

***WALTER HAYS ELEMENTARY SCHOOL***

***FINAL REPORT***  
***2008-2009***

***Palo Alto Unified School District***

**DISTRICT GOAL:** Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

## **LANGUAGE ARTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will assess, collect, examine, and use data (PAUSD Literacy Portfolio - Running Records, DRA, California Standards Test – English Language Arts, CAT6, CELDT, classroom assignments and observations) to develop and differentiate instruction, which supports learning for all students.</li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students' strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading and support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy).</li> <li>● The resource specialists will provide direct support to students throughout the year. In addition, they will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress.</li> <li>● The ELD teacher will provide direct support to students with English proficiency levels of 1, 2, and 3.</li> <li>● All teachers will be provided additional support in using the District's DRA Reading Assessment during the 2008-2009 school year.</li> <li>● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.</li> <li>● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies.</li> <li>● The librarian and classroom teachers will continue to encourage students to read books that are appropriate for their grade and interest levels.</li> </ul>

- The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.
- The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of genres, authors, and illustrators.
- Teachers in grades 2-5 will receive literacy development training from Heinemann Company during the October staff development day.
- Staff will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program – ERB/WrAP, CELDT, classroom assignments and observations) to develop and differentiate instruction, which supports learning for all students.
- Teachers will meet by grade level/cluster two or three times a year, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.
- Staff will be given time to collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing.
- Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.
- The Walter Hays Literacy Specialist will continue to coach teachers on how to best teach writing, oversee intervention programs designed to assist students struggling with writing; and serve as a liaison to the District literacy development programs such as the District Writing Summit.
- Teachers in grades kindergarten and one will use the Lucy Calkins writing program and other grades will pull appropriate lessons from the program as appropriate to promote continuity.
- The resource specialist and teachers will continue using the visualizing and verbalizing program in all grades as appropriate.
- Teachers will continue to provide reluctant writers with opportunities to dictate into a tape recorder, use a computer, or use other appropriate modifications, emphasizing content over form.

- Teachers will meet by and across grade levels to discuss strategies to develop greater consistency and appropriate expectations in writing across the grade levels.
- Walter Hays will offer a writing academy for students who are struggling with some of the basics of writing. Teachers in grades 3-5 will refer students for participation in this before or after school intervention program.
- Walter Hays will offer Rockin' Writers, our literary society, to students in grades 3-5. This program will provide students with an avenue to address their interest in writing. They will meet with other students to discuss writing ideas and receive guidance and support from teachers. Students may apply to be in this enrichment program by providing an explanation of why they feel the program is appropriate for them. Any student who is interested in the program will have the opportunity to participate before leaving 5<sup>th</sup> grade. The program will be offered before school and during lunch one day a week.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

- **What activities, strategies and/or programs were most helpful to ensure that all students made progress in English Language Arts?**
  - Kid by Kid meetings identified areas of need for all students. Teachers and support staff then exchanged strategies and discussed instructional modifications that would support struggling students and differentiated instruction to challenge and support all students.
  - DRA assessment informed teacher of student reading level, student progress over time, and helped drive instructional strategies.
  - Differentiation in reading: Classrooms used small group explicit reading instruction, Guided Reading, which enabled students move from instructional to independent reading levels; Core literature is used to promote literacy development, which improves reading comprehension skills by giving students opportunities to read high interest, challenging material. Students engaged in reading groups using Houghton Mifflin Leveled Reading Series.
  - Teachers met by grade levels nearly weekly to discuss student needs and instructional strategies; met frequently with the resource teacher to discuss intervention strategies. Resource teacher worked often in classrooms providing instructional support in the Response to Intervention model, to address the needs of target students.
  - Instructional aides, serving as literacy tutors worked with first and second graders.
  - English Language Development teacher worked with students in the early stages of English reading and writing acquisition, assisting students in basic language development and sharing strategies to support these students with the regular classroom teacher.
  - Reading Academy Program was a useful intervention for students performing below grade level. Students were provided with instruction at their level and had the advantage of working with a small group of students who were also at their level. Walter Hays offered two Reading Academy classes this year, one which primarily served fourth/fifth graders, and one geared to second/third graders.
  - Resource Specialist Program served students who were found to have specific learning disabilities, which affected their reading; and also provided support to teachers and to parents so that they could work more successfully with their students.
  - Since all students are language learners, lessons contain elements of SDAIE, which promote English language development for each student.

