



11/8/07

Snoqualmie Valley School District

School Improvement Plan

2007-2008



North Bend Elementary

400 East 3rd Street
North Bend, WA 98045

Mission, Vision, Guiding Principles

Expect the best - From our students - Of our staff - For our community

It is the mission of the Snoqualmie Valley School District to meet the individual learning needs of its students, thereby enabling them: to identify and realize their potentials, to develop skills and attitudes for life-long learning, and to be knowledgeable, productive, and involved citizens

Caring, Sharing, and Preparing for Our Future

Provided By OSPI,
Adapted from ESD 113 and
Modified by the SVSD

School Improvement Plan

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I. Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- § All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- § Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- § School Improvement Planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- § The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- § Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.

II. Description of School Community

Overview of North Bend Elementary School

The Facility

North Bend Elementary School, originally built in 1962, went through a major remodeling in 1999. The modernized school building consists of 20 classrooms within two main buildings and 9 portable classrooms. There is a library, multi-purpose room, technology lab, and full sized gym. These facilities provide flexible, up-to-date and functional learning spaces.

Where are we going?

We are a growing community. Being a part of a growing school district is exciting and presents wonderful opportunities to bring children, staff members, parents, and other family members together to build a sense of “community” and “capacity” to help all students grow and learn. Volunteers are an integral part of our school. This past year, over 300 volunteers contributed in excess of 9,000 hours at school. Our PTA is very active and provides substantial support for student learning and activities.

Student Characteristics

In the spring of 2004, there were 585 students enrolled. Our current student enrollment is 471 students. The drop is due in part to the opening of our new elementary school in the district and the consequent boundary changes. We continue to plan for future growth as our community continues to increase in size.

Currently there are 54 students on IEP’s. Students receiving Title I services total 42. Fourth and fifth graders participating in the highly capable (Hi-C) program total 60. English as a Second Language serves 4 students.

The average daily attendance last year was 98% with approximately 1% arriving tardy.

The percentage of students qualifying for free and reduced price lunch in 2007 -2008 school year is 15%. In 1999, the percentage was 20.4%. The ethnicity make up at NBE is similar to other schools in our district. The percentages are: 0.6% American Indian, 2.4% Asian/Pacific Islander, 0.6% Black, 5.5% Hispanic, 3.0% multi-ethnic, and 87.9% white.

School Organization

Within our learning community students are grouped into 23 classrooms by grade level. That number includes one full day and 3 half day kindergartens. We have a special education resource program and three specialty classrooms.

Class sizes range from a low of 16 students to a high of 24 students. The K-5 class average is 21.

Name & Title

B. Participating Stakeholders

I am aware and supportive of our Buildings School Improvement Plan

<u>Andrea Stein</u>	<u>Dawn Olson</u>
<u>Mary-Lee Johnson</u>	<u>Lisa Radmer</u>
<u>Marla Eckhart</u>	<u>Alicia Moore</u>
<u>Erin Brinkerhoff</u>	<u>Laurel Christie</u>
<u>Melody Kvam</u>	<u>Mandy Keleher</u>
<u>Anne Melgaard</u>	<u>Jill Holen</u>
<u>Kristin McMichael</u>	<u>Dennis Lee</u>
<u>Diana Balsley</u>	<u>Diane Venera</u>
<u>Kate Christenson</u>	<u>Sue Berhold</u>
<u>Ben Miller</u>	<u>Kathy Furulie</u>

<u>Mary Ann Scappucci</u>	<u>Dyan Schecterson</u>
<u>Sarah Davis</u>	<u>Lenora Hearing</u>
<u>Mei-Lan Hom</u>	<u>Ginger Harpel</u>
<u>Natalie Campbell</u>	<u>Karen Seiser</u>
<u>Kelly Billington</u>	<u>Valeria Waldean</u>
<u>Tom Fladland</u>	<u>Ann Hamerly</u>
<u>Julie Gardunia</u>	<u>Tricia Clearman</u>
<u>Shari Myers</u>	<u>Carma Young</u>
<u>Anne Blair</u>	<u>Christina Williams</u>
<u>Rick Flanagan</u>	<u>Denae McGregor</u>
<u>Meredith vonTrapp</u>	<u>Jim Frazier</u>
<u>Kim Wagner</u>	<u>Traci Tawney</u>
<u>Dan Thompson</u>	
<u>Alan Tepper</u>	
<u>Marcia Townsend</u>	
<u>Nancy Byrnes</u>	
<u>Sally Combs</u>	

C. District Review Team Members

List the names and titles of the District Review Team Members	
<u>Rudy Edwards – Board of Directors</u> Name & Title	Date Review: _____
<u>Kristy Sullivan, President – Board of Directors</u> Name & Title	Date Review: _____
<u>Rick Krona – Board of Directors</u> Name & Title	Date Review: _____

Marci Busby – Board of Directors
Name & Title

Date Review: _____

Kim Horn, Vice President - Board of Directors
Name & Title

Date Review: _____

Joel Aune – Superintendent of Schools
Name & Title

Date Review: _____

Don McConkey – Assistant Superintendent
Name & Title

Date Review: _____

III. School Portfolio

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern

North Bend Elementary School's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographic, (2), student achievement, (3) perceptions, and (4) Adolescent Youth Behavioral Survey. Data will be added periodically to reflect progress toward our goals.

