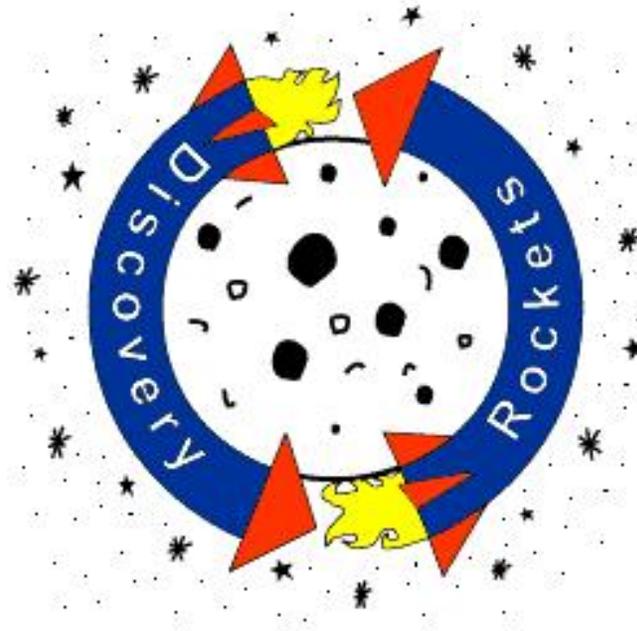


Discovery Primary School School Improvement Plan Vision Statement 2010-2011



Julie Bartlett, Principal

**1205 19th Avenue
Milton, WA 98354
253-517-1200
253-517-1205 fax**

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 12, 2010 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 2010-2011 School Improvement plan are input from staff, parents, and community members along with data collected from students.

Kirsten Kim, Parent Representative and Site Based Team Member

Jennifer Mayhew, Parent Representative and PTA Member

Cheryl Reid-Simons, Parent Representative and PTA Co-President

Trish Oberst, Parent Representative, First Grade

Heather Villers, Parent Representative - Kindergarten

Drew Ritzen, First Grade Teacher Representative

Caryl Bittenbender, First Grade Teacher Representative

Annie Sherman, First Grade Teacher Representative

Dawn Wasell, Kindergarten Teacher Representative

Shannon Schmitz, Kindergarten Teacher Representative

Julie Schlumpf, Special Education Teacher Representative

Jeanette Lundeen, Preschool Representative

Grace Franich, Educational Assistant

Jeanne Berg, Library Specialist

Julie Bartlett, Principal

Results for the 2009-2010 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:

Eighty percent of students will be at benchmark by spring on overall DIBELS score.

Increase number of kindergarten students at benchmark on Nonsense Word Fluency to 82% by spring.

Increase number of first grade students at benchmark on Oral Reading Fluency 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.

Staff will participate in WOW Academies to design lessons for concepts which are hard to teach or difficult to learn.

Impact Statement:

During the 2009-2010 school year the reading committee organized two Wow Academies (Story Retell and Oral Reading Fluency). We offered Title I reading services to qualifying kindergarten students. The Title 1 Program also hosted two family nights to encourage at home reading instruction. There were interpreters at these events to ensure clear communication of the goals and how to reach them. The overall percentage of growth in DIBELS scores improved from the 2008-2009 school year with kindergarten students going from 36% meeting benchmark at the beginning of the year to eighty percent meeting benchmark at the end of the year. Seventy eight percent of Kindergarten met benchmark on Nonsense Word Fluency. The overall percentage for first grade based on the Oral Reading Fluency scores is 72%. Workshops on progress monitoring were offered to new teachers or as a refresher to experienced teachers in order to ensure that teachers are able to conduct effective progress monitoring and use the information to focus instruction. The reading committee also conducted a survey in order to gain information on what training the staff would like to receive in the following areas: fluency, vocabulary, comprehension, phonemic awareness, and phonics. Read and Lead was continued this year. The assistants at Discovery Primary School were trained in the current reading curriculum in order to maximize their effectiveness when working with students. First grade participated in collegial conversations during grade level meetings to share and improve lessons.

