meet or exceed expectations as measured by both the WASL and district assessments for literacy (writing and reading).**

**Actions:**

- Meet weekly in grade level teams to plan literacy for the classroom using data to drive the instructional needs.
- In teams, educators will identify specific goals, gathered from curriculum resources, that will provide extra support to those students that are at “high risk” in literacy at all grades while maintaining a balanced literacy approach.
- Provide frequent and sequential opportunities for teachers to compare and analyze grade-to-grade assessment information and student work as assessed by the year end skills we expect each student to illustrate in the area of writing.
- Through staff development at Clyde Hill Elementary teachers will be supported and coached in the use of data driven decision making by facilitators and coaches.
- Encourage participation by staff to attend district sponsored training for literacy.
- Provide additional classroom support through the use of a building-based literacy specialists targeted at students who are performing below grade-level expectations.
- Provide additional classroom support through the use of the literacy facilitators targeted at students who are performing above-grade level expectations through enrichment opportunities.
- Using data driven staff meetings (led by principal, literacy facilitators, and technology/curriculum coach) to meet with teams, staff will develop specific instructional strategies to support students in literacy as a result of using a variety of assessment data from the WASL, and district and state level assessments.
- Provide literacy support, using our ELL facilitator, for intermediate and advanced ELL learners using the coaching model for classroom educators.
- Work with teachers to give specific support for targeted ELL students in small group or one-on-one work with the ELL facilitator.
- Provide specific literacy training for parents and educational assistants with the purpose of creating a tutoring base for additional support within the classroom setting and more purposeful support at home.
- Team with other administrators and schools in our district who share the same focus on improving literacy in order to provide cross-school conversations and staff development opportunities.

Based on our work with Safe and Civil schools, as well as on required school district practices, Clyde Hill Elementary functions on the following characteristics of a high-performing school:

- ✓ Clear and shared focus
- ✓ High standards and expectations
- ✓ Effective school leadership
- ✓ Supportive learning environment
- ✓ High level of community and parent involvement
- ✓ Frequent monitoring of teaching and learning
- ✓ Focused professional development

**Technology and Learning:**

As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, and math manipulatives. At the elementary level, technology is used in a variety of ways: keyboarding, word processing, math software and multimedia presentations. Our school is using classroom desktop computers as well as a technology lab that has a full class set of desktop computers for use.

Technology is an integral part of learning at Clyde Hill both in the classrooms and in the technology lab. Students and teachers from every grade level have an opportunity to schedule time in the lab to learn and practice a variety of technology skills. Students work on word processing, importing/cutting/pasting graphics into different programs, multi media presentations, using the internet as a research tool, scanning, burning CDs, and math practice to name a few. Skills that students and teachers learn in the lab are applied directly to the academic curriculum. The goal is to have students and teachers taking these skills back into their classroom and using them to enhance everyday learning. The technology lab has 30 Desktop computers, a color printer and a recently added movie making studio along with a Smartboard and teacher desktop for teachers to model and share lessons with the entire class.

Smartboard and document cameras in each classroom have a tremendous impact on how students are learning literacy at Clyde Hill Elementary. Teachers routinely use the Smartboard and document cameras to present shared reading, poetry lessons, and model reading strategies and best practices in writing. At each grade level, students are captivated by how the Smartboard and document cameras can be used as an appealing, enjoyable, and very helpful way to present and discuss literacy concepts.

Our curriculum web is a crucial resource of the Clyde Hill staff. Clyde Hill teachers continue to contribute in a collaborative way to the enhancement, modification, and accommodations of lessons and units for district curriculum. Educators in our building have also continued to take an active role in the revision process of various curriculum area assessments.

In the Learning Resource Center students access district and school data bases for books, periodicals and other resources for projects, reports, and for their personal reading needs while learning important information retrieval skills. As well as, they receive a weekly lesson on literacy information that enhances their literacy education.