Stakeholders analyzed this data using a "data carousel" activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern North Bend Elementary School's strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

A. School Data Collection

1. Demographic Data

(Mobility rates, class size, parent involvement, ELL, ethnicity, special populations)

October 1, 2007 enrollment, K-5 = 471 students.

Socio-Economic Status: 15% of our students receive free or reduced lunch.

Class size average is 21 students.

Parental Involvement: Parents volunteered over 9,000 hours at our school last year.

Ethnicity:

87.9% of our students are white

0.6% American Indian

2.4% Asian/Pacific Islander

5.5% Hispanic

0.6% Black

3.0% Multi-Ethnic

Special Populations:

4 students are English Language Learners

54 students are receiving Special Education services

60 fourth and fifth grade students receive gifted program services

42 students receive Title I services

2. Student Achievement Data

(WASL, 2nd Grade Reading Assessment, Gender performance, other)

See Exhibit #1 – All student achievement data

3. Perceptual Data

(Nine Characteristics of Highly Effective Schools, Parent Survey, Student Survey, Climate Surveys, Technology Survey, etc.)

See Exhibit #2 – Staff Nine Characteristics Survey

4. Contextual Data

**The North Bend Elementary PTA raised over \$80,000 in 2006-2007 for our students.
Parent volunteers put in an excess of 9,000 hours in our school.
All certified staff is highly qualified.**

Assessing Strengths and Areas of Opportunities Using the Data Carousel

5. Summary of North Bend Elementary School’s Strengths

Stakeholders analyzed data using a “data carousel” activity. Data displays were created for each data category. Stakeholders rotated from table to table analyzing the data to discern North Bend Elementary strengths and areas of opportunities. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top concerns. Individual ratings and rankings were used to create a composite rating and ranking resulting in a prioritized list of opportunities which to base the School Improvement Plan.

Strengths and Opportunities as identified by the data carousel for Math:

lowest strand was geometric sense; score of 45.9%	26
lowest score was in making connections w/score of 57.6%	23
scored below district, but above state overall	22
66% of 3rd gr. Passed number sense	20
lowest score in area of measurement with a score of 64.4%	11
scores are below district, but above state scores	8
3rd gr. Process/comm. Went from 79% in 06 to 15% in 07 for a 22% change	3
14% increase in 07 for level 4 standard	3

Strengths and Opportunities as identified by the data carousel for Reading:

Comprehension increased for 3rd and 4th grade, decreased significantly for 5th grade	34
4th gr. 06' passed reading w/ 96% but 5th gr. Only 80% passed giving a 17% drop w/ same group of kids	28
in 07 5th gr. Comprehension scored 9.5% below the SVSD	23
students not meeting standards increased from 10% in 06 to 18% in 07	19
11% of 4th graders do not meet standards	2
District wide reading scores went down about 8%	2
07 comprehension-informational text, 74% of 5th gr. Passed	2
69 out of 85 5th gr. Students met or exceeded reading standards	1

07 WASL Literary analyzing, 75% of 5th gr. Passed, 88% of 4th passed and 90% of 3rd gr. Passed	1
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Strengths and Opportunities as identified by the data carousel for Writing:

16% of NBE students did not meet standards	34
content/organization/style is at 77%	21
the % of spec. needs students passing 4th gr. Writing increased 35% between 05 and 06	8
4th gr. Had 44% pass the 07 WASL at level 3 and 38% at level 4	4
students who achieved a level 4 doubled from 06-07	3
07 showed the highest score for writing in the 6 yrs. Taking WASL	2
4th gr. Has increased 6% from 06-07	1
between 03 and 07 students in 4th gr. Struggled less in writing standards	1

Strengths and Opportunities as identified by the data carousel for Science:

16% of NBE students did not meet standards	34
content/organization/style is at 77%	21
the % of spec. needs students passing 4th gr. Writing increased 35% between 05 and 06	8
4th gr. Had 44% pass the 07 WASL at level 3 and 38% at level 4	4
students who achieved a level 4 doubled from 06-07	3
07 showed the highest score for writing in the 6 yrs. Taking WASL	2
4th gr. Has increased 6% from 06-07	1
between 03 and 07 students in 4th gr. Struggled less in writing standards	1
16% of NBE students did not meet standards	34

Strengths and Opportunities as identified by the data carousel for Survey:

35% of NBE staff believes struggling students do not receive early intervention services	22
66% of the staff do not understand the allocation of resources in this district	17
53% of all staff feel the district training helps them do their job better	16
56% of staff believe we have a system for celebrating student success	13
55% of staff report they receive recognition praise for a job well done	9
52% of staff surveyed feels the school does not communicate effectively to families of all cultures	4
69% of staff agreed we had high standards and expectations	4
20% of staff believe that staff do not welcome new & innovative ideas	4
75% of staff feel that confidential info. Is carefully guarded in this school	3
53% of staff surveyed feels we do not teach to the cultures we serve	2
47% of staff report administrators do everything they can to keep people during tough times	2
92% of staff feel reliability is high	2
46% of staff report that our staff is not culturally responsive	1

IV. Goal Areas

Developing Improvement Goals Worksheet

Goal #1 – Writing

Area for Improvement	<ul style="list-style-type: none"> To improve students' total writing skills
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 4th Grade WASL Results District adopted assessments Classroom formative assessments
Current Results	<ul style="list-style-type: none"> On the 2007 WASL 81.2 % of students met standard in writing On the 2007 WASL 68.9% of students met standard in content/organization/style, an increase of 8.7% On the 2007 WASL 94.0% of students met standard in conventions, an increase of 5.5%
Target	<ul style="list-style-type: none"> 72% of the 4th grade students will meet standard (9) on the spring 2008 WASL
Standard 3 – 5 year goal	<ul style="list-style-type: none"> 76.5% of the 4th grade students will meet standard (9) on the 2009 WASL Goal of +4.5% increase per year for the writing WASL
Completed Goal Statement	<ul style="list-style-type: none"> 72% of the 4th grade students will meet standard (9) on the spring 2008 WASL

Developing Improvement Goals Worksheet

Goal #2 – Reading

Area for Improvement	<ul style="list-style-type: none"> To improve students' total reading skills
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 3rd, 4th, and 5th Grade WASL results
Current Results	<ul style="list-style-type: none"> On the 2007 WASL 86.5% of 3rd grade students met standard in reading On the 2007 WASL 88.4% of 4th grade students met standard in reading On the 2007 WASL 80.2% of 5th grade students met standard in reading On the 2007 WASL all strand data was above the state average
Target	<ul style="list-style-type: none"> 88% of the 4th grade students will meet standard (400) on the spring 2008 WASL
Standard 3 – 5 year goal	<ul style="list-style-type: none"> 90% of the 4th grade students will meet standard (400) on the 2009 WASL Goal of +2% increase per year for the 4th grade reading WASL Goal of +3% increase per year for the 3rd grade reading WASL Goal of +2% increase per year for the 5th grade reading WASL
Completed Goal Statement	<ul style="list-style-type: none"> 88% of the 4th grade students will meet the standard (400) on the spring 2008 WASL

Goal #3 – Math

Area for Improvement	<ul style="list-style-type: none"> To improve students' total math skills
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 3rd, 4th, and 5th Grade WASL District adopted math curriculum Periodic classroom formative assessments
Current Results	<ul style="list-style-type: none"> On the 2007 WASL 76.4% of 3rd grade students met standard in math On the 2007 WASL 73.9% of 4th grade students met standard in math On the 2007 WASL 72.1% of 5th grade students met standard in math
Target	<ul style="list-style-type: none"> 78% of the 4th grade students will meet standard (400) on the spring 2008 WASL
Standard 3 – 5 year goal	<ul style="list-style-type: none"> 83% of the 4th grade students will meet standard (400) on the spring 2009 WASL Goal of +4% increase per year for the 4th grade math WASL Goal of + 3% increase per year for the 3rd grade math WASL Goal of +4% increase per year for the 5th grade math WASL
Completed Goal Statement	<ul style="list-style-type: none"> 78% of the 4th grade students will meet standard (400) on the spring 2008 WASL

Developing Improvement Goals Worksheet

Goal #4 – Science

Area for Improvement	<ul style="list-style-type: none">• To improve students' total science skills
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none">• 5th Grade WASL Results• District adopted assessments• Classroom formative assessments
Current Results	<ul style="list-style-type: none">• On the 2007 WASL 51.2 % of students met standard in science
Target	<ul style="list-style-type: none">• 58.2% of the 5th grade students will meet standard (400) on the spring 2008 WASL
Standard 3 – 5 year goal	<ul style="list-style-type: none">• 65.2% of the 5th grade students will meet standard (400) on the 2009 WASL• Goal of +7.0% increase per year for the science WASL
Completed Goal Statement	<ul style="list-style-type: none">• 58.2% of the 5th grade students will meet standard (400) on the spring 2008 WASL

Goal #5 – 9 Characteristics EES Survey Results

Area for Improvement	<ul style="list-style-type: none"> To improve open communication for problem solving amongst the staff. To be more effective in communicating programs for early intervention strategies to parents for students.
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 2008 Nine characteristics EES Staff survey results
Current Results	<ul style="list-style-type: none"> Show a lack of communication with staff and parents from the 2006 EES survey.
Target	<ul style="list-style-type: none"> 2008 Nine characteristics EES survey
Standard 3 – 5 year goal	<ul style="list-style-type: none"> 3-5 year goal Will continue to strive to improve students learning and achievement by staff collaboration and communication around common goals and objectives associated with current student data results. Continue to strive to inform parents on a regular basis of our early intervention programs.
Completed Goal Statement	<ul style="list-style-type: none"> To improve open communication for problem solving amongst the staff. To be more effective in communicating programs for early intervention strategies to parents for students.