In the area of Math all goals on the 2009 – 2010 School Improvement Plan were accomplished. Teachers identified hard to teach/difficult to learn concepts and met in WOW Academies to develop lessons to address these concepts. Seventeen teachers participated in RAMP training and have incorporated lessons in their classrooms. Teachers developed lessons to teach to the new State Performance Expectations. They also revised the report card and math CBM to match the new standards.

The SKIP (Social Kinesthetic Interactive Play) program was created in response to developmental needs of primary aged children. SKIP is a student directed, hands-on, highly active experiential program. Students experience a variety of activities designed to help them develop language, social, and fine motor skills.

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

Staff involvement in community based activities: Watch Dogs, Levy committee, PTA

Published articles in local newspapers

Parent participation in school activities

Impact Statement:

Staff had a high level of participation with community events, with 100 percent participation at one or more events that encourage positive partnerships with parents and teachers. The Fife Free Press published several articles highlighting school programs including the SKIP program, Science Technology Showcase, and fitness program.

Staff involvement at community-school events included:

- PTA events
- Watch Dogs program
- Police Cadre
- Support of Resource Center
- Milton Days
- GLAD Committee
- Study ELD's
- Science Technology Showcase
- First Grade Family Nights
- ELL Family Event
- Kindergarten program
- Open House
- Parent Involvement with Cap Star Project

The GLAD Committee presented strategies at a staff meeting and encouraged staff to try new GLAD strategies. GLAD trained staff members participated work parties to create materials and worked with a consultant to develop their skills using the strategies. All staff eligible for formative goal setting, participated and attained their professional goals.

Building Level sponsored Professional Development included:

- Language/communication differences (Sharing lessons developed with GLAD strategies at staff meetings, ELD training)
- Cultural Responsiveness (Cultural Competence Training)
- Differentiated Instruction (Sisters-Café strategies, Math Getting It, Kim Sutton Math Strategies, Kindergarten Conference)
- Interventions (RTI Training)
- ELD training

Efforts to address language differences at Discovery Primary included:

- Participated in district wide ELL Information/Resource Fair
- ELL Spanish club with High School Spanish Class Tutors
- Use of Language line
- Use of Interpreters

- ELL Parent Training in Reading Strategies

Building representatives attended staff development in RTI (Response to Intervention). The committee analyzed and compared student behavior referrals to the office. The 2008-2009 data showed 130 (115 boys and 15 girls) received office referrals for misbehavior. In 2009-2010 during the same six month period behavior referrals to the office decreased with only 70 referrals (54 boys and 16 girls). In addition, all school staff were surveyed to collect information on the most prevalent and reoccurring misconduct by students. Classrooms ranked students on internal and external behavior indicators with social groups being established for the students most in need in the area of social skills. Schoolwide internalizing behavior averaged slightly fewer than 2 students per class at .09%. Schoolwide external behavior averaged 24.5% in kindergarten and first grade classrooms.

Data Collection – Discovery Primary For the 2010-2011 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:

- 2009-2010 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
- Fife School District/Discovery Primary Disproportionality Study

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 (building and class newsletters, website, school calendar)
- Sponsor events in which parents can meet other parents
- Sponsor workshops so parents can learn about techniques to help their children at home (math, reading, fine motor)

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 at grade level and staff meetings.
- Provide staff development and support for transfer of Portal and website systems to Google Apps
- Participate in Math Science Partnership “The Math Getting It Project” Year 2
- Develop common Math Vocabulary and share the vocabulary with parents
- Provide training for educational assistants in math
- Align math Performance Expectations with all curriculum resources (Kim Sutton Strategies, RAMP materials, McMillian/McGraw Hill)
- Develop math and literacy resources for kindergarten classrooms
- Attend staff development on Cultural Competence
- Revise kindergarten Read and Lead Program to streamline the process make it more efficient
- Identify passages for DIBELS progress monitoring
- Participate in District Science/Technology Showcase
- Continue family involvement activities for Title I, ELL, Special Education, and the general education population.
- Lead workshop for educational assistants on appropriate games/activities for recess
- Explore and participate in early childhood regional training events such as Linkages
- Increase the use of technology for instruction

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 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)

From 60% comparing graph data (1st Grade)

From 61% math vocabulary (Kindergarten)

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

From 46% measurement (Kindergarten)

