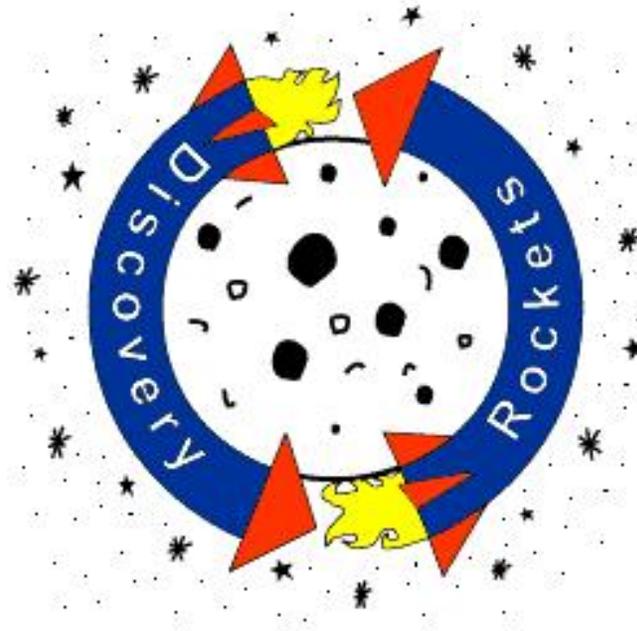


Discovery Primary School School Improvement Plan 2011-2012



Julie Bartlett, Principal

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District Improvement Vision Statement

“Throughout the school district there is a clear focus on students and on the quality of the work provided to students. Work that students find interesting, challenging and satisfying and that results in their learning what is expected by schools, parents and the community.”

Phil Schlechty

Discovery Primary School Vision Statement

We, the staff of Discovery Primary School, are dedicated to providing our students with the academic, social and physical skills required to meet their fullest potential. In partnership with families and the community, we seek to provide the foundation for students to acquire the competence and responsibility to become contributing members of society and lifelong learners.

School Improvement Plan Considerations (WAC 180-16-220)

Discovery Primary's School Improvement Plan was presented to the School Board on October 10, 2011 for approval.

Data to establish improvement goals were from multiple data points including: DIBELS, CBA, Title I parent advisory group, and PTA. The purpose of the school improvement plan is to ensure student achievement in alignment with state EALRs and GLEs to include non academic expectations from the district, parents, and community. One of the filters for determining improvement need is running goals and strategies through the lens of 'Nine Characteristics of Highly Effective Schools'. The School Improvement Plan (SIP) includes specific goals and strategies to address educational equity to include gender, culture, and ethnicity. Technology is addressed within the action plans as a vehicle to facilitate instruction.

The Human Resources Department has documentation of staff certification. All teachers at Discovery Primary have met federal Highly Qualified requirements. Access to this information is in Human Resources and the Title I Director's Office.

Considerations included in the development of the 2011-2012 School Improvement Plan are input from staff, parents, and community members along with data collected from students.

Jennifer Mayhew, Parent Representative and PTA Member

Tina Yuen, Parent Representative

Caryl Bittenbender, First Grade Teacher Representative

Annie Sherman, First Grade Teacher Representative

Jill Tanabe, Kindergarten Teacher Representative

Shannon Schmitz, Kindergarten Teacher Representative

Jeanette Lundeen, Preschool Representative

Grace Franich, Educational Assistant

Jeanne Berg, Library Specialist

Julie Bartlett, Principal

Results for the 2010-2011 School Improvement Plan

FIFE SCHOOL DISTRICT STANDARD 3: DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Specific School Goal #1: Increase academic achievement for all our students

Attainment of this goal will be measured by:

Increase number of kindergarten students at benchmark on combined DIBELS score to 82% by spring.

Increase number of first grade students at benchmark on Oral Reading Fluency as measured by DIBELS to 80% by spring.

Increase math performance as measured by the Math CBM so at least 80% of students will be at or above benchmark on all sub-categories.