- Writer's Workshop Program in grades 2-5, scaffolds students' individual writing experiences utilizing the focused lessons, on specific 6-Traits Writing strategies.
- Lucy Calkins Program in kindergarten and first grade, which gave age-appropriate, writing experiences to all first graders.
- Use of the district developed core writing materials in all grade levels.
- Continuation of self-assessment using a writing rubric as early as second grade, helping students recognize what makes a good piece of writing.
- Teacher, regular and special education, collaboration opportunities where fourth and fifth grade teachers examined student writing, as well as ERB results in order to address gaps in the instructional program.
- Throughout third grade, students become active readers using phonics based on Rebecca Sitton Spelling Program and a common set of reading strategies adapted from research based on best instructional methods.
- Teachers work collaboratively across grade level to create flexible groups to address core writing scope and sequence.
- Continued use of science notebooks, math notebooks, and reflective journals in order to encourage writing across the entire curriculum.

● **What results stand out?**

Walter Hays made good progress from 2007-2008 to 2008-2009 school year, in English Language Arts. In 2008-2009 the number of students in the Proficient and Advanced increased by eleven, to 297 students (85.1%), compared with 286 students (82.4%), in 2007-2008. This also reflects a reduction in the number of students in the Far Below, Below and Basic categories, from 61 students in 2007-2008 to 52 students in 2008-2009.

In the third, fourth and fifth grades, 86% of students scored Proficient or Advanced on the CST-ELA.

Overall, 83% of all students made a year's progress on the CST-ELA. However, as we have seen across the district, the percentage at third grade was noticeably smaller. Only 70% of Hays third graders made a year's progress. We have already started discussing the data and reflect that third grade is a significant developmental year for students, moving from concrete to abstract thinking, in addition to the concepts becoming more complex. Interestingly, the students make an incredible leap in fourth grade, which leads us to hypothesize that third grade is laying a solid foundation of intellectually complex ideas, but the students may still be assimilating the information at the end of the year and are more able to internalize it in fourth grade. We will continue to discuss and reflect upon the progress.

The ERB data indicates that our students made solid progress this year when reviewing the matched scores for 2007-2008 and 2008-2009. In 2007, 28 fifth grade students were in the "above" category, while in 2008, 54 students were in the "above" category. Only 2 students were in the "below" category for 2008, while 13 students were "below" in 2007. In 2008, 46 current 6th grade students were in the "above" category, while 25 students were "above" in 2007.

● **What are your next steps?**

- Continue to use multiple measures to assess student progress. Use ongoing formal and informal assessment data to drive instruction and to provide support.
- Continue to offer instruction, which is culturally sensitive, engaging, relevant and challenging to all.
- Continue to differentiate instruction to address the learning styles and needs of all students.
- Provide support systems to families including parent outreach/education and Academy Programs.
- Initiating a professional growth opportunity for teacher collaboration to reflect upon and refine effective literacy teaching practices. Grade levels will investigate methods of how children learn to read and employ methods such as lesson study to continue to refine their practice.
- All staff will participate in site based staff development opportunities to improve writing instruction, such as Visualizing Verbalizing Program.

