SCHOOL:  Margaret McKenny Elementary

SECTION 1 - INTRODUCTION: Margaret McKenny Elementary School serves students and families who live in the Southeast Region of Olympia. McKenny’s enrollment is approximately 350 students, from kindergarten through fifth grade. McKenny is also home to several specialized District Programs, including two sessions of preschool, DLC (for students with mild to moderate cognitive delays and autism) and LEAP (for students in grades 3-5 who receive behavioral and emotional support). The diversity of students attending McKenny has increased over the past few years and is comprised of children from many backgrounds, including Asian/Pacific Islander (20%), Hispanic (11%), African American and American Indian (2%), Two or more races (12%) and Caucasian (64%). Approximately 30% of our students receive free and/or reduced priced lunches and we provide specialized support for about 22% of our students. Additionally, 6% of our students receive ELL support.

McKenny’s rich composition provides a backdrop for many of our school efforts. In this School Improvement Plan you will see areas of great strength and areas of increased focus. Through our partnership with families and the consistent collaboration of our faculty (teachers and para educators), our primary goal is to create a school that is inclusive, innovative and focused on the social and academic success of all students.
**SECTION 2** - Please complete Cohort Group and Grade Level Goal Setting charts below:

**COHORT GROUP GOAL SETTING** - Please insert last year’s SIP goals, last year’s actual test results, and this year’s SIP goals by cohort group as it moves ahead in all grade areas that apply to your school:

<table>
<thead>
<tr>
<th>Grade (2010-11)</th>
<th>Subject</th>
<th>2010-11 Goal</th>
<th>2010-11 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of students meeting standard</td>
<td>% of students meeting standard</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>88.1</td>
<td>79.2</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>88.1</td>
<td>76.7</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>88.1</td>
<td>*83.8</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>79</td>
<td>67.9</td>
</tr>
<tr>
<td>4</td>
<td>Mathematics</td>
<td>79</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>79</td>
<td>*66.2</td>
</tr>
</tbody>
</table>

*NOTE:* Alice Burman will provide 5th grade results to middle schools and will assist in setting the goals. Goals must not be lower than most recent % of students meeting standard the previous year.

**GRADE LEVEL GOAL SETTING** - Please insert this year’s SIP goals by grade levels (i.e., where grade-to-grade cohort comparison is not possible) in all grade areas that apply to your school:

<table>
<thead>
<tr>
<th>Grade (2010-11)</th>
<th>Subject</th>
<th>2011-12 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of students meeting standard</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>88.1</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>79</td>
</tr>
<tr>
<td>3</td>
<td>Writing</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>75</td>
</tr>
</tbody>
</table>
SECTION 2 – Overview: Please comment briefly about how you arrived at your school’s 2011-12 Goals as listed in charts above:

In establishing goals for the 2011-2012 school year, staff followed three major paths. For students in grades four and five, in the areas of reading and math, we reviewed 2010-2011 MSP data for each cohort. Based on these numbers we projected goals that could be reasonably attained, were at or above the State AYP standard and continued towards the NCLB 2014 goal. In this case, the AYP goal in reading was used, as was an adjusted 2011 math goal. For students in grade three 2010-2011 MAP scores were used. In this grade, a RIT score of 181 and above in the area of reading and 191 and above in the area of math was used as a benchmark for proficiency. Cohort performance goals for the 2011-2012 school year included this information as well as AYP benchmarks. In the areas of writing and science, we based goals on previous cohort performance.

SECTION 3 - ACTION PLANS – In each of the subject areas below:

   a) Please list 1 to 2 best practice strategies (i.e., research-proven effectiveness) that you believe are making a positive difference and will CONTINUE to utilize toward improving student learning, and
   b) Please list 1 to 3 NEW best practice strategies you will implement this year in order to achieve your goals:

GOAL AREA 1: READING

Continuing strategies:
• Before school Reading Intervention for students in grades 3-5 who are not at standard.
• End of the day double dose of reading intervention provided for students not meeting standard.
• Monthly grade level intervention meetings to analyze student performance data and plan instructional interventions.

New strategies:
• Additional consultation and professional development will occur in the areas of diagnostic assessment and reading intervention at the Intermediate level.
• Transition to Easy CBM as a screening device in reading, grades K-5.
GOAL AREA 2: MATHEMATICS

Continuing strategies:
• Before school math intervention, for students in grades 3-5 who are not at standard.
• Monthly grade level intervention meetings to analyze student performance data and plan instructional interventions.

New strategies:
• The increased use of ORIGO math activities to supplement instruction and reinforce a deeper understanding of the content.
• Professional development in the area of math intervention strategies.

GOAL AREA 3: WRITING

Continuing strategies:
• Use three grade level specific writing assessments for: expository, narrative, and journal/personal reflection writing.
• Grade levels will collaboratively assess students in these writing genres.

New strategies:
• During each science unit, students will participate in a technical/scientific writing exercise to summarize aspects of their learning.

