
Alki Elementary

2004–2005

Transformation Plan

*Academic Achievement for Every Student
In Every School...Eliminating the Achievement Gap*

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Transformation Plan 2004-2005

Data Analysis

1. What are the overall conclusions you have drawn from the last 4 years of WASL reading, mathematics and writing data.

Alki students are showing significant mastery of learning goals in reading, mathematics, and writing as measured by the WASL. We have, as a group, exceeded NCLB targets for adequate yearly progress. We continue, however, to see achievement gaps in some groups although we are heartened by the progress we have made with many of our sub-groups.

2. What did the data tell you about each subgroup's achievement?

See analysis completed at our school site. Although most subgroups are performing at a higher level than in the year, 2000 we continue to face challenges with some populations including continued achievement gaps (uneven or flat performance). Some of this has to do with large fluctuations caused by very small "N"s. Alki is a bi-lingual transition center with about 20% of our students qualifying for bi-lingual services. This group may overlap with free/reduced lunch and minority populations since many are from refugee families (Vietnamese, Cambodian, Somali). See data analysis and summary attached. Areas of concern:

Reading	Native American, Latino, special education, gender (girls performing better than boys on all measures).
Math	Latino (low percentage meeting standard), Black (some gain), Native American (uneven but up in 2003)
Writing	Black, Latino, Native American (mixed results) Large gaps continue between genders, between ESL and non-ESL populations and between and students who live in poverty and those who do not.

While the performance of White students has remained relatively flat over time (but at high achievement levels in math and reading), White students have made steady and significant progress in the area of writing over the past four years, as have Asian students. This is a celebration for our school.

Data for special education populations shows uneven results but shows strong gains in 2003 (reading, writing). These students continue not to make AYP.

Students who have been in our school more than two years do better than those who have been here shorter periods of time.

3. What conclusions can you draw from the Value Added Data?

For the last three years, our fourth grade students have averaged more than a year's growth. The data points show positive growth each year. Students making the most gains in math are from the lowest quartile during 2003 with other groups making even progress. In reading progress is even for all quartiles except the highest (75-100 had only one year's gain).

For the past three years, the data shows that Grade 5 students are, for the most part, achieving at lower levels than would have been expected. In 2003, the students in all quartiles failed to show one year's growth, with the highest performing students most negatively impacted. The data from 01-02-03 is stronger in math (all groups) and shows that students at all levels in reading are making only marginal progress.

Our staff continues to question the validity of value-added data for fifth grade in that the WASL assessment differs significantly from the ITBS, e.g. ITBS very concrete and a timed assessment. Is ITBS assessment at fifth grade a distracter/detractor from our focus on preparing youngsters for the 7th Grade WASL?

4. What conclusions can you draw from other data analysis information? Performance of third grade students on the ITBS has steadily increased since 1998-99 (trend data) but the increases are not as steep as they have been with the WASL. These measures include a 3-percentage point gain in reading and a 6-percentage point gain in math.

Alki Staff Climate surveys showed significant decreases in staff satisfaction in 2000-01 but are even with other schools in the District during the 2002-03 year. Celebrations from this data include:

- General: Staff commitment to student achievement
- Teachers: Sharing ideas (with one another) and involvement in decision making in our school
- Principal: Community involvement
- Respect: Parents most respectful, followed by students, principal, district
- Influence: Budget and professional development

Student climate survey responses, Grades 3-5, are within tenths of points of cross-district averages. Strongest data includes students' enjoyment of school, school safety, teacher-student relationships, and fairness. There is some concern with data regarding name-calling, exclusion, and physical aggression (bullying).

Special education referrals and placements/projections at primary grades are down for 2004-05.

Indicators of Success

1. Based on your data analyses, which academic strategies/interventions have had a positive effect on student achievement? Alki staff think that all strategies selected for Transformation have been effective with our students, with the exception of in-class support for reading (which has never been implemented due to financial limitations). Our Transformation strategies included:

Reduced class size, K-2+ (and through additional grade levels 3-5 where affordable).

Full-time kindergarten for all students at no cost to families

NUA Literacy Initiative training for a great majority of staff, full implementation (See math and writing data). This professional development, combined with staff release time for collaboration, appears to have the greatest effect on the performance of White students (largest “N”) and Asian students in writing. Other student sub-groups show mixed results.

Staff Collaboration (in grade) with half-day release time monthly for all teacher teams, focus: reading, writing through 2003-04. See Literacy Initiative above. Note: Articulation of our math program is planned for 2004-05. We will also engage in some alignment conversations around science.