## **MATH**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will assess, collect, examine, and use data (California Standards Test - Math, MARS, PAUSD math assessments, CAT6, classroom assignments and observations) to develop and differentiate instruction, which supports learning for all students.</li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students' strengths and weaknesses, plan prescriptive strategies (tutoring, Math Academy, Math Intervention summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics.</li> <li>● The resource specialist will provide direct support to students throughout the year. In addition, she will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math.</li> <li>● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams (SST), and parent education.</li> <li>● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies.</li> <li>● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.</li> <li>● The principal and the teachers will look at curricular changes between grades to determine what, if any, gaps are present in the instruction. Through this ongoing articulation teachers will work to eliminate gaps and redundancies between grade levels.</li> </ul>

- Teachers will brainstorm additional strategies to offer differentiation in mathematics so that all students are appropriately challenged and supported.
- Teachers will pilot various groupings and differentiation strategies during the year and discuss the efficacy of these strategies at regular staff meetings.
- Teachers will continue to use touch math and other classroom modifications to support all learners.
- Walter Hays teachers will participate in the Palo Alto Unified School District Math Network. This network of teachers will identify and share best practices in mathematics instruction.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

● **What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?**

- Kid by Kid meetings identified areas of need for all students. Teachers and support staff then exchanged strategies and discussed instructional modifications that would support struggling students and differentiation strategies to provide extensions and support for all students.
- Pre and post assessments, which guided differentiated math instruction and activities.
- Students participate in real life/relevant mathematical problems, emphasizing flexible, fluent mathematical thinking and problem solving.
- Students explore using a variety of concrete materials to gain a more in-depth understanding of the mathematical process.
- Using manipulatives, in the classroom to teach and reinforce concepts.
- Writing, reading and reciting numbers every day as part of the math period.
- Integrating the Dale Seymore and California Mathematics program to create a balanced program that is both hands on and symbolic.
- Giving students opportunities to work cooperatively, with desk partners, at the white board and with individual white boards to increase active participation.
- Providing one on one support to students, when needed.
- Using the touch math program that provides visual cues for students who are having difficulty remembering the value of each number.
- Utilizing small group instruction when introducing particularly complicated or new material.
- Using math rotations to keep all students active and engaged.
- Multiple math games for all content areas, which incorporate and reinforce math skills in an engaging way.
- Making interesting challenge math assignments available to all students.
- Differentiating homework assignments to meet student needs.
- Using computer games as incentives and reinforcement.
- Team teaching, which allowed all four teachers on the grade level to get to know every student.

● **What results stand out?**

Walter Hays made positive progress in Mathematics from 2007-2008 to 2008-2009 school year. In 2008-2009 the number of students in the Proficient and Advanced increased by four, to 298 students (85.4%), compared with 294 students (84.7%), in 2007-2008. This also reflects a reduction in the number of students in the Far Below, Below and Basic categories, from 53 students in 2007-2008 to 51 students in 2008-2009. Eighty percent of our students made a

year's progress, with 83% scoring in the Advanced and Proficient levels. We believe with the adoption of Everyday Mathematics our students will gain not only an ability to use and apply the algorithms, but have a greater conceptual understanding of how and why to use different strategies when approaching a problem. This knowledge can develop their critical thinking, as well as their creative approaches in solving problems.

Students in the third and fifth grades made good progress on their conceptual understanding and problem-solving abilities in the MARS assessment. In the third grade 48% scored "4" and 44% scored "3", which demonstrates that 73 out of 80 students have solid problem-solving strategies. At fifth grade 73% of the students scored "4" and 15% scored "3", totaling 80/91 students or 88%, in these categories. Again, we are confident that even more students will be able to understand and demonstrate their strategies, with the implementation of Everyday Mathematics.

● **What are your next steps?**

- Provide teacher support of new adopted Everyday Mathematics Program.
- Investigate the differentiation opportunities in EDM so that all students are appropriately challenged and supported.
- Work with EDM materials to pre-assess students to determine their readiness for the math curriculum.
- Continue to work with district math specialists to provide staff support for EDM program.
- Devote staff meeting and staff development time to the implementation of EDM.
- Continue to use available technology to support mathematics instruction.
- Continue to use touch math and other modifications to support all learners.
- Communicate with families about the implementation of EDM.
- Use ongoing formal and informal assessment data to drive instruction and to provide support.
- Differentiate instruction to meet the learning needs of all students.

