



Innovation Proposal 2014-2015

School: Elsie Collier Elementary

Principal: Michelle J. Shropshire

SECTION 1.

Please identify members of the School Leadership Team.

Team Member	Title	Signature
Tonya Berryhill	Counselor/Title I Facilitator	
Leslie Howard	Reading PLT Chair	
Marsha Richardson	Math PLT Chair	
Amber Coggin	Technology Support Teacher	
Lisa Whatley	4 th grade teacher	
Theresa Maddox	Lead writing teacher	
Shawna Zodrow	3 rd grade teacher	
Kim Rice	2 nd grade teacher	
Arbie Nelson	Kindergarten teacher	
Lisa Large	4 th grade teacher	

SECTION 1A.

Before completing this proposal, please ensure your school meets all of the following criteria:

- Reduce number of out of school suspensions from 2013 to 2014.
- Increase attendance rate from 2013 to 2014.
- Reduce course failures from 2013 to 2014.
- Achieve a minimum 95% participation rate on all required assessments.
- Increase participation in extracurricular activities among subgroups.

SECTION 2. Abstract

Please provide a project summary (limit: one page) that includes the project's vision, goals, activities, key features for student success and the means of measuring progress/evaluation.

The **vision** for this proposal is to create a safe, engaging, collaborative environment that supports the growth and development of 21st century learners.

Four **goals** support this vision. First, develop stable, supportive relationships among peers and adults to create a sense of safety and belonging for students, allowing them to take risks essential for true learning. Second, create a collaborative classroom where students become thoughtful readers, writers and conversationalists who are able to discuss and debate big ideas with respect, clarity and understanding. Third, facilitate learning where students engage in challenging and wide-ranging content. Fourth, promote effective, open communication with all stakeholders.

Activities: We plan to follow the research-based, nationally recognized *Caring School Community (CSC)* program to establish the climate essential for accomplishing these four goals. A calendar of implementation for year one and year two will provide the time-line for orientation, staff development, and school-wide implementation. Class meeting activities provide the core for teachers and students to get to know each other, discuss issues, identify and solve problems and make decisions that affect climate. Students will apply the skills and strategies learned in CSC as they collaborate in project-based activities to solve open-ended and real world problems across content areas. Other projects or tasks that will require and encourage collaboration are book clubs, peer editing, and number talks. Teachers will use CSC skills and strategies as they collaborate to plan and implement standards-based, student-centered lessons that are rigorous, relevant and engaging. These lessons will provide opportunities for students to speak and write with respect, clarity and understanding. Teachers will use best practices in writing (*Being A Writer*) to create a collaborative classroom where students are taught to speak and write clearly and purposefully to express their thinking. Four vertical teams will use CSC skills to analyze, reflect and refine instructional practices to ensure alignment to current standards. In Activities to improve open communication are: a project overview at the first PTA meeting, weekly teacher newsletters, monthly school newsletters and quarterly newsletters for partners and community stakeholders. Emails and the school website will provide up-to-date school information/activities. First and third quarter teacher/parent conferences will communicate data and formative assessments results and develop the relationship of parents as partners.

Key features for student success: (1) Teacher Preparation: Teachers as facilitators will receive materials, tools and strategies that scaffold their learning and build in complexity. Assessment and reflection activities will improve teacher practice. (2) Academic rigor for all students in all content areas will be achieved by providing activities that invite students to construct meaning, think critically and collaborate with others to deepen understanding and learning. (3) Student-centered, engaging activities and routines will provide an environment in which children thrive, motivation increases, behavior problems decrease and academic performance increases.

Assessments: Four assessment tools will measure successful implementation of CSC. **Teachscape data** collected during daily formal and informal classroom visits will be used to assess environment as well as opportunities for student engagement and collaboration. **Monthly vertical team meetings and monthly grade-level planning meetings** (with completed PLCIAs) will allow teachers to reflect and assess progress toward goals. The **STAR test** and **ACT Aspire** will measure academic gains. **Climate surveys** for staff, students and parents will provide perception data.



SECTION 2A.

Requirements That Cannot Be Waived

- Those imposed by federal law
- Those related to the health and safety of students or employees
- Those imposed by ethics laws
- Those imposed by the *Alabama Child Protection Act of 1999*, Title 16, Chapter 22A, *Code of Alabama 1975*
- Those imposed by open records or open meetings laws
- Those related to financial or academic reporting or transparency
- Those designed to protect the civil rights of students or employees
- Those related to the state retirement system or state health insurance plan
- Adhere to core beliefs and mission of the Mobile County Public School System.
- Must be aligned with Plan 2020 and the College and Career Ready Standards.
- Those imposed by the Mobile County Public School System's Board of Commissioners.