Accelerated Reader (mixed response on this due to differing levels of implementation but general positive response on a Likert Scale administered in February. See charts.

Interventions for struggling students including Sound Partners, Read Naturally, and a reading block for Grades 3,4,5.

Use of technology to improve student achievement: professional development for staff, computer lab with strong integration of curriculum; use of Accelerated Reader to improve student achievement in reading (differentiation of instruction, time on task)

** All staff were highly encouraged by our data analysis as well as our collective focus and implementation of Transformation strategies over the past three years. We did what we said we would and that is a celebration for any school.

2. Which subgroups of students are showing growth and to what extent is the academic achievement gap being eliminated?

Results of our data analysis indicate that our students are performing at higher level overall. See WASL trend.

Performance of Asian students is “up” in all academic areas.

Performance of Black students is “up” in reading and math, mixed in writing.

Performance of Native American students is mixed in reading and writing, up in math.

Performance of Latino students is flat in reading, up in math, and mixed in writing.

There are significant gaps between the performance of male and female students in reading and writing. Girls are also performing more strongly in math as measured by the WASL (possibly because writing is required on math portions of the WASL)

There continue to be significant gaps between students who qualify for free/reduced lunch and those who do not. Students who have been at our school more than two years do better than those who have been here less time. However, with the exception of writing achievement, the gap has been narrowed significantly.

ALKI ELEMENTARY SCHOOL

School

Transformation Plan 2004-2005

Reading Goal:

Improve students' knowledge and skills in reading as measured by:

64.2% of 4th Grade students passing the Spring 2005 Reading WASL

47.6% of 7th Grade students passing the Spring 2005 Reading WASL

61.5% of 10th Grade students passing the Spring 2005 Reading WASL

75% of Alki's 4th Grade students passing the Spring 2005 Reading WASL

It should be noted and celebrated that all sub groups groups, except Latino students (N= 4) and students with IEPs met the 2005 AYP goal in 2003.

Mathematics Goal:

Improve students' knowledge and skills in mathematics as measured by:

47.3% of 4th Grade students passing the Spring 2005 Mathematics WASL

38% of 7th Grade students passing the Spring 2005 Mathematics WASL

43.6% of 10th Grade students passing the Spring 2005 Mathematics WASL

72% of Alki's 4th Grade students passing the Spring 2005 Mathematics WASL

It should be noted and celebrated that all sub-groups, except Latino students (N=4) and students with IEPs met the 2005 AYP goal 2003.

Strategy or Action (What will you do?)	Who is responsible? (Who will provide the leadership to assure that this strategy is accomplished?)	Timeline (When will this strategy begin and end?)	Resources (What resources will you use to accomplish this strategy?)	Evidence (What indicators will demonstrate progress in the implementation of this strategy?)
<p>I. Instructional Strategies</p> <p>A. Strategies for subgroups not achieving AYP or standards, i.e. special education and bilingual students, ethnic groups.</p> <p>Continue full-time K for all students at no cost to families.</p> <p>Continue collaborative opportunities; see math articulation and NUA strategies below.</p> <p>Continue reduced class size at Grades K-2</p> <p>Continue training of new staff and implementation of NUA strategies, K-5.</p>	<p>Principal and BLT, all Alki staff</p> <p>Principal, BLT, Alki teaching staff</p> <p>Principal, BLT, all Alki staff</p> <p>Principal and BLT, all Alki staff</p>	<p>August 2004 - June 2005</p> <p>August 2004 – June 2005</p> <p>August 2004-June 2005</p> <p>Ongoing, training of new staff 2004-05.</p>	<p>Title I, LAP and I-728 along with basic education funding.</p> <p>PTA funding for release time with art teachers in the classroom.</p> <p>Title I, LAP and I-728 along with basic education funding.</p> <p>District program, professional development dollars as needed (Title I professional development)</p>	<p>Record of implementation. Reduced student referrals to special education Increased student achievement at Grade 3 (first classes to benefit from this intervention will be at Grade 3 in 2004-05) as measured by ITBS. Reduction of disproportionality. (WASL results over time)</p> <p>Implementation; increased student performance on ITBS, DRA, IRI measures.</p> <p>Student performance in writing, reading, and mathematics as measured by the WASL.</p>