From 62% recognizing numbers to 31 (Kindergarten 65% realized)

From 61% math vocabulary (Kindergarten 59% realized)

From 46% measurement (Kindergarten 51% realized)

From 65% addition and subtraction (Kindergarten 66% realized)

From 60% comparing graph data (1st Grade 71% realized)

From 66% counting forward and backward starting at any number to 120 (1st grade 69% realized)

From 77% counting by twos to 100 (1st grade 86% realized)

Impact Statement:

During the 2010-2011 school year the reading committee organized three WOW Academies based on hard to teach concepts (medial sounds, rhyming, and smooth blending). We offered reading services to qualifying kindergarten and first grade students. The Title 1 Program also hosted two family nights to qualifying Title 1 parents to encourage at home reading instruction. There were interpreters at these events to ensure clear communication of the goals and how to reach them. There was also a parent training night offered to any parents that were interested that taught parents about the 5 components of reading and how they could support their child's learning at home. Read and Lead was continued this year with the addition of a kindergarten book distribution program. The overall percentage of growth in first grade DIBELS scores improved from the 2010-2011 school year with first grade students going from 72% meeting benchmark at the beginning of the year to 77% meeting benchmark at the end of the year. Seventy one percent of Kindergarten met benchmark on DIBELS reading assessment.

Teachers developed a scope and sequence for math instruction and aligned materials with core standards. We continued our participation in the Math Getting It Project year 2 which included follow up training for teachers and training for educational assistants. We analyzed data to identify concepts that are difficult to teach and hard to learn. We designed and shared units at grade level meetings and WOW Academies. Several members of our team were involved in the district math adoption committee to ensure that the new math materials sufficiently meet the most rigorous standards. Materials were purchased and added to the resource library. Eighty percent of kindergarten students passed the math CBM at the end of the year. Eighty five percent of first graders passed the CBM.

Teachers continued to focus on integrating the use of technology with instruction using websites on classroom and computer lab work stations. Such websites as Veezzle.com, DiscoveryEducation.com, Blabberize.com, PBSKIDS.org, and Google Chrome, were shared during staff collaboration to better inform teachers about their options for web content for classroom use. Staff participated in Google Application and website development training throughout the year leading up to our summer technology day and switch over to Google documents web hosting. The attainment of building communication was achieved by expanding the cadre of technology tools used in classrooms with the inclusion of net-book presentation stations to increase novelty and variety while covering the core grade level content. In addition a Mimeo Board and software was piloted in a first grade classroom.

Specific School Goal #2: Increase building communication and community collaboration system to provide opportunities for student success

Attainment of this goal will be measured by:

Professional goal attainment

Meeting Minutes

Continued demonstrations of student and staff engagement (Walls That Teach, Staff WOW Display, and WOW Academies).

Published Websites

Parent participation in school activities

Regularly published newsletters

Impact Statement:

The early childhood team visited community preschools (private, ECAP & birth-3 years) in order to collaborate, share and make our working relationships more communicative and efficient. We arranged a seminar with a prominent local developmental pediatrician specializing in autism, Dr. Glenn Tripp. The visit enlightened us on how procedures for autism diagnosis occurred in the medical setting and the role that the school can play in facilitating the process for families. Since the visit we have had parents report a higher level of confidence in our programs based on Dr. Tripp's positive comments to some of our families regarding Fife's special education services. Special education staff also report increased aplomb when conferencing with families about the needs of their children. Families have affirmed a heightened understanding on their part that the school and medical communities are working together for the benefit of their children. These activities have further strengthened the connections between home, school, and community.

The GLAD committee planned and implemented two work party sessions. The first session took place in November and the second in March. The work parties allowed for the teachers to collaborate, so they could discuss the curriculum and GLAD strategies. These work nights allowed teachers to create lessons using strategies that are research based, engaging to students, and promote the retention of academic content with all students, especially ELLs. Informal observations show that student engagement is increased when using GLAD strategies. Staff was also given time on a Standard Bearer day to add GLAD strategies into units they've already created.