11/8/07

V. ACTION PLANS - Kindergarten

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur?</i> <i>What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teach letter and number writing, journal writing, weekend news, writing prompt, introduce conventions	Team level meetings, cohort meetings, chocolate and coffee	September-June	Harcourt curriculum, The Writing Spot curriculum, 4 Square Writing	Teachers, District Cohort leaders, parents	Kindergarten writing rubric, report cards, tri-folds, observations, writing prompt
Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in writing.					



V. ACTION PLANS - Kindergarten

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur?</i> <i>What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teach letters, letter sounds(phonemic awareness), sight words, introduce conventions	Team level meetings, cohort meetings, lots of chocolate and coffee	September-June	Harcourt curriculum, literature, posters, flash cards, leveled reading, running records, take home books	Teachers, district cohort leaders, parents	Trimester assessments, running records, observation
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in reading.</p>					

V. ACTION PLANS - Kindergarten

School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur?</i> <i>What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teach number recognition, number sense, geometric shapes, sorting, classifying, patterning, graphing	Team meetings, district cohort meetings, lots and lots of chocolate and coffee	September-June	Growing with Mathematics curriculum, Investigations curriculum, manipulatives, literature, problem solving, math intervention games	Teachers, district cohort leaders, math intervention teacher	Trimester assessments, observation, workbooks
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 3rd, 4th, 5th, and 6th grades.</p>					

V. ACTION PLANS - Kindergarten

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Implement new science curriculum, field trips	Team meetings, cross-grade level meetings, district cohort meetings, more chocolate and coffee	September-June	TOSAS, Science Companion curriculum	Teachers, district cohort leaders	Observation, student work and student participation
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS – 1st Grade

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Identify complete sentences	District adopted reading and writing resources	All year	Harcourt and Step- up to Writing materials	Classroom teachers and District Cohorts	District writing assessments with rubrics On-going classroom assessments
Write complete sentences using capitals and punctuation	Lucy Calkins materials and grade level resources	All year	Lucy Calkins materials, Step-up to Writing materials	Classroom teachers and District Cohorts	District writing assessments with rubrics On-going classroom assessments
Students will use capital letters for proper nouns(days of the week, months, people, 'I')	Acquired	All year	Word Wall, calendar and writing resources	Classroom teachers	District writing assessments with rubrics On-going classroom assessments
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in writing.</p>					

V. ACTION PLANS – 1st Grade

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Each child will know letter sounds by the end of 1st grade.	Practice skills. Organize one-on-one time for low achievers. Daily reading work.	All year long	Shared grade level materials	Teachers, aids, and volunteers	DIBELS Testing and classroom quizzes
Each child will read and spell the word wall words by the end of 1st grade.	Practice skills with weekly assessments. One-on-one time for low achievers.	All year long	1st grade district provided Word Wall Words	Teachers, aids, and volunteers	Weekly spelling tests and cumulative testing each trimester
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in reading.</p>					

V. ACTION PLANS – 1st Grade

School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Students will be able to tell time to the ½ hour.	Supplemental materials from the 1st grade team and district provided Growing With Math(GWM) Grade level meetings	All year	GWM Supplemental “time” materials from 1st grade team	Classroom Teacher	GWM assessments, white board assessments and classroom practice.
Integrate GWM performance tasks	District adopted GWM materials	All year	GWM Performance Tasks	Classroom Teacher	Student work compared with GWM rubric
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 3rd, 4th, 5th, and 6th grades.</p>					

V. ACTION PLANS – 1st Grade

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teaching science is inquiry(observation and recording)	Training, participation, grade level meetings	All year	Science Companion/ Forsman Weather, Motion, Collecting and Examining Life	Classroom teacher, district, TOSA's	Journals, observations and recordings
Teach and model key scientific vocabulary	Using district adopted Science Companion and GLE's	All year	GLE's, Science Companion	Teacher and TOSA's	Multiple choice quizzes
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS – 2nd Grade