## **LEARNING ENVIRONMENT**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> <li>● The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students.</li> <li>● District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional and physical health and resilience in students.</li> <li>● All staff will teach and model conflict resolution techniques for resolving problems both in the classroom and on the playground.</li> <li>● All staff will continue to use a variety of instructional materials, including materials from 6 Seconds, to help them identify student social and emotional needs and address these needs through a variety of teaching strategies and specific lessons in character education including the 6 Seconds Self-Science program. These lessons will follow schoolwide themes throughout the year including self-discipline, perseverance, empathy, acceptance, friendship, respect, conservation, honesty, and responsibility.</li> <li>● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members.</li> <li>● All staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members.</li> <li>● The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students.</li> <li>● The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' personal and interpersonal skills through such things as: character education book club, student assemblies, student council, and student service projects. Teachers will also collaborate on ways to use diversity/identity safety strategies as resources for learning by developing an inclusive curriculum that reflects the cultures of all students.</li> </ul>

- The Walter Hays staff and community will participate in the activities of the Walter Hays Diversity Initiative.
- Students will be surveyed periodically to learn about their feelings about physical and emotional “safety” at school and enlist their support in developing programs to address issues that emerge.
- Walter Hays staff will be trained in and will pilot the Steps to Respect Program to address issues of exclusion and bullying.
- Walter Hays will continue the Walter Hays Way campaign. The program will encourage students to work and play together positively demonstrating caring and empathy in all interactions.
- Walter Hays will continue to have a part time counselor who will meet individually and in small groups with students to help address their social-emotional needs.
- Walter Hays will contract with Jim Wiltens to provide leadership training to 4<sup>th</sup> and 5<sup>th</sup> graders.
- Teachers will provide in-class opportunities for students to use their multiple talents (art, drama, public speaking, technology) to demonstrate learning and understanding of the core curriculum.
- Teachers will share strategies and best practices for providing diverse avenues for students’ success in the core curriculum embedded in differentiated instruction.
- The principal and teachers will provide opportunities for student performances in each grade level (Children’s Theater, music performances, classroom and grade level productions) that showcase their talents.
- The principal and teachers will provide students with age appropriate leadership opportunities such as student council, buddies, Kindergarten Lunch Buddies, and Leadership Now for fifth graders.
- The principal and teachers will provide avenues for students’ community service throughout the school year.
- Walter Hays staff will continue to explore opportunities to increase music and fine arts education for all students, in particular kindergartners who currently receive no district provided music or physical education.

