

# Alice V. Hedden Elementary



## SCHOOL IMPROVEMENT PLAN

2013-2014

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

Alice V. Hedden’s School Improvement Plan was presented to the Fife School Board for approval.

The purpose of the School Improvement Plan (SIP) is to ensure student achievement in alignment with expected standards to include non academic expectations from the district, parents, and community. The 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. All teachers at Hedden Elementary have met federal Highly Qualified requirements. Access to this documentation is available at Fife School District Human Resources.

Data to establish the school improvement goals contained within this document were gathered from multiple data points including: MSP, DIBELS, easyMath CBA, common assessments, and School Standard surveys. Considerations for the development of this plan also included input from staff, parents, community members and representative members of these groups as listed below.

---

**Amy Gore, Second Grade Teacher Representative**

---

**Pearl Bell, Educational Assistant Representative**

---

**Tawnya Nelson, Third Grade Teacher Representative**

---

**Beth Helgen, Educational Assistant Representative**

---

**Rich Williams, Fourth Grade Teacher Representative**

---

**Kalisa DeLibero, Parent Representative**

---

**Kelsey Sutich, Fifth Grade Teacher Representative**

---

**Sandra Westlund, Parent Representative**

---

**Patty Churchill, Specialist Representative**

---

**Teresa Sinay, Principal**

**2012-13**  
**GOALS SUMMARY**

SPECIFIC SCHOOL GOAL	RELATED SCHOOL STANDARD	MEASUREMENT OF ATTAINMENT
<p><b>1) Increase academic achievement for all students</b></p>	<p><b>STUDENT ACHIEVEMENT (SS2)</b> Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performing of the schools, are satisfied with the level and type of learning that are occurring.</p>	<ul style="list-style-type: none"> <li>▪ 15% more students at Level 3 or higher on the MSP over last year within the same cohort in math, reading, writing and science</li> <li>▪ 85% of students meeting expected performance on math and reading formative and summative assessments (i.e. Bridges math number corner baseline assessments and EasyCBM, and Treasures reading unit assessments, CBM, reading CBA, and STAR)</li> </ul>
<p><b>2) Develop authentically engaging work at which students will persist at even when the work is difficult</b></p>	<p><b>PATTERNS OF ENGAGEMENT (SS3)</b> Nearly all classrooms 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.</p>	<ul style="list-style-type: none"> <li>▪ 100% of staff attain their established professional goal(s) related to the classroom design qualities</li> <li>▪ Ongoing demonstrations of student and staff engagement (Student Voice, Walls That Teach, Staff WOW Display, WOW Academies, WOW Proposals)</li> <li>▪ School and staff published websites, newsletters &amp; other community communications</li> <li>▪ Meeting minutes and notes from staff meetings, team meetings, Standard Bearer Days, district trainings, Design Team meetings, etc.</li> </ul>
<p><b>3) Develop a positive, safe environment for all students</b></p>	<p><b>A SAFE ENVIRONMENT (SS7)</b> Parents, teachers and students 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 a 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.</p>	<ul style="list-style-type: none"> <li>▪ 15% improvement in Olweus survey as reported by students, parents, staff</li> <li>▪ 85% of students will respect the expectations within all common areas with little or no redirection (needing only Level 1 response or less)</li> <li>▪ Staff survey results indicate staff is consistent in posted expectations and consistent in follow-through when responding to violated expectations</li> <li>▪ Parent reports regarding 'bullying behaviors' decreases from 2011-12</li> <li>▪ Baseline data established in Aspen through recording of Discipline Notice slips with consistency for Level 1, 2, 3 responses for behaviors</li> <li>▪ Implementation of 2 Classroom Meetings per month in every classroom by April 2013</li> <li>▪ Filed BHI reports decrease from 2011-12</li> </ul>

## 2012-13 IMPACT

### MATH

#### MSP Results by GRADE LEVEL:

MATH	Meeting Standard		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<i>Grade 3</i>	44.9%	55.7%	+ 10.8%
<i>Grade 4</i>	48.4%	52.2%	+ 3.8%
<i>Grade 5</i>	63.9%	68.3%	+ 4.4%

#### MSP Results by STUDENT COHORT:

MATH	Meeting Standard		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<i>Class of 2022</i>	Not Tested	55.7%	N/A
<i>Class of 2021</i>	44.9%	52.2%	+ 7.3%
<i>Class of 2020</i>	48.4%	68.3%	+ 19.9%