From 77% counting by twos to 120 (1st Grade)

From 65% addition and subtraction (Kindergarten)

Participation in WOW Academies to design lessons for concepts which are hard to teach or difficult to learn.

| Reading | On Point | Start/End | Budget/ Resources | Monitoring Date | Indicators of Success |
|--|--------------------------------|------------------|---|------------------------|--|
| Analyze data to identify concepts which are difficult to teach/Hard to understand | Jessalyn Perry Drew Ritzen | 10/10-6/11 | Standard Bearer Early Release | 10/10 1/11 3/11 | Concepts listed |
| Participate in WOW Academies to design units or lessons to address hard to teach concepts | Pat Yeilding Michelle Jones | 10/10-6/11 | Staff Development Budget | 10/10 1/11 3/11 | Lessons Designed and posted on the portal |
| Pilot new kindergarten Read and Lead process for distributing books and reading with children | Jill Tanabe Michelle Jones | 9/10-6/11 | Building Budget for carts PTA Budget for books | 10/10 1/11 3/11 | Books purchased, organized, and distributed Survey to effectiveness |
| Identify passages for DIBELS progress monitoring | MaryLou Morgan | 10/10-6/11 | Curriculum materials | 1/11 3/11 | Teachers have access to passages |
| Develop a plan to provide targeted reading intervention to children who do not qualify for other school wide intervention programs | Karen McCurley | 10/10-6/11 | Building budget for team meeting time | 10/10 1/11 3/11 | Recommendations presented to kindergarten and first grade teachers |
| Math | | | | | |
| Analyze data to identify concepts which are difficult to teach/Hard to understand | Laura Sullivan Dawn Wasell | 9/10-6/11 | Standard Bearer Days | 10/10 1/11 3/11 | Concepts listed |
| Participate in WOW Academies to design units or lessons to address hard to teach concepts | MaryKay Shappell | 10/10-6/11 | Staff development funds | 10/10 1/11 3/11 | Lessons Designed and posted on the portal |

| | | | | | |
|--|----------------------------------|-----------------|--|-----------------------|---|
| Participate in Math Science Partnership “The Math Getting It Project” year 2 | Laura Sullivan Dawn Wasell | 8/09-6/10 | Math Grant Building Budget (1day 2 people K&1) | 10/10 1/11 3/11 | Participation in Project |
| Work with other elementary schools to develop a list of common mathematics vocabulary to be taught at each grade level | Laura Sullivan Dawn Wasell | 10/10- 10/11 | Building Budget Meeting with 2 nd grade teachers ½ day sub | 10/10 1/11 3/11 | Vocabulary list generated |
| Provide follow up training for math RAMP | Laura Sullivan Lisa Matson | 10/10-6/11 | RAMP funding for Make and Take after each unit (3) | 10/10 1/11 3/11 | Materials developed for each unit |
| Provide training for educational assistants for instructional strategies for math | Laura Sullivan Lisa Matson | 10/10-2/11 | Building Budget | 10/10 1/11 2/11 | Workshops completed Agendas from training |
| Align materials with Core Standards | Laura Sullivan Lisa Matson | 9/10-11/10 | SB days Staff development budget | 10/10 | Materials Aligned |
| Develop a scope and sequence for math instruction | Laura Sullivan Lisa Matson | 9/10-11/10 | SB days Staff development budget | 10/10 | Scope and Sequence Completed |
| Develop a resource library for math lessons to meet the core standards | Laura Sullivan Lisa Matson | 9/10-6/11 | Building Budget RAMP Budget | 10/10 1/11 3/11 | Library resources collected and check out |
| Technology | | | | | |
| Increase the use of technology for instruction in the classroom | Steve Brown Shari Smerer | 9/10-6/11 | Net books, teacher presentation stations, | 10/10 1/11 3/11 | Ideas shared at staff meetings Survey results of usage |
| Provide training for use of Google documents | Drew Ritzen | 9/10-6/11 | Staff development | 10/10 1/11 3/11 | Training completed |
| Provide training for use of Google web pages | Drew Ritzen | 9/10-6/11 | Staff development | 10/10 1/11 3/11 | Training completed |
| Science | | | | | |
| Study the feasibility of restocking Science kits in house | Karen McCurley Katie Jacobson | 11/10-1/11 | Building Budget | 11/10 1/11 | Recommendation made |