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that all students made progress?**
  - Kid by Kid meetings held to address the social and emotional needs of students.
  - Comprehensive, schoolwide character education programs, Steps to Respect and Primary Social Skills Program, which emphasized respect, responsibility, being inclusive, conflict resolution, teamwork, social pragmatics, perspective taking, and active listening, friendship, honesty, and self advocacy.
  - Schoolwide use of a common language with regard to student social and emotional growth and development.
  - Schoolwide classroom and playground norms and discipline procedures that promote responsible, inclusive, and safe interactions among all community members.
  - Schoolwide commitment to support and enhance a climate of respect and belonging.
  - Teacher collaboration opportunities and staff meetings dedicated to the topic of fostering social-emotional health and resilience.
  - Parent education opportunities that promoted respectful interactions for students, presented by Parents Place.
  - Students worked with performers from Theatre Works in the “Playing with Poetry” to get in touch with their own voice and body as tools for performing. They used teamwork to train, play, and rehearse to perform a poem for parents, students, and staff.
  - Students participate in classroom meetings, small groups discussions in order to internalize respect for self, others, and the Earth. Student participation promoted leadership, personal responsibility for their work and their behavior, and supported their development of conflict resolution skills.
  - Table or team points reinforced teamwork, cooperation and class collaboration.
  - School Buddy Program links students across grade levels to foster a community via character education lessons.
  - Performances/celebrations promote cooperation and collaboration among students, encourage confidence, and promote perseverance in learning the words to songs and movements to dances.
  - Differentiated instruction, which fosters a climate of safety, because of the relationship developed built between the child and the teacher.
  - Jim Wiltens Leadership Series for fourth and fifth graders.
  - The Student Council lunchtime program continued for students in grades three through five.
  - Walter Hays speech therapist and behavior specialist will work in classrooms throughout the year promoting social pragmatics, perspective taking, and active listening,
  - Walter Hays speech therapist and behavior specialist will work with parent groups to provide support and training in promoting positive, effective communication between parents and students in their Social Skills for Kindergarteners Program. They will also talk about promoting student independence and resiliency.
  - In addition to the district's PE, Walter Hays offers a Perceptual Motor Program that supports the integration of growing children's bodies and brains to promote better coordination and strength.
  - Continue to develop the foundation for the values of the Walter Hays Way, through student assemblies, class discussions and parent education meetings.
  - Provide leadership opportunities for all children, through schoolwide activities and community service.
  - Foster a climate that promotes intrinsic motivation for living the values of the Walter Hays Way, to develop positive and contributing citizens of the future, by consistently thinking, discussing, modeling and reflecting upon our choices and decision-making.
  - Partnering with parents to guide our children by holding community discussions and education evenings.

● **What results stand out?**

- Site Council 2009 Survey results indicated overall satisfaction with the social and classroom environment. Some comments focused upon helping support children with conflict resolution strategies and language. A few comments discussed parents' desire to feel more included in social and volunteer activities by other parents. Traffic issues, like people driving too fast at certain drop off points were concerning for safety.
- We feel that there are many opportunities for students to experience diverse avenues for success. Our curriculum is rich with opportunities in the fine and performing arts as well as many opportunities for service learning and peer and cross-age tutoring and mentoring.

● **What are your next steps?**

- All of the above activities, strategies and programs listed above will be continued this year.
- Principal's character education assemblies and class meetings to build upon the foundation of the Walter Hays Way.
- Walter Hays Community Meetings to focus upon the core values of the Walter Hays Way. The group is hoping to hold an all school "Read."
- Selecting a book that focuses on character building and holding once a month book group meetings to discuss the book and relate our thoughts to the Walter Hays Way.
- Working with the Parent Education group to organize education evenings that focus upon parenting and supporting their children socially, emotionally and academically.

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## **MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● English Language Learners will achieve measurable progress in English language acquisition.</li> <li>● English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>● English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>● The ELD teacher will administer the CELDT to all students whose home language is other than English, and to all student currently receiving ELD services, to obtain baseline and annual data.</li> <li>● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>● The principal and teachers will continue to improve communication between school staff and the families of Limited English Proficient students to cultivate opportunities for English Language Learners and their families to be involved in school activities.</li> <li>● Staff and parents will plan and offer community outreach projects for the 2008-2009 school year to engage all parents in the school community.</li> <li>● The ELD teacher, principal, and district staff will increase staff awareness of challenges faced by English Language learners and also increase their knowledge of intervention strategies.</li> <li>● The principal's column and other sections of the Wildcat will be published in Spanish.</li> <li>● The PTA will continue to have a parent liaison who will assist Spanish-speaking parents with accessing school resources and completing necessary school forms.</li> <li>● The ELD teacher and principal will meet periodically with the ELAC group to develop schoolwide initiatives to support English learners.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that all students made progress in English language development?**
  - Primary language tutoring support.
  - English language development support.
  - Family Institute training offered through the district
  - Translation support provided at school meetings.
  - Parent support provided through PTA outreach to assist families with completing forms and advocating for students.
  - Inclusion lessons and strategies present in all classrooms including a variety of family heritage projects.
  - Scaffolding material.
  - Use of visuals in place of words.