<p>Provide opportunities for collaboration as resources allow (early-release days, release time for artists funded through our PTA)</p> <p>-Alignment of math curriculum -NUA strategies -Reading instruction. -Articulation/alignment of sciences curriculum</p>	<p>Principal, BLT, Alki teaching staff</p> <p>Principal, BLT, Alki teaching staff including instructional assistants.</p>	<p>August 2004-June 2005</p>	<p>Early-release days, staff meetings, math alignment documents furnished by District, artist collaboration time as available.</p> <p>Gates Transformation funds, Basic Education Funding, PTA (WSF, supplies, etc.)</p>	<p>Articulation of curriculum, reading, writing, math, science (product)</p>
<p>Continue Sound Partners Intervention (program development, recruit, train and assign tutors)</p>	<p>Principal, BLT, Cooper</p>	<p>August 2004-June 2005</p>	<p>Basic education funding, Special education allocations (supplies dollars)</p>	<p>DRA scores, ITBS (3) Grade 3, WASL (4) reading, writing, math over time.</p>
<p>Continue implementation of Read Naturally Program at Grades 3,4,5.</p>	<p>Principal, BLT, bi-lingual and special education instructors, classroom teachers (3-4-5)</p>	<p>August 2004-June 2005</p>	<p>Basic education and WSF funding.</p>	<p>ITBS (3) and WASL (4) scores; reading, mathematics, writing.</p>
<p>Continue implementation of guided reading models, all grades. (in classroom), leveled materials.</p>	<p>Principal and BLT, all Alki staff</p>	<p>August 2004-June 2005</p>		<p>DRA scores, ITBS (3) and WASL (4).</p>
<p>Continue integration of technology skills to advance student achievement in reading, writing and math (computer lab, Accelerated Reader, classroom computers), Tech Plan .</p>	<p>Principal, BLT, Carol Ambrozic, all Alki staff.</p>	<p>August 2004 – June 2005</p>	<p>Basic education funding, technology levy</p>	<p>Student products, ITBS (3) and WASL (4) scores; reading, writing and math.</p>

<p>B. Strategies for supporting Advanced Learners</p> <p>Use of guided reading groups to allow differentiation of instruction, leveled materials.</p> <p>Continue use of Accelerated Reader to motivate, differentiate instruction, and increase time on task.</p> <p>Continued use of NUA strategies to promote higher-level thinking, assist students with organization.</p> <p>Alignment of math curriculum in and between grade levels.</p>	<p>Principal, BLT, Alki teaching staff, Librarian See reading strategies for low performing students above.</p> <p>See Accelerated Reader above.</p> <p>See NUA strategies above</p> <p>See alignment strategy above</p>	<p>August 2004 – June 2005</p> <p>August 2004-June 2005</p> <p>August 2004-June 2005</p> <p>August 2004-June 2005</p>	<p>Basic education funding, special education and bilingual staff will support through reduction of class size during reading periods.</p> <p>Basic education funding, PTA support</p> <p>Professional development funding (Title I), District training opportunity.</p> <p>Early-release days, staff meetings, artist collaboration time as available, district supports including program alignment documents.</p>	<p>Student products, ITBS (3) and WASL (4), value added data, reading, writing and math, CBAs.</p> <p>Accelerated Reader supports (all classrooms and levels, individual student progress), ITBS (3) and WASL (4), value-added data (Grades 4, 5) as available.</p> <p>Writing samples, CBAs, WASL (Gr. 4), Gallery Walk</p> <p>CBAs, standardized assessments in math, ITBS (3) and WASL (4).</p>
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<p>Explore programs to facilitate differentiation of math instruction at all Grade Levels (TERC, Read It Draw It, Solve It, WASL prompts, Daily Oral Math, Math Science Club, Strategy Games, etc.)</p> <p>Implement as appropriate</p> <p>See also “Technology” goals above.</p>	<p>Principal, BLT, Alki teaching staff</p>	<p>August 2004-June 2005</p>	<p>Early-release days, collaboration time (artists) as available, workshops as available. Basic education funding, Title I professional development funds, PTA support.</p>	<p>See above.</p>
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Strategy or Action	Who is responsible?	Timeline	Resources	Evidence
<p>C. Assessments</p> <p>Reading Assessments (District, informal) or CBAs, K-Survey, released WASL prompts</p> <p>WASL pilots (formal)</p> <p>District Math Assessments (informal) or CBAs, released WASL prompts. WASL Pilot-</p> <p>Common writing prompts (2 times per year)</p>	<p>K-5 teachers, support staff</p> <p>3,5 teachers, support staff Identify prompts</p> <p>K-2 3, 5 teaching, support staff</p> <p>K-5 teachers, support staff</p>	<p>2004-05, Fall, Winter, Spring</p> <p>Fall, Winter, Spring</p> <p>Fall, Spring (and add'l as determined by Literacy Initiative group)</p>	<p>District resource guide and assessments as available.</p> <p>District resource guide and assessments as available.</p> <p>Staff meetings, early-release and professional development days.</p>	<p>Complete and review (formative/summative)</p> <p>Complete and review (formative/summative)</p> <p>Writing gallery walk, student products</p>
<p>D. Extended/Targeted Time</p> <p>Full-time kindergarten</p>	<p>Principal, BLT, K teaching staff (all staff decision to support)</p>	<p>August 2004 – June 2005</p>	<p>Basic education funds, Title I and I-728.</p>	<p>Implementation</p>