Staff applied to work on four WOW Academies and designed lessons for the following hard to teach/difficult to learn concepts: rhyming words, cutting on a curved line, teen recognition, and medial sounds. Lessons developed were shared at staff meetings on the website and on the WOW bulletin Board, where one can access the academies easily. Staff and students led learning celebrations as planned. Due to the vast participation and number of classrooms participating together, only one assembly is needed. This is especially true for the Veteran's Day and Literacy Festival learning celebrations. Staff members continue to support community events especially those sponsored by our own PTA, Ice Cream Social and Bingo Family Night.

We provided three workshops for parents on techniques to support students at home (math, reading, fine motor) as well as Love and Logic class series.

Data Collection – Discovery Primary For the 2011-2012 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, Parent Advisory Council and Site-based School Improvement Team. The following are the components of our comprehensive needs assessment:

- 2010-2011 test results: K, 1, 2 DIBELS, grade 3 MSP results, CBM math assessment, WLPT Placement Test – ELL students
- Site-based School Improvement Team input and feedback
- Demographic data
- Federal and state mandates and grant compliance
- PTA feedback
- Student discipline data

Needs identified through achievement data:

- At least 80 percent of students at benchmark on DIBELS assessment by the end of the year
- Eighty percent of students passing each sub skill on Math CBA

Needs identified through the Parent Site Based Representatives

- Continue family participation programs i.e.: Read and Lead, Learning Celebrations, Field Day
- Continue to build strong communication with families through use of technology (newsletters, website, school calendar, Facebook)
- Sponsor events in which parents can meet other parents

Needs identified through faculty and administration:

- Continue participation in WOW academies for hard to teach concepts to address hard to teach concepts specifically in math and reading
- Continue research and sharing of best practices for reading, math, and ELL (English Language Learners) instruction
- Participate in Math Science Partnership “The Math Getting It Project” Year 3
- Implement new math curriculum and include integration of RAMP
- Implement DIBELS NEXT assessment
- Use of DIBELS reports with information about whole school to further inform about specific “groups” – see trends in data
- Provide teachers with DIBELS testing books, and organize time to discuss individual student results
- Study the entry/exit criteria for Title I for more fluidity
- Continue family involvement activities for Title I, ELL, Special Education, and the general education population
- Increase the use of technology for instruction
- Continue Multicultural Awareness training
- Schedule monthly Educational Assistant communication meetings
- Research/ review K assessment that is being piloted 2011-2012 and required in 2013
- Research and implement anti bullying curriculum
- Implement training for HIB (harassment, intimidation, bullying) procedures with parent volunteers and all staff
- Develop a system for communication and shared responsibility to better serve the needs of special education students to include instructional modifications, scheduling, and training

Specific School Goal #1: Increase academic achievement for all students

Schoolhouse Standard: Student Achievement- Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performance of the schools, are satisfied with the level and type of learning that are occurring.

Attainment of this goal will be measured by:

Increase number of kindergarten students at benchmark on combined DIBELS score to 80% by spring.

Increase number of first grade students at benchmark on Oral Reading Fluency as measured by DIBELS to 80% by spring.

Increase math performance as measured by the Math CBM so at least 80% of students will be at or above benchmark on all sub-categories.

- From 65% recognizing numbers to 31 (Kindergarten)
- From 59% math vocabulary (Kindergarten)
- From 51% measurement (Kindergarten)
- From 66% addition and subtraction (Kindergarten)
- From 71% comparing graph data (1st Grade)
- From 69% counting forward and backward starting at any number to 120 (1st grade)