Not Allowable For Waiver

- May not compensate an employee at an annual amount that is less than the amount the employee would otherwise be afforded through the State Minimum Salary Schedule
- May not voluntarily remove any rights or privileges acquired by any employee under the *Students First Act of 2011*, Title 16, Chapter 24C, *Code of Alabama 1975*
- May not deny any right or privilege granted to a new employee pursuant to the *Students First Act of 2011*

Schools Selected To Implement Innovation Proposals May:

- Operate without Team Visits
- Develop curriculum pacing
- Develop CCRS curriculum and instructional models
- Operate under site-based management/decisions regarding curriculum, delivery of instruction, methods of student engagement, monitoring and daily operations.

Schools will be expected to:

- Participate in district semester EQTs
- Participate in all required District activities and events
- Participate in high-stakes tests

- Schools may develop unique, customized plans to ensure students' academic success as measured on district's end of semester exams and high stakes tests.



SECTION 3. Vision and Needs Assessment

1. What is the purpose and expected outcome of this project? Include expected outcomes for students.

The **vision** for this proposal is to create a safe, engaging, collaborative environment that supports the growth and development of 21st century learners. **Students are expected** to develop in three areas of competency: (1) **Social Emotional Learning** that involves the enhancement of social awareness including collaboration, empathy, and relationship-building skills. (2) **Academic Excellence** reflected in the demonstration of literacy across all content areas by reading complex texts, writing for multiple purposes, speaking in a variety of situations, and using language effectively. (3) **Creative Problem-Solving** evidenced by student ability to clearly articulate thoughts, ideas, and information using oral and written communication to solve complex and unfamiliar problems.

2. Explain how the school's current data influenced the need for this project.

Climate surveys showed that only 64% of students in third through fifth grade feel they are treated fairly. 55% of students believed that students at Collier treat adults with respect. Only 55% think their teacher asks their family to come to school activities. 69% said their teacher listens to them. Only 36% of the students said their principal and teachers ask them what they thought about school. 50% of students said they give up when they cannot solve a problem.

These results indicate the need to improve relationships, encourage student voice and choice, and improve the culture and climate.

STAR Early Literacy results show that 46% of kindergarten students did not score at the desired transitional reader level. In first grade, 50% did not score at probable reader level. STAR reading showed 35% of second graders were not reading at grade level. At fifth grade, 31% were not reading at grade level.

Reading EQT data showed 30% of first, second and fifth graders were not proficient.

STAR math revealed that 20% of second graders were not on grade level.

The above results indicate the need for a change in instructional practices in K, 1, 2 and 5. It also indicates that the change in instructional practices implemented in the 2013-14 school year in third and fourth grade should continue.

3. How will this project increase the Mobile County Public School System's graduation rate?

Research results in several areas report that students who feel a sense of connected-ness to school have improved grades in core courses and higher educational aspirations. A follow-up study of students involved in the CSC program showed enduring effects for the program, including higher grades and achievement-tests scores. Increasing the number of students who feel connected to school resulting in those who perform at or above grade level each year will increase the number of Collier students who graduate on time.



SECTION 3. Vision and Needs Assessment

4. How is this project aligned to best practices and current research to raise student achievement? How does this project support students' college and career readiness?

This project is directly aligned to the **Daggett System for Effective Instruction** focusing on student learning, teachers as facilitators, and flexible structures to support student needs. In addition, it increases rigor, develops relationships and makes learning relevant to the individual student. According to "The Whole Child Initiative" (ASCD, 2014), "The demands of the 21st century require a new approach to education to fully prepare students for college, career and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities." In addition, more than twenty years of research document that building a safe, caring school community for children is essential for their academic, social and ethical development. Vagotsky argued that, "Language is the main tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing". He further suggested that, "Language helps children be strategic, rather than purely impulsive in their approach to complex problems, and it helps them to gain control over their own thinking and behavior". The research-based programs and activities of this project indicate that every student will have the academic, creative problem-solving, and social emotional skills to be successful in college and career.

5. How will this project be monitored?

Teachscape data collected during daily formal and informal classroom visits will be used to assess environment as well as opportunities for student engagement and collaboration. **Monthly vertical teams and grade-level planning meetings** will allow teachers to reflect and assess progress toward goals. The **STAR/STAR Early Literacy** test will measure academic gains in reading and math. Teachers will utilize the **Writing Performance Task Preparation Guide** to monitor progress toward and prepare students for the summative assessment performance tasks required by the **Common Core State Standards**. **Climate surveys** for staff and students will provide perception data.