- Use of books on tape with text and literature books.
- Use of peer tutors and cross age tutors.
- Modifying written assignments as appropriate to support students
- Outreach projects to promote inclusion such as the International Back to School Potluck, the East Palo Alto Community Dinner, and family heritage projects.
- School newsletter and other important materials are provided in Spanish to ensure active, parent participation.
- Community outreach, including an International Back to School Potluck, Community dinner, and continued family heritage projects.
- Encourage all families to participate in district sponsored classes, activities, and family nights.
- Continue to increase staff awareness and knowledge of the unique challenges faced by English learners and their families through discussions and activities in staff meetings.

● **What results stand out?**

Most English Language Learners are performing at or above grade level and progress increases gradually between third and fifth grade. This is encouraging and seems to indicate that early intervention strategies such as support from the English language development teacher, in-class support from teachers and aides, the Academy programs, and other interventions are working. We also noted that many of our ELL students did not participate in the ERB/WrAP, so it is difficult for us to draw conclusions from these results. However, programs such as the writing, reading, and math Academies and our English learner support program have helped our English language learners.

All of the English language learners who are not performing at grade level have been identified through the Kid by Kid process and have received, and will continue to receive, support from classroom and English development teachers, the Academy Program, and classroom interventions.

● **What are your next steps?**

- Community outreach opportunities, including an International Back to School Potluck, East Palo Alto Dinner, and continued family heritage projects.
- Continue all EL services, as listed above.
- Continue to encourage all families to participate in district sponsored classes, activities, and family nights.
- Continue to increase staff awareness and knowledge of the unique challenges faced by English learners and their families through discussions and activities in staff meetings.
- Foster an inclusive attitude toward all families and encourage all families to expand their circle of school friends and acquaintances.

## **MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying English Language Learners, under represented minority, and special education students; addressing the social and emotional needs of GATE students; and improving parent communication.</li> <li>● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity. These may include: project-based literature study, use of advanced level reading material; open-ended math problems; development of problem-solving and application skills; project-based and open-ended learning assignments; simulations; and exploration of historical/sociological/economic issues and themes.</li> <li>● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate.</li> <li>● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress.</li> <li>● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students.</li> <li>● Staff will build partnerships with parents to support GATE students.</li> <li>● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.</li> <li>● Walter Hays teachers will increase use of differentiated instructional methods and materials in all grade levels.</li> <li>● Walter Hays teachers will increase options for open-ended, long-term projects in all grade levels.</li> <li>● Walter Hays teachers will offer project based learning opportunities.</li> </ul>

**Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

● **1. What activities, strategies and/or programs were most helpful to ensure that all students made progress?**

- Differentiated instruction by offering a variety of choices within the classroom, such as higher-level math problems, social studies challenge assignment, open-ended research assignments, and exposure to multiple pieces of literature and non-fiction tests.
- Continuation of the enrichment writing program, The Literary Society.
- Wordly Wise Program designed to improve vocabulary acquisition.
- Individualized spelling program for students designed to provide appropriate challenge.
- Opportunities to participate in enrichment activities such as choral music, drama, and art.
- Staff read *The Differentiated Classroom* and discussed effective practices in staff meetings that could support and enrich the opportunities for students to extend their learning and growing.
- Held a Differentiation Evening for as a parent education evening to inform our community of how differentiation occurs in the classroom.

● **What results stand out?**

Our focus has not been on the individual identification of GATE students, but rather how to address the needs and learning opportunities of these students.

We have provided differentiated instruction in academic, social, emotional and physical areas of school life at Walter Hays. Our goal is to foster self-confidence, self-advocacy, responsibility, accountability, the ability to creatively initiate and pursue knowledge for the sake of learning and growing, so each student will develop a personal solid foundation. Children and parents are positively responding to the goal and we are experiencing growth in this area and demonstrated by student projects and initiatives. Students are learning to advocate for their academic and social needs to each other and adults on campus.