Reading	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Implement DIBELS Next Assessment	MaryLou Morgan Jan Boitano	9/11-5/12	Building Budget	10/11 1/12 3/12	Complete assessment three times a year with DIBELS Next
Use of DIBELS reports with information about whole school to further inform about specific “groups” – see trends in data	Mary Mahoney Debbie Hartigan	10/11-5/12	Curriculum Committee Staff meeting	10/11 1/12 3/12	Staff meeting minutes
Provide teachers with DIBELS testing books, and organize time to discuss individual student results for those children below benchmark (following placement in Title)	MaryLou Morgan Jan Boitano	Fall/winter	Staff Meeting	10/11	Meeting Minutes
Provide training for DIBELS Next progress monitoring	MaryLou Morgan Jan Boitano	11/11	Staff Meeting Grade Level Meetings	11/11	Meeting Minutes
***Research alternate assessment tools for the measure of student growth in reading	Shannon Schmitz Caryl Bittenbender	9/11-5/12	Houghton Mifflin workshop Building Budget	10/11 1/12 3/12	Meeting Minutes Complete Workshop
Study the entry/exit criteria for Title I for more fluidity.	Jan Boitano	9/11-5/12	Building Budget	10/11 11/11	Meeting Minutes
Research/ review K assessment that is being piloted 2011-2012 and required in 2013	Shannon Schmitz Jill Tanabe	9/11-5/12	Workshop Building Budget	10/11 1/12 3/12	Complete Workshop

Math					
Participate in training for implementing math curriculum	Laura Sullivan Dawn Wasell	8/11-5/12	Bridges Workshop Standard Bearer Days	10/11 11/11	Complete Training
Implement new Math adoption	Laura Sullivan Dawn Wasell	9/11-6/12	Curriculum Materials	10/10 1/11 3/11	End of year evaluation
***Participate in Math RAMP Year 3 (AMAO Plan page 15)	Laura Sullivan Dawn Wasell	9/10-6/12	RAMP funding	10/11 1/12 3/12	Materials developed and integrated with Bridges
Align materials with Core Standards	Laura Sullivan Lisa Matson Dawn Wasell	8/11-11/11	SB days Staff development budget	10/10	Materials Aligned
Investigate school-wide math assessments Bridges & DIBELS Math	Dawn Wasell Laura Sullivan	10/11-5/12	Release time to meet with math specialist Building budget	10/11 1/12 3/12	Meeting minutes Recommendation of assessment
Identify core Math Vocabulary from new curriculum and share the vocabulary with parents, and all staff members	Dawn Wasell Lisa Matson	10/11-5/12	SB days	10/11 1/12 3/12	Core Vocabulary list produced and shared with parents
Technology					
Increase the use of technology for instruction in the classroom	Steve Brown Shari Smerer	9/10-6/12	Building Budget	10/11 1/12 3/12	Strategies shared at staff meetings
Increase the use of technology as a communication tool with parents	Shari Smerer Jill McCammon	9/10-6/12	Building Budget	10/11 1/12 3/12	Calendars publicized Face book entries
Systems					
Develop a communication plan for teachers to learn about the needs of special education students prior to start of school year	Jeanette Lundeen Cynthia Dixon	9/10-6/12	Building Budget- sub time	10/11 1/12 3/12	Written plan that includes a process for communication of accommodations, modifications, and shared responsibilities
Develop training and communication system for educational assistants working with special needs children	Cynthia Dixon	9/10-6/12	Building Budget Meeting times	10/11 1/12 3/12	Schedule of meetings

*** = Action items marked with *** are directly linked to the District Title III Improvement Plan

Specific School Goal #2: Implement curriculum and processes that provide a bully-free and safe environment for all students

Schoolhouse Standard: A Safe Environment - Students and parents feel that the school as well as each classroom is a physically and psychologically safe place: success is expected and failure is understood as a necessary part of learning, there is mutual respect between and among faculty and students, and the fear of harm or harassment from fellow students and demeaning comments from teachers is negligible.

Attainment of this goal will be measured by:

Meeting Minutes

Continued demonstrations of student and staff engagement (Walls That Teach, Staff WOW Display, and WOW Academies).