SECTION 4. Goals, Objectives, Evaluation, Timeline

Goals:			
<ul style="list-style-type: none"> • Develop stable, supportive relationships among peers and adults...allowing students to take risks essential for true learning • Create a collaborative classroom where students become thoughtful readers, writers and conversationalists who are able to discuss and debate big ideas with respect, clarity and understanding. • Facilitate learning where students engage in challenging and wide-ranging content. • Promote effective, open communication with all stakeholders 			
Objectives	Activities	Personnel	Timeline
Identify the measure-able objectives that will be used to determine success in achieving these goals. Must be Specific, Measurable, Attainable, Relevant and Timely - SMART.	Develop activities for each objective that: are creative and innovative; impact student success; allow for greater flexibility; change the way the school/district currently operates.	Indicate the name and title of personnel who will be responsible for the activities.	Identify the timeline for the activities (include month and year).
Increase the number of positive responses relating to relationships, safety, and belonging by 2% from fall to spring on the climate and perception surveys.	<ul style="list-style-type: none"> -Provide initial and ongoing CSC and Being A Writer staff development for teachers and staff. -Implement CSC including class meeting lessons, across-grade buddies, parent involvement and whole school service-learning components to create desired climate. -Implement Being a Writer to develop social/emotional learning. Conduct climate and perception surveys in the fall and spring.	Dev. Studies Ctr (DSC) Presenter Collier Staff Amber Coggin, TST	July, 2014-May 2015 Aug, 2014-May 2016 Aug, 2014 & April 2015
Increase by 2% at each grade level the number of students scoring proficient or higher on the ACT Aspire. Increase by 5% the number of students at each grade level scoring at or above benchmark on the STAR reading and STAR math.	Teachers: <ul style="list-style-type: none"> -Attend DSC "Best Practices for Teaching Writing/Being A Writer" workshops to ensure successful implementation. -Attend Staff Dev. on Rigor, Relevance and Relationships. -Collaborate at grade level to develop standards-based student-centered lessons. -Collaborate in Vertical Teams to refine instructional practices. -Administer pre-determined formative assessments -Begin developing a standards-based report card (K-2) All Students: <ul style="list-style-type: none"> -Participate in close reading/critical analysis of wide-ranging texts -Write for multiple purposes and varied audiences -Speak in a variety of situations -Use technology to enhance learning, build background, produce writing and create projects 3-5 Students: (Year One) K-2 Students: (Year Two) <ul style="list-style-type: none"> -Collaborate in project-based activities to solve open-ended and real world problems. 	DSC Presenters Principal Classroom and Support Teachers Staff Teachers K-2 Teachers Principal Staff Collier Staff Amber Coggin, TST Collier Staff	June, 2014 Aug, 2014 Aug, 2014-Mar , 2015 Jan, 2014-May, 2015 Aug, 2014-May, 2015 Oct, 2014-May, 2016
Increase by 3% the number of positive responses on the parent climate survey relating to school goals, activities and assessment results	Conduct Project Overview at first PTA meeting Conduct first and third quarter teacher/parent conferences Utilize <i>School Messenger</i> Utilize <i>Remind 101</i> Publish weekly classroom newsletters and monthly school newsletters Enhance and maintain updated website	Principal Teachers Principal Teachers Teachers/Prin. Deb Saleeby, Media Specialist	Aug, 2014 Oct, 2014 March, 2015 Aug, 2014-May, 2015



SECTION 5. Project Evaluation and Sustainability

1. How will you evaluate and report the impact this innovative project has on increasing student success and/or other stated goals and objectives?

We will analyze data from Teachscape, Climate/Perception Surveys, ACT/Aspire, STAR, semester EQTs and other formative assessments. Results will be displayed on the school data board in the front lobby; reported at data meetings and PTA meetings, shared at feeder pattern meetings, published in the Collier Brochure and in a quarterly report to parents and all stakeholders.

2. How will this innovative project be sustained?

This project will be sustained by

- ongoing professional development
- continuing appropriate allocation of resources
- empowering the leadership team
- creating vertical teams to communicate and collaborate for the purpose of project reflection and refinement

3. How will you communicate this innovative project to parents, students and the community?

We will:

Conduct Project Overview at first PTA meeting

Conduct first and third quarter teacher/parent conferences

Utilize Remind 101

Publish weekly classroom newsletters and monthly school newsletters

Enhance and maintain updated website

Publish a quarterly newsletters for partners-in-education and other community stakeholders



SECTION 6. Faculty, Parental and Community Support

School: Elsie Collier Elementary

Planning Dates (Faculty, Community, PTA/PTO, etc.):

June 4, 2014 – Faculty meeting to discuss proposal , June 5, 2014 – Leadership Meeting to begin proposal.

June 16 – Leadership Team Meeting to review data and continue writing of proposal

June 25 – Leadership Team Meeting to complete proposal

June 30 – Leadership Team Meeting to proof final proposal copy

School Leadership Team

We certify that this proposal is supported by 80% or more of the school's faculty.

Team Member	Title	Signature
Tonya Berryhill	Counselor/Title I Facilitator	
Amber Coggin	Technology Support Teacher	
Leslie Howard	Reading PLT Chair/Parent	
Lisa Whatley	4 th grade teacher	
Kim Rice	2 nd grade teacher/Parent	
Arbie Nelson	Kindergarten teacher	
Theresa Maddox	Lead writing teacher	
Lisa Large	4 th grade teacher	

Principal

I certify that parent representatives were involved in the development of the proposal and that the plan, once approved, will be communicated to parents, PTA/PTO, etc.

Name	Title	Signature
Michelle J. Shropshire	Principal	