● **What are your next steps?**

- Continue training opportunities for teachers in differentiated instruction strategies and techniques.
- Continue to offer challenge and extension opportunities for all students, in all curricular areas.
- Provide differentiation professional development opportunities to support teachers in developing units of study that provide challenges for all learners.

## **MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> <li>● District and school staff will provide staff with training about the specific learning needs of special education students.</li> <li>● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum.</li> <li>● The resource specialist and speech therapist will provide direct support to students throughout the year. In addition, they will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress.</li> <li>● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that Individual Education Plan goals are met.</li> <li>● Special day class students will be mainstreamed into the regular education program, as appropriate. Special support will be provided as needed to ensure success for these students and for their regular education peers.</li> <li>● Staff will build partnerships with parents to support special education students.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that all students made progress?**
  - Visualizing and Verbalizing writing program.
  - SRA direct instruction materials for reading.
  - Push-in of Speech and Language teachers and collaborating with regular education teachers.
  - Touch Math.
  - Social skills instruction.
  - Mainstreaming special day class students into the regular education program.
  - Small group, targeted instruction.
  - Pre-teaching concepts.
  - Chunking material.

- Providing step-by-step support for classroom projects.
  - Review sheets and activities designed to activate prior knowledge.
  - Preferential classroom seating.
  - Ongoing support and assistance provided by teachers, classroom instructional aides, and classroom volunteers.
  - Use of instructional tools such as reading windows, touch math, and visual cues.
  - Use visual, audio, kinesthetic and tactile teaching to reinforce concepts.
  - One on one and small group instruction whenever possible.
  - Resource Specialist Program served students who were found to have specific learning disabilities, which affected their reading; and also provided support to teachers and to parents so that they could work more successfully with their students.
  - Modifications made to assignments.
  - Repetition of concepts, directions, to support task completion.
  - Other accommodations suggested and designed by school psychologist, behavior specialist, speech therapist, and resource teachers.
- **What results stand out?**
- One on one and small group instruction gives children the individualized attention to address their needs.
  - Modifications made to assignments, gives them the needed practice without overwhelming them. They feel successful and are willing and confident to move to the next stage of learning.
  - Repetition of concepts, directions, to support task completion to check for understanding and make needed clarifications.
  - Preferential seating so children can focus on the teacher and instruction without distraction.
  - Our two Special Day Classes are successfully addressing the needs academic, social and emotional needs of these students. The students feel safe and are open to learning, because of the supportive environment. The teachers are aware of students' individual needs and are continuously reflecting on appropriate strategies and interventions for each student.
- **What are your next steps?**
- Continue staff development support to help teachers recognize and address student instructional needs in the classroom.
  - Continue Kid by Kid meetings in order to identify student needs and brainstorm strategies to address these needs.
  - Continue mainstreaming and reverse mainstreaming opportunities for students.
  - Continue with the steps listed above.

## **MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics.</li> <li>● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level.</li> <li>● The principal and teachers will create ways to increase parental involvement through improved communication to ensure that parents do not feel disenfranchised.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

- **What activities, strategies and/or programs were most helpful to ensure that all students made progress?**
  - Reading, Writing, and Math Academy.
  - Teachers, aides, and resource specialist provided classroom support.
  - Provide teachers with opportunities to collaboratively develop differentiation strategies for meeting the needs of all students.
- **What results stand out?**

We are still working hard to support these children, academically and socially. Parent conferencing to talk about how to support their children has made a difference, but we still need to make greater strides for student growth.