GOAL AREA 4: SCIENCE

Continuing strategies:
• Sciencesaurus science textbooks will be used as a supplemental resource in every fifth grade classroom.
• Science Fair participation will be encouraged for all students, along with three support days in school. Participation will be required for fifth grade students.

New strategies:
• During each science unit, students will participate in a scientific/technical writing exercise to summarize aspects of their learning.
WORK TO BE DONE IN AREAS IMPORTANT TO THE SCHOOL

Please give a brief description of current status and work to be done in each of the following areas:

FORMATIVE ASSESSMENT:
Staff will use formative assessment, connected to grade level standards in the areas of reading, math and science to determine the need for academic interventions. Monthly intervention meetings will be used to identify students’ progress, areas of deficiency and establish interventions as needed.

DIFFERENTIATED INSTRUCTION:
Staff will participate in two day-long trainings in the area of Differentiated Instruction. The first will focus on broad multiple content area strategies. The second will focus on how technology can be used in Differentiation. Portions of staff meetings will be dedicated to sharing implementation and use of Differentiation in the classroom.

SAFE AND INCLUSIVE SCHOOL:
This year will mark our second year in implementing the Positive Behavioral Intervention and Supports initiative (PBIS). In addition to periodically reviewing our guiding principles and common area expectations, we will weave our positive recognition system into our work on Lifeskill words and actions. Our next efforts with PBIS will include the direct instruction for each class on bullying, and building-wide systems to respond to significant behaviors. In this regard we will increase the number of staff trained in Right Response, create and implement a response protocol to significant behaviors and begin working on instructional interventions for students who require a more sustained effort.

CLOSING THE ACHIEVEMENT GAP:  (Please address at least the following two areas)

   a) Special Education students:
In addition to the Progress Monitoring / Intervention protocol explained below, we will also implement a block schedule for both math and reading that includes increased time for students to receive specialized instruction in the area of their IEPs while reducing the time and disconnect created when students leave and reenter their general education classroom. For students in our District Programs of LEAP and DLC, we will continue to
integrate these students into general education settings to the greatest
degree possible.

b) Low-income students:
In respect to both of these sub groups, we will continue to implement a
Progress Monitoring / Intervention protocol. This protocol will specifically
address the disparity in performance of students in these two sub groups.
2010-2011 test data clearly shows these students underperform when
compared to their peers. The Intervention Protocol we will employ will
involve frequent progress monitoring, intervention and assessment. Teams,
including teachers, principal and special services staff, will meet monthly to
evaluate the effectiveness of interventions. Additionally, during the last 25
minutes of the day, time has been set aside, to provide second dosing in
the area of reading and math.

TECHNOLOGY IMPLEMENTATION:
This year, we are focusing the implementation of the elementary level
standards. Staff will include in their teaching, appropriate technology-
integrated activities that are linked to these standards and students will be
provided technology-integrated instruction that addresses the appropriate
technology standards for their grade level. Some staff development will
focus on building capacity to further integrate technology into faculty’s daily
instruction at Tier 2.

SUMMARY OF FEEDBACK FROM PARENTS/COMMUNITY REGARDING
THEIR EXPERIENCES WITH THE SCHOOL:
Results from the Parent Survey taken in the Spring of 2011 affirmed many
of our efforts during the past year and raised a few important questions
regarding our work and communication with families. Additionally, we had
an increase of responses from the previous year. This year we had about 50
families participate in the survey. For a student population of approximately
350 last year, this represents 15% of our families. 90% of responses
agreed that we have a clear mission of improving student learning. Over
80% agreed that we recognize students who demonstrate positive
behaviors. Around 80% agreed that regular progress monitoring occurs to
raise and maintain awareness of students with academic needs. These last
two responses reflect two major initiatives of our school during the 2010-
2011 school year: Monthly Intervention meetings and Positive Behavioral
Intervention and Supports (PBIS). It is encouraging to see that this effort is
reflected in the survey. Conversely, only 50% agreed that we have a
workable plan for helping these lower achieving students. This suggests two
areas for consideration: What else can we do to provide the appropriate academic interventions for students? and how can we clearly communicate what we are doing with families? Additionally, only 56% agreed that students are taught how to evaluate their own progress. This is an area that we have not focused on specifically in the past few years and could be an important element in our efforts to improve learning. Lastly, about 85% agreed that developing multicultural understanding is a goal for our school. This affirms our efforts to celebrate, recognize and understand our growing diversity at McKenny Elementary. Many other areas indicated a clearly positive view of our school.

In the 2011-2012 plan, we intend to build upon our efforts to address student learning deficits and create systems where students can receive additional support in a manner that does not interfere with core academic instruction in other areas. Our continued implementation of PBIS will provide positive interventions with students and also increase our attention to students who require additional support.

Coupled with the work of our PTO and Site Council to create multiple opportunities for families to learn about each other and enjoy our community, we are confident that McKenny students will continue to see themselves as learners in a supportive and challenging environment.