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

<p>Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i></p>	<p>Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i></p>	<p>Timeline <i>When will this strategy or action begin and end?</i></p>	<p>Resources Available <i>What existing and new resources will be used to accomplish the activity</i></p>	<p>Who is Responsible <i>Who will provide the leadership?</i></p>	<p>Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i></p>
<p>We will help students to analyze ideas, select topics, add details, and elaborate by providing a format to organize their likes, dislikes, and things that are important. The parents will write the list. They will then have this list as a resource throughout the year to pull clear topics for writing.</p>	<p>Mrs. Balsley developed the questions and they will be used by all second grade teachers. This list will provide opportunities for specific topics all year long, and will be made available to all teachers at NBE.</p>	<p>This will be an ongoing activity. Teachers will provide modeled writing to show how these ideas could be developed in an organized way based on the 6 traits model.</p>	<p>The students and parents will fill in examples of 1. Things I love to do. 2. Places I have been. 3. Places I would like to visit. 4. Pets I have had-specific kinds and names. This will provide a format for developing student driven lists of writing topics.</p>	<p>The second grade team can provide the template for generating specific writing topics. We can then provide information about how it is used.</p>	<p>We will see whether students are writing on a specific topic by monitoring their daily writing. We will check this by looking at their teacher provided writing book. We will use: District scoring day for assessment purposes. District writing prompts Increase WASL scores on COS</p>
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in writing.</p>					

V. ACTION PLANS – 2nd Grade

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR’s and GLE’s to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<p>We will continue with our leveled reading groups. These groups address individual reading needs. We will continue with our daily independent reading time for the last 30 minutes of everyday. We will continue to monitor the reading they do at home.</p>	<p>Our flexible reading groups help students at the appropriate level and each one is structured differently. We will continue to communicate within our team to discuss what is working well.</p>	<p>These reading groups and activities continue throughout the year.</p>	<p>We are using the Harcourt read along books that are below-level, at grade level, and above grade level to address individual reading needs. We will monitor their progress through this series.</p>	<p>The teachers are responsible for communicating the expectations for reading group time, silent reading time, and their at home reading program to students and parents. We will continue to use the DRA and Dibels to identify students that are at risk.</p>	<p>Effectiveness will be determined by continued steady progress on the Reading WASL. DIBELS testing 3x per year. DRA as an initial assessment at the beginning of year. San Diego test. Timed readings comprehension tests.</p>
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in reading.</p>					

V. ACTION PLANS – 2nd Grade

School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
We will determine what math vocabulary is used on the WASL and is appropriate for second graders. We will then ask for feedback from 1st and 3rd grade teachers to see if this list seems appropriate. This vocabulary list will then be posted in every 2nd grade classroom and list words will be practiced as they apply to our daily math lessons.	We will share our 2nd grade math language list with all grade levels.	This strategy will begin today as we identify the math vocabulary that we already use.	We will use the vocabulary available from the Math Grade Level Expectations.	The second grade team will provide the list of vocabulary that students should be familiar with going into third grade.	We will assess students based on their knowledge of these terms. Having common language and consistent practice should result in improvement in WASL scores.
Improvement in Geometric Sense.	We will find out from third grade what geometric terms are used in their curriculum.	2007-2008	We will use Growing with Mathematics curriculum and manipulatives. -Math Specialist Julie Hurley.	The super 2nd grade team	Increase in spring 2010 WASL scores in geometric sense. -Observing student work on a daily basis. -Growing with -- Mathematics assessments.
Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 3 rd , 4 th , 5 th , and 6 th grades.					

V. ACTION PLANS – 2nd Grade

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<p>We will become familiar with the glossary of scientific terms from the Science GLE's. Then see which ones are used in our current science program. We will then post this 2nd Grade Vocabulary list in all of our classrooms. We will practice these terms as they apply to our units of changes, rocks, and solids, liquids, and gasses.</p>	<p>We will make the list of vocabulary available to all grade levels.</p>	<p>We will begin to identify the essential scientific terms immediately.</p>	<p>We will use our current science curriculum in conjunction with Washington State's Essential Academic Learning requirements to develop essential vocabulary.</p>	<p>The second grade team will help the students to become familiar with these terms by consistently practicing them and using them within the context of our program</p>	<p>We will assess students on this vocabulary as it relates to the topics of study. We will also look for an increase in WASL scores. Monitor student science workbooks for appropriate responses. Science vocabulary tests.</p>
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS – 3rd Grade

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur?</i> <i>What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
	Six Trait Training available		Possible TOSA assistance	Jim and LIT allocation/prioritization of the need for six trait	Review of student work each trimester using district prompts and rubrics
Focus on the organization of paragraph writing: beginning, middle, end (topic sentence, detail sentences, transitions, concluding sentence).	NA	Ongoing with writing instruction throughout the school year	Step-up to Writing materials Other teacher materials	Third Grade teaching staff	Use of specific, same rubric to ensure the same skills are evaluated and that focus on those skills stays consistent. Ongoing classroom performance based assessments as needed
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in writing.</p>					

V. ACTION PLANS – 3rd Grade

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Continue to use flexible, ability grouped reading instruction that matches student need.	<p style="text-align: center;">NA</p>	<p style="text-align: center;">Ongoing</p>	Using Title 1 and Special Education services, as needed, to support students		Continued success on WASL Ongoing performance based classroom assessments as needed to determine student progress DIBEL assessments
Integrate one additional nonfiction book in each reading group.	<p style="text-align: center;">NA</p>	<p style="text-align: center;">By the end of third grade</p>	Aren't any, need additional nonfiction class set.	Third grade teachers	Increase in Spring 2008 WASL score on the informational text: analyze and interpret Ongoing performance based classroom assessments at the end of the book study
Increase/improve instruction and demonstration of skills focused on: Inference Point of view Theme Author's purpose	<p style="text-align: center;">NA</p>	<p style="text-align: center;">By the end of third grade</p>	Teacher materials, Classroom libraries Library collection	Third grade teachers	Increase in Spring 2008 WASL score on the literacy text: comprehension Ongoing performance based classroom assessments at the end of the unit study

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?*
 Analysis of the 2008 WASL scores in reading.