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

Staff involvement in community based activities: Watch Dogs, Levy committee, PTA

Parent participation in school activities

Regularly published news letters

| Building Systems for Continuity and Communication | On Point | Start/End | Budget/ Resources | Monitoring Date | Indicators of Success |
|--|--|------------------|--|------------------------|---|
| Encourage and support staff participation in systems to increase student engagement <ul style="list-style-type: none"> • Identify Hard To Teach/Difficult to Learn Concepts • Develop Engagement measurement tools for WOW Academy work • Develop teacher leadership skills | Drew Ritzen Jeanne Berg Mary Kay Shappell | 9/10-6/11 | WOW Academies Wow Coordinator Frustrating Four Images of Schools Teacher Leader Academy | 10/10 1/11 3/11 | Staff Participation Grade Level meeting agendas Staff meeting agendas |
| Share uses of strategies for reading, math, and ELL (English Language Learners) instruction at grade level and staff meetings. | Caryl Bittenbender Deborah Reece Jill Tanabe | 9/10-6/11 | Time to meet with teachers Curriculum Meetings | 10/10 1/11 3/11 | Staff Meeting Agendas Teacher reports |
| Attend staff development on Cultural Competence | Deborah Reece | 10/10-2/11 | SB day or LID day staff development | 9/10 11/10 | Completed training |
| Implement family involvement parent education for ELL families | Lisa Matson Deborah Reece | 9/10-6/11 | Materials Time to develop activities | 10/10 1/11 3/11 | Meeting with parents |
| Implement Parent Involvement Plan for Title I students. | MaryLou Morgan Jan Boitano | 9/10-6/11 | Time Materials Title I Budget | 10/10 1/11 3/11 | Meeting minutes Documented meeting dates Parenting plan complete |
| Attend Family Partnership Conference for staff and parents | Karen McCurley Lisa Matson | 11/10 | Building Budget Title III Budget | 11/10 | Conference attended |
| Provide workshop for parents on techniques to support students at home (math, reading, fine motor) | Karen McCurley Lisa Matson | 10/10-6/11 | Building Budget | 10/10 1/11 3/11 | Meeting minutes Documented meeting dates |
| Provide staff development for team leaders in facilitation skills | Julie Bartlett | 10/10-6/11 | Building Budget trainer | 10/10 1/11 3/11 | Completed training |

| | | | | | |
|---|---|------------|--|-----------------------|-------------------------------|
| Provide GLAD Work Sessions for creating tools for teaching ELL students at Discovery | Mary Mahoney Caryl Bittenbender Jill Tanabe | 10/10-6/11 | Title III Budget for materials and para help | 10/10 1/11 3/11 | Materials developed |
| Continue grade level collaboration meetings focused on reading, writing, and math instructional strategies | Annie Sherman Caryl Bittenbender Dawn Wasell Shannon Schmitz | 9/10-6/11 | Copies Collaboration Time | 10/10 1/11 3/11 | Meeting notes |
| Continue curricular committees focused on: Reading Math Special Education GLAD strategies WOW Developmental Team | Julie Bartlett | 9/10-6/11 | Curriculum Committee Meetings | 10/10 1/11 3/11 | Minutes from Meetings |
| Participate in District Science/Technology Fair | Pat Yeilding Jeanne Berg Angela Guernsey | 11/10-2/11 | District Science Committee | 1/11 | Participation in Science Fair |
| Encourage and Support Staff participation in community collaboration efforts/events <ul style="list-style-type: none"> • PTA meetings • Watch Dogs • Bingo • Ice Cream Social • Police Cadre • Resource Center • Milton Days • K- Yahoo/Boo Hoo parties | Jeanne Berg Debbie Hartigan | 9/10-5/11 | Discovery Calendar | 10/10 1/11 3/11 | Participation Sign Up sheets |
| Participate in regional Linkages meetings for ECE | Jeanette Lundeen | 9/10-5/11 | Building Resources | 10/10 1/11 3/11 | Meeting minutes |