<p>E. District Reading Standards and Benchmarks; District Mathematics Curriculum Guide</p> <p>See above: articulation and alignment of mathematics and science curriculum.</p> <p>Ongoing refinement of reading, writing curriculum as above</p> <p>F. Other</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>
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Strategy or Action	Who is responsible?	Timeline	Resources	Evidence
<p>II. Professional Development to Support Instructional Strategies/Actions</p> <p>NUA training opportunity for staff that have not been trained.</p> <p>Continued collaboration, planning and implementation through informal “Literacy Initiative” group (cross grade level).</p> <p>Sound Partners training for volunteers, IA, interested teaching staff</p> <p>AR Refinement through evaluation of results and small group collaborative meetings.</p> <p>Exploration of anti-bullying curriculum and programs.</p>	<p>Principal, BLT, individual classroom teachers.</p> <p>As above.</p> <p>Principal, BLT, Cooper</p> <p>Principal, BLT, Librarian, Alki staff</p> <p>Principal, BLT, all Alki staff</p>	<p>June 2004 – June 2005</p> <p>As above.</p> <p>August 2004-June 2005</p> <p>August 2004-June 2005</p> <p>June 2004-June 2005</p>	<p>District Opportunities, Cohort 5</p> <p>Staff meeting, early release, before/after school informal meetings.</p> <p>Gates funding</p> <p>Gates funding, PTA, early-release and professional development days.</p> <p>Staff meetings, early-release days, professional development days.</p>	<p>Staff participation, evidenced through observation.</p> <p>Staff participation, products of discussions</p> <p>Implementation, provision of trained tutors for struggling students.</p> <p>Increased use of AR by students (individual, class, and building reports)</p> <p>Presentation, decision-making regarding programs.</p>

<p>III. Parent Involvement to Support Instructional Strategies/Actions</p> <p>Continue Alki Reads calendars</p> <p>Homework (K-5), parent-student projects (i.e. 100 day activities)</p> <p>Family Fun Nights: Fall Barbecue, Pumpkin Carving, Storytelling, Gallery Walk) K Social + WASL Night Fifth Grade Family Night Winter Program (Choral) Spring Program (Choral) Spring Program (Instrumental) Talent Show</p> <p>School and classroom web-pages</p> <p>Connections newsletter, bi-</p>	<p>Alki teaching staff, Librarian, Reading Committee</p> <p>Alki teaching staff, Librarian, Family Support Worker</p> <p>All Alki staff, Family Support Worker, Librarian Principal, Grade 4 teaching staff, bi-lingual staff, Family Support worker K teachers, Librarian, PTA Alki teaching staff, PTA, Marta Olson</p> <p>Principal, PTA, Librarian</p> <p>Principal, PTA, K teachers, all Alki staff</p>	<p>August 2004- June 2005</p> <p>August 2004- June 2005</p> <p>September 2004-June 2005</p> <p>January – February</p>	<p>Title I, LAP, Basic Education, PTA funding</p> <p>PTA</p> <p>Basic education (brochures and marketing materials), principal and PTA time</p>	<p>Calendar, agendas, notices, programs, newsletters, program description materials, level of participation</p>
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<p>weekly. PTA programs Present programs of interest to parents at all levels Kindergarten Fairs and</p> <p>School Tours Special Education Pre-School Transition activities, IEP meetings</p> <p>Continue implementation of “Incredible Years” program with UW</p> <p>In-class curriculum Parenting classes based on needs assessment</p> <p>IV. Other</p>	<p>Grade K and 1 Teachers, UW School of Nursing staff, Family Support Wor</p>	<p>August 2004-June 2005</p>	<p>University of Washington School of Nursing, grant</p>	<p>Enrollment</p> <p>Research Measures, in-classroom, and broader study</p>
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Transformation Plan 2004-2005

Barriers/Challenges to Learning

What issues are presenting themselves as a challenge for students to have academic success?