Published Websites, Newsletters

Staff involvement in community based activities: (North Pierce County Community Coalition, PTA, Underprivileged Children’s Fund, and Brightening for Children)

Parent participation in school activities

Safe Environment	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
In coordination with Endeavour and Hedden identify common anti bullying concepts and lessons in Steps to Respect and Second Steps Curriculums to be taught in all classrooms	Debbie Hartigan	9/11-6/12	2 nd Steps Curriculum Steps To Respect Curriculum Kelso’s Choices	10/11 1/12 3/12	List of concepts lessons Record of lessons taught
Implement use of anti-bullying recording form approved by the district	Julie Bartlett	9/11-6/12	Building budget	10/11 1/12 3/12	Recording forms available, documented and recorded Process followed
Study and plan for implementation of Anti Bullying Curriculum	Debbie Hartigan	9/11-6/12	Olweus materials 2 nd Step Curriculum Step to Respect curriculum	10/11 1/12 3/12	Plan written
Develop and implement training for staff members and parent volunteers regarding procedures for reporting bullying/ harassment incidents in a timely accurate method	Debbie Hartigan Amanda Johns	9/11-6/12	Building Budget	10/11 1/12 3/12	Training is developed
Provide Love and Logic class for parents	Debbie Hartigan	10/11-6/12	District Funds	1/12 3/12	Class evaluations Participant input
Continue family involvement activities	Katie Jacobson Karen Ballard	9/11-6/12	Materials Time to develop activities	10/11 1/12 3/12	List of opportunities for families to be involved in schools posted in school and on website Volunteer Hours
***Implement Parent Involvement and Education Plan for Title I and	MaryLou Morgan Jan Boitano	9/11-6/12	Time Materials	10/11 1/12	Meeting minutes Documented meeting dates

ELL students	Lisa Matson Deborah Reece		Title I Budget	3/12	Parenting plan complete
***Continue Multi-cultural Awareness training- Closing the Achievement Gap	Grace Franich Mary Mahoney	10/11-6/12	Standard Bearer Day Trainer- Melia LeCour	10/11 1/12 3/12	Workshops completed
***Embed ELL instructional strategies in existing units and lessons	Mary Mahoney Lisa Matson	10/11-6/12	Staff meeting	10/11 1/12 3/12	Share ideas at staff meeting
***Coordinate efforts with Title I and ELL staff for the operation of the Family room	Deborah Reece	10/11-6/12	Building Resources	10/11 1/12 3/12	Schedule for open hours Log of participation
Develop a framework/plan for participation in Linkages	Jeanette Lundeen	10/11-6/12	Building Resources	10/11 1/12 3/12	Meeting minutes
Schedule monthly Educational Assistant communication meetings	Grace Franich	9/11-6/12	Building Resources	10/11 1/12 3/12	Meeting Minutes

*** = Action items marked with *** are directly linked to the District Title III Improvement Plan

Specific School Goal #3: Develop work that is authentically engaging that students will persist at even when it is difficult.

Schoolhouse Standard: Student Engagement - Nearly all classes are highly engaged, and when they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are engaged.

Attainment of this goal will be measured by:

Professional goal attainment

Meeting Minutes

Continued demonstrations of student and staff engagement (Walls That Teach, Staff WOW Display, and WOW Academies).

Published Websites, Newsletters

Student Engagement	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
***Analyze data to identify concepts which are hard to teach/difficult to understand	Caryl Bittenbender Shannon Schmitz	9/11-6/12	Standard Bearer Days	10/11 1/12 3/12	Concepts listed
***Participate in District WOW Design Team	Jan Boitano Lisa Matson	9/11-6/12	District WOW Developmental Team	10/11 1/12 3/12	Meeting minutes
Capture Student Voice to inform instruction	Annie Sherman Aimee Nolan	9/11-6/12	Teacher Leader Academy Staff meeting time	10/11 1/12 3/12	Ideas shared at staff meetings
Participate in collaborative Professional Goal Setting Conferences linking professional goals with Classroom Standards	Julie Bartlett	9/11-6/12	Building Budget	10/11 1/12 3/12	Successful completion of goals

***** = Action items marked with *** are directly linked to the District Title III Improvement Plan**