Early childhood education lays the groundwork for how school works, as well as provides an introduction to reading and mathematics. Students without this framework face challenges from the first day of kindergarten, because so many of our students come to school with these rich experiences. School can become a difficult place emotionally for these children, because they themselves begin to realize that they “don’t know” what everyone else knows. They lose self-confidence. They don’t feel safe. They feel “different”. They are scared. Our team of teachers, resource specialist, speech and language, psychologist, counselor, aides are working tirelessly to build confidence and address their learning needs. It is making a difference in their progress. However, it is a huge undertaking and we realize that if these children came in with a solid early childhood experience, they would be in a much more powerful place as they begin school.

● **What are your next steps?**

- Teachers will continue sharing best practices for meeting the needs of low achieving students.
- Staff will continue to work closely with families to build a school/home partnership in order to support students.
- Expert staff, such as special day class and resource teachers will participate in Kid by Kid meetings to help brainstorm intervention strategies to support these students.
- Differentiation of core content areas to create opportunities for all students during the 2009-2010 school year.

# ***APPENDIX***

## 2008-09 Demographic and Student Achievement Data Walter Hays Elementary

### 2008-09 Enrollment

	Number	Percent
Asian	120	24 %
White, not Hispanic	323	64 %
African American	15	3 %
Hispanic/Latino	28	6 %
Other	20	4 %
Total	506	
Free-Reduced Lunch	31	6 %
Special Education	74	15 %
English Learner (EL)	40	8 %

Source: SASI- August 2009.

### Academic Performance Index (API)

2007 BASE	2008 GROWTH	2008 BASE	2009 GROWTH
936	926	921	925

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

### MARS- Grades 3, 5 Percent of Students Scoring at Each Level

	Grade 3			Grade 5		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Highest	87	61	48	70	56	73
At Standard	14	32	44	23	33	15
Below Standard	5	5	8	5	12	9
Minimal Achievement	3	3	0	2	0	3

The MARS test is aligned to NCTM standards and is designed to assess students' ability to solve mathematical problems and to explain their thinking.

### Education Records Bureau Writing Assessment Program (ERB WrAP) Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2006-07		2007-08		2008-09	
	Grade 4	Grade 5	Grade 4	Grade 5	Grade 4	Grade 5
Stanine 7 - 9	49	40	38	36	34	64
Stanine 4 - 6	47	49	47	63	42	29
Stanine 1 - 3	4	12	15	1	25	7
Number Tested	83	78	81	84	89	90

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing trails.

### PAUSD Literacy Assessment Portfolio/Running Records Percent of Students At or Above Grade Level

Grade	2006-07	2007-08	2008-09
K	88	93	95
1	86	79	81
2	95	87	90
3	98	91	78
4	100	86	81
5	94	83	90

The PAUSD Literacy Assessment Portfolio provides strategies and tools to be used district wide in assessing student progress. Running Records are a tool for assessing students' text levels using a series of graded or leveled reading materials.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, <http://www.pausd.org/community/about/sar.shtml>, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: <http://www.cde.ca.gov>.

## Hays STAR Test Results

*CST refers to the California Standards Test.*

*This table shows the % of students scoring at the proficient and advanced levels.*

Grade	CST 2006			CST 2007			CST 2008			CST 2009		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
<b>English/Language Arts</b>												
<b>2</b>	28	55	83	30	51	81	29	49	78	19	64	83
<b>3</b>	27	58	85	30	49	79	31	45	76	30	49	79
<b>4</b>	14	78	92	12	74	86	14	76	90	14	72	86
<b>5</b>	26	62	88	20	67	87	27	58	85	18	72	90
<b>Mathematics</b>												
<b>2</b>	16	72	88	16	74	90	32	57	89	12	80	92
<b>3</b>	14	77	91	14	72	86	21	66	87	14	70	84
<b>4</b>	24	63	87	14	69	83	24	59	83	17	64	81
<b>5</b>	42	41	83	29	56	85	24	58	82	25	61	86
<b>Science</b>												
<b>5</b>	46	34	80	40	41	81	45	40	85	26	66	92