Examples might be: Bullying, Truancy, Health Issues, Substance Use, Mental Health Concerns, Family Challenges, Suspensions, Violence

Goal(s): (1) Reduce incidents of bullying and harassment at Alki Elementary School as measured by improved ratings on Student Climate Survey:

- Q 25 Students at my school care about each other
- Q26 Students at my school want to be friends with one another.
- Q31 How many good friends do you have in your class?
- Q32 I was called mean names, was made fun of or teased in a hurtful way.
- Q33 Other students left me out of things on purpose, excluded me ...
- Q35 I was hit, kicked, pushed, shoved
- Q52 I think about the best ways to handle a problem
- Q53 I do something to solve the problem

Strategy or Action (What will you do?)	Who is responsible? (Who will provide the leadership to assure that this strategy is accomplished?)	Timeline (When will this strategy begin and end?)	Resources (What resources will you use to accomplish this strategy?)	Evidence (What indicators will demonstrate progress in the implementation of this strategy?)
<p>Barrier: Bullying/Harrassment</p> <p>Continue and expand interventions to secure a more positive learning environment for students</p>	<p>Principal, BLT, all Alki staff, Family Support Worker, PTA</p>	<p>August 2004-June 2005</p>	<p>Basic Education funds, Title I, I-728, LAP,</p>	<p>See measures above</p>

<p>Virtues Program Conflict Manager Class Meetings Cross-age Buddy Program Explore “anti-bullying” programs, best practice. Student success (e.g. clubs, performances: Talent Show, Habitats, Choral and Instrumental performances, Math-Science Club, Games Club, etc.)</p>	<p>Principal, BLT, bi-lingual staff, Family Support Workers (Cluster), all Alki staff, PTA, Site Council, parents</p>	<p>August 2004-June 2005</p>		<p>Student achievement measures, record of participation by families, schedule of events.</p>
<p>Barrier: Involving families of bi-lingual/ESL students in their children’s schooling and school program.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	
<p>Family Fun Nights School Performances Outreach to Highpoint/Delridge</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	
<p>Incredible Years Program</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	

Alki Elementary School
Transformation Plan 2004-2005

Cultural Competence

What efforts are you using to increase cultural competence among staff, school community, and within classrooms?

Use of Professional Practice Standards for goal setting with teachers.

Use of TESA strategies with all populations (To date: equitable response opportunity, wait time, affirm/correct, proximity (cross referenced with PPS).

Participation in August “Courageous Conversation” interactive video presentations

Presentations on Somali culture (guest speakers on early release day). We are also scheduling presentations on Vietnamese and Cambodian cultures.

Cross-cultural focus with “artists” time. Gallery evening planned for April 1.

Family Fun Nights (See above).

WASL Evening for parents (with translators)

Kindergarten Social

Goal of conducting some PTA or family events at Delridge or Highpoint Community Centers.

Nearly 100% of Alki teachers have participated in the NUA Literacy Initiative training. Those who are new to our school are seeking this training and hopeful that a new Cohort will begin this year.

Effective Teachers

What processes are you using to assign teachers to students most in need?

All teaching staff at our school are highly qualified and certified to teach in Washington State. We have reduced class size, provided full-time kindergarten to all families at no cost, and have assigned resources (Sound Partners, Reading Block, Bi-Lingual instruction, Special Education) to students needing that service. We continue to strengthen teachers' knowledge of curriculum and effective instructional strategies. We have supported all teaching staff with release time for collaboration of curriculum, instructional strategy, and issues around assessment in order to provide a more uniform curricular experience for students and to allow students the opportunity to share ideas and benefit from each experience.

Attributes of Quality High Achievement Schools

As a result of re-examining the Attributes, what were the findings, conclusions, and proposed next steps? We have examined our "Transformation" strategies and have determined they have been highly effective in advancing our efforts to help our students succeed. We have been particularly successful in the attributes of Common Focus, Collaborative Environment, Curriculum Alignment, and Structuring Time to Support Learning. We have also benefited from several Learning Partnerships with our community (University of Washington-Incredible Years, WRI-Sound Partners, Alki Community Council, Alki Beacon, intern programs from various universities, Local and National Wildlife Federation-Wildlife Habitats Project, West Seattle Nursery, Junior Achievement, Ticketmaster, Windermere Real Estate, and a the Kol HaNeshanah Synagogue (donations of school supplies, winter clothing).