V. ACTION PLANS – 3rd Grade

School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Focus instruction on number sense: place value, comparison, ordinals, numeracy, mental math (Weekly, agreed upon focus of mathematical concepts.)	NA	Ongoing throughout the year.	Math curriculum, DMI, Accelerated Math	Third grade teachers	Increase in Spring 2008 WASL scores on Number Sense. Ongoing performance based classroom assessments at the end of each topic Student performance on Topic Assessments for GWM topics.
Focus instruction on geometric sense and measurement.	NA	Ongoing throughout the year	Mrs. Hurley Math curriculum materials	Third grade teachers	Increase in Spring 2008 WASL score on geometric sense. Ongoing performance based classroom assessments Student performance on Topic Assessments for GWM topics.
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 3rd, 4th, 5th, and 6th grades.</p>					

V. ACTION PLANS – 3rd Grade

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Use new science materials to increase fifth grade performance on WASL in spring 2010 with emphasis on vocabulary.	Ongoing as directed by SVSD	Ongoing throughout the year.	Science kits, Science TOSA	Third grade teachers	Student scores will increase on WASL science scores. Ongoing performance based classroom assessments Use of science kit assessments.
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS – 4th Grade

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
-Paragraph lessons -5 Paragraph lessons -Specific lessons for expository and narrative writing focusing on elements of quality writing ie) 6 traits, revising, editing -Team planning	-Cohort meetings -District scoring -Team meetings -Attend a writing conference	-September to June	-Step Up to Writing - training -District rubrics -6 trait writing materials (purchase books) Creative Writers Through 6-trait Writing – one book per teacher in 4 th grade -Available TOSA Write Source: Writer's Express Teacher materials	-Our team	-District scoring day -WASL -CBA's with frequent quality feedback to students for improvement
<p>How will you know these interventions are working? Scores on the writing WASL increase over time.</p>					

V. ACTION PLANS – 4th Grade

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
-Continue flexible reading groups	-Team meetings	-September to June	-Continue with and improve existing lessons	-Our team	-Gates-MacGinitie reading comprehension/vocabulary Fall and Spring tests -DIBELS scores -WASL
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in reading.</p>					

V. ACTION PLANS – 4th Grade

School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
-Continue teaching of math program with supplementation of specific areas not covered well by the adopted math program -Accelerated Math	-Tom and Shari are using math as their Professional Growth this year -Continue to identify areas not covered well by the adopted math program and find appropriate supplemental materials	-September to June	-Growing With Math -Investigations -OSPI -Teacher collection of math books/worksheets -Accelerated Math	-Our team	- Daily lesson assessment -Math topic appropriate -Unit tests (common) -Accelerated Math -WASL
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 3rd, 4th, 5th, and 6th grades.</p>					

V. ACTION PLANS – 4th Grade

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
-Teach science kits -Team meetings -District science meetings	-Team meetings -District science meetings	-September to June	-Science kits	-Our team -District	-Science lessons and assessments -WASL (5th grade)
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS---5th Grade

School Improvement Goal #1 - Writing: 72% of the 4th grade students will meet or exceed the standard (9) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about writing.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Participation in Step Up To Writing practice	Ongoing Training	Prior to School Starting	Teacher Manual, Posters	District provides	District Writing Prompts, Essay and Narrative Writing assignments
6 Trait Writing Instruction	Ongoing Training	Prior to School Starting	Posters, District generated Rubric for 7th Grade	District provides	District Writing Prompts, Essay and Narrative Writing assignments
Writers Workshop/Journal Writing	---	Year long	Writer's Express Student Handbook and teacher manual, composition books	5th Grade Teachers	Teacher generated prompts
Letter Writing	----	Year long	School Postal Service	5th Grade Teachers, Lisa R.	Anecdotal records, seen in other forms of writing
Daily Language Practice	---	Year long	Purchased Teacher material, Teacher generated material	5th Grade Teachers	Convention scores on various Writing assignments
Interdisciplinary Writing	---	Year long	Textbooks, Student Science Journals, Math Journals, Reading Reports/Logs	5th Grade Teachers	Periodic review of individual work
Report Writing	---	Year long	Computers/Research material, Dictionaries, Thesauruses	5th Grade Teachers	Grading final/published reports
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in writing.</p>					

V. ACTION PLANS---5th Grade

School Improvement Goal #2 - Reading: 88% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

85% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.

88% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the writing EALR's and GLE's to increase students engagement/excitement about reading

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Student Participation in Lit Circles	-----	Periodically	Novel sets, school and classroom libraries,	Students and 5 th Grade Teachers	Anecdotal records, ongoing paper trail of role responsibilities
Use of BASAL	Ongoing training would be nice (of district adopted curriculum)	Prior to school year	Houghton-Mifflin Text and Teacher Resources	District and 5 th Grade Teachers	Unit Assessments
Novel Studies	By Reading Current Strategy Literature	Year long	Novel sets, Teacher generated resources, Glencoe Literature Library	5 th Grade Teachers	Teacher Generated Assessments, Purchased Novel study guides, Classroom discussion
Reading Counts Tests	----	Year long	Actual tests, books that we have tests for, classroom computers	5 th Grade Teachers, Lisa R.	Reading Awards, Report printouts
Library	---	Year long	NBE Library, books,	Lisa	Ask Lisa
Genre Study	----	Year long	Books, teacher generated materials, library	5 th Grade Teachers	Book Reports/Reading Logs
Read Aloud	---	Year long	Novels, Teacher's inner child	5 th Grade Teachers	Read Aloud Response, Class discussion
Variety of Non-Fiction Reading/Interdisciplinary	----	Year long	Textbooks, newspapers, Scholastic News, Time for Kids, Encyclopedias, Non-Fiction Literature Sets, Encarta	5 th Grade Teachers	Star Reader, Teacher Generated Assessments, Text Assessments, Reading Counts Tests
WASL Prep	---	3 rd Trimester	Released Items from OSPI	OSPI and 5 th Grade Teachers	Prep Completion

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?* Analysis of the 2008 WASL scores in reading.

V. ACTION PLANS---5th Grade

**School Improvement Goal #3 - Math: 78% of the 4th grade students will meet or exceed the standard (400) on the spring 2008 WASL.
83% of the 3rd grade students will meet or exceed the standard (400) on the spring 2008 WASL.
81% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.**

Strategy: Align instruction and curriculum to the math EALR's and GLE's to increase student engagement/excitement about math.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
New Math envision instruction	Training in new math curriculum envision (Give us the teacher manuals when we need them-now)	Ongoing, starting soon?!	Not enough yet	Mr. McConkey	enVISION Assessments
Utilizing Accelerated math	---	Year Long	Julie Hurley (Instructional assistant)	5th Grade Teachers	A.M. Tests
ADD/Weekly practice	-----	Year Long	ADD teacher manual	5th Grade Teachers	Ongoing practice
Investigations (Math Curriculum)	---	Trimesterly	Aide to prepare materials? Possible PTA Academic Enrichment Funds	Jim - PTA	Checklist in Assessment Sourcebook
Math Remediation	---			Mrs. Christie	Mrs. Christie
Intervention Rotation	---	(When Needed)	Mrs. Christie	5th Grade Teachers	Teacher generated
		Planning Time			
Applied Math in Scientific Investigations	---	Integrated in Science throughout the year	Prepared Science Investigations	5th Grade Teachers/Students	Student Science Journals (SSJ)
Math Fact Timings	----	1st Trimester	Flash Cards and Fact sheets	Parents/ Students and 5th Grade Teachers	Timed Tests graphing
WASL Prep	---	3rd Trimester	Released items from OSPI	OSPI and 5th Grade Teachers	Prep completion

Procedures for evaluating success in reaching this goal: *What summative evidence will be used to show this activity has made a difference in student outcomes?*
Analysis of the 2008 WASL scores in the 3rd, 4th, 5th, and 6th grades.

V. ACTION PLANS---5th Grade

School Improvement Goal #4 - Science: 58.2% of the 5th grade students will meet or exceed the standard (400) on the spring 2008 WASL.

Strategy: Align instruction and curriculum to the science EALR's and GLE's to increase student engagement/excitement about science.

Rationale: Students will perform better on assessments if the components are taught and practiced.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Teach Science Vocabulary	Continuing to use skills provided in past workshop; TOSA lead new workshop?	All year	GLE book with Glossary Student Science Journal (SSJ)	5th Grade Teachers	Science Fair
Teaching district provided Kits and facilitating additional investigations	---	Each Trimester	Kits from district	TOSA ? 5th Grade Teachers	PCAs from OSPI (release items) Daily work in SSJ
Science Fair	---	3rd Trimester	Science Presentation Boards	5th Grade Students	Work done here only and completed project is an assessment
Animal Adaptations	---	2nd Trimester	PTA Grant Awarded (Field guide and animal skulls)	5th Grade Teachers	Supplemental assessments
Greenhouse Unit	---	2nd Trimester	Greenhouse and garden tools	5th Grade Teachers/Students	Anecdotal
Workshop in Creating and Maintaining worm bins	Workshop provided by King County	2nd Trimester—tentative	Microscopes (PTA Grant) and two way viewers	King County Professional Workshop	“The Real Dirt on Soil” packet
WASL Prep	---	3rd Trimester	Released Items from OSPI	OSPI and 5th Grade Teachers	Prep Completion
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> Analysis of the 2008 WASL scores in the 5th grade.</p>					

V. ACTION PLANS

School Improvement Goal #5: 9 Characteristics survey results – EES Survey

Strategy: Staff – Understand the early interventions provided by our school.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Model the parent pamphlet fro early interventions	NA	Distribute during Fall 2007 conferences	Time	Sarah Davis and Meredith vonTrapp	Staff Feedback
Parents – Develop a pamphlet for parents to include information on early interventions	NA	Distribute during Fall 2007 conferences	Time	Sarah Davis and Meredith vonTrapp	Parent Feedback
<p>Procedures for evaluating success in reaching this goal: <i>What summative evidence will be used to show this activity has made a difference in student outcomes?</i> 2008 EES staff and parent survey results.</p>					



11/8/07

VI. School Improvement Budget

(Tied to your School Improvement Plan)

2007-08 School Improvement Allocation: \$4,428

School Improvement Goal(s)	Professional Development Release Time, etc	Conferences Workshops	Consultants	Travel Expenses	Materials
Goal #1: <u>Writing</u> 72% of the 4 th grade students will meet standard (9) on the spring 2008 WASL	6-Trait \$1,500.00	LIT OSPI Conference \$1,500.00	TOSA	None	6-Trait books \$800.00
Goal #2: <u>Reading</u> 88% of the 4 th grade students will meet standard (400) on the spring 2008 WASL	None	None	TOSA	None	Non-fiction set 3 rd Grade \$500.00
Goal #3: <u>Math</u> 78% of the 4 th grade students will meet standard (400) on the spring 2008 WASL Goal #4: <u>Science</u> 58.2% of the 5 th grade students will meet standard (400) on the spring 2008 WASL	None	None	TOSA	None	None
Goal #4: <u>9 Characteristics survey results:</u>	None	None	None	None	None
Total Cost:					
Estimation	\$4,300.00				



VIII.

Building-Level Technology and Learning Implementation Plan - 3 Year

Name of School: North Bend Elementary				Grades: Elementary		
School Improvement Goal (taken from your building's School Improvement Plan): Improve students' knowledge and skills in the process strands of mathematics and the content strand, especially in number sense and algebraic sense						
Technology and Learning Strategy: To use technology to effectively support mathematics instruction						
Rationale (Research): Positive Effects of a Learning Information System on Mathematics Achievement and Classroom Structure (Ysseldyke, Spicuzza, Kosciolk & Boys, 2003)						
School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
	<i>What actions will occur? What steps will staff take to achieve this goal?</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What HW, SW and TS are needed to reach this goal? Include quantities and distribution.</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What is the cost of the additional HW, SW, TS and PD needed to reach this goal? What are the possible funding sources? Include building and district sources, as well as grants.</i>	<i>How will you evaluate the implementation of this strategy? What tool(s) will you use?</i>
Year 1: 2004-2005	Conduct a status assessment of how technology is currently used to support math instruction	Curriculum Director, Principal, Instructional Technology Director	None	None	None	Completion of a status assessment
	Expand use of existing Accelerated Math Program beyond grades 3,4,5	Math Colleague Team, Principal	Accelerated Math Tech support Accel. Scan cards	Additional Accelerated Math training	Trainer/Consultant - \$1000 from unit budget or Technology AM Content library - \$1,100 from PTA or unit budget Accel. Scan cards - \$150 from unit Budget AM Tech Support- \$200/year from unit budget	Staff survey, Principal observation, WASL Scores
Year 2: 2005-2006	Explore and identify other technology solutions for mathematics	Principal, Math Colleague Team	To be determined	Administer needs assessment to identify further PD needs	1 Teacher Release Day - \$250 from Title IID	Principal observation
	Purchase additional content "libraries" for Accelerated Math	Principal	None	None	AM Content libraries - \$2,200 from PTA	Staff Survey, Principal observation, WASL Scores

Year 3: 2006- 2007	Evaluate/implement computer-adaptive assessment software	Math Colleague Team, Principal	Hardware available; purchase appropriate software	Training on the specific software acquired	TBD Software; Up to \$5,000 from General Fund	Principal observation, WASL Scores, ITBS Scores
	Expand Accelerated Math usage	Principal	Scanners Accel. Scan cards	Additional Accelerated Math training	Accel. Scan cards - \$150 from unit Budget Trainer/Consultant - \$1000 from unit budget or Technology 6 AM Scanners - \$3,000 from PTA or unit budget 2- Printers- \$800 from PTA or unit budget	Principal observation, WASL Scores, ITBS Scores

SIP Team Leader Completing
This Form

Completion Date March 15th, 2004

Other SIP Team
Participants

Alicia Moore, Melody Kvam, MaryAnne Scappucci, Mei-lan Hom, Kelly Billington