#### easyCBM Math Results (% at or above benchmark):

	<i>Beginning</i>	<i>Middle</i>	<i>End</i>	<i>Net Gain/Loss</i>
<i>Grade 3</i>	55%	58%	68%	+13%
<i>Grade 4</i>	62%	63%	69%	+7%

**READING**

**MSP Results by GRADE LEVEL:**

READING	Meeting Standard		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<b>Grade 3</b>	67.6%	82.8%	<b>+ 15.2%</b>
<b>Grade 4</b>	70.6%	71.6%	<b>+ 1.0%</b>
<b>Grade 5</b>	77.3%	81.7%	<b>+ 4.4%</b>

**MSP Results by STUDENT COHORT:**

READING	Meeting Standard		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<b>Class of 2022</b>	Not Tested	82.8%	N/A
<b>Class of 2021</b>	67.6%	71.6%	<b>+ 4.0%</b>
<b>Class of 2020</b>	70.6%	81.7%	<b>+ 11.1%</b>

**DIBELS Results (DORF Words Correct Per Minute/Accuracy):**

	<i>Beginning</i>	<i>Middle</i>	<i>End</i>	<i>Final Goal</i>	<i>Net Gain/Loss</i>	<i>Gap</i>
<b>Grade 2</b>	57.2/87.4	84.8/93	97.6/94	<b>111/99</b>	<b>+40.4/+6.6</b>	<b>-13.4/-5</b>
<b>Grade 3</b>	81.2/93	98.8/96	110.7/96.6	<b>123/99</b>	<b>+29.5/+3.6</b>	<b>-12.3/-3.6</b>
<b>Grade 4</b>	104.7/94.1	119.8/96.7	131.6/96.9	<b>144/99</b>	<b>+26.9/+2.8</b>	<b>-12.4/-2.1</b>
<b>Grade 5</b>	125.4/96.8	141.8/97.8	146.9/97.8	<b>155/99</b>	<b>+21.5/+1.0</b>	<b>-8.1/-1.2</b>

**WRITING**

<b>WRITING</b>	<b>Meeting Standard</b>		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<b>Grade 4</b>	57.1%	66.4%	+ 9.3%

**SCIENCE**

<b>SCIENCE</b>	<b>Meeting Standard</b>		
	<i>Baseline 2011-12</i>	<i>Realized 2012-13</i>	<i>Gain/Loss</i>
<b>Grade 5</b>	64.7%	79.4%	+ 14.7

## 2013-14

# DATA COLLECTION

A comprehensive needs assessment was conducted by our Site-Based School Improvement Team and staff. This included the following:

- Demographic data
- 2012-13 assessment results: Classroom Based Assessments (CBA), DIBELS, easyCBM Math, WLPT Placement Test (ELL), MSP (Grades 3, 4, 5)
- Federal and state mandates and grant compliance and national research
- Building feedback: Site-based School Improvement Team input and feedback; teacher input/observations

### **Data needs identified in order to support and accomplish SIP goals this year:**

- Disaggregate data to develop hard to teach and difficult to learn concepts for ELL, special education, and Free/Reduced lunch.
- Analyze classroom assessments results to determine areas of need and hard to teach concepts.

### **Additional needs identified through faculty and administration:**

- Climate:
  - Provide students tools for discerning between poor behavior choices and harassment/ intimidation/ bullying
  - Further develop consistency in expectations for student behavior and staff response to misbehavior
- Academic/Instruction:
  - Develop in-depth understanding and alignment by grade level and cross grade level of the Common Core Standards (CCS), including development of curriculum maps, pacing guides, kid-friendly learning targets, and common assessments (formative and summative)
  - Further develop the feedback loop for knowing and responding to student performance in a timely manner, ongoing and embedded within the Common Core alignment work
  - Integrate GLAD strategies into best instructional practices within classrooms, utilizing our district Design Coaches
- Engagement:
  - Further develop consistency and deeper understanding of classroom standards, design qualities, patterns of student engagement across the schoolhouse, and protocols for deepening the quality of work for profound learning (WOW Academies, Collegial Conversations, Descriptive Reviews; when each is appropriate)
- Staff Development:
  - Develop understanding and integration of WA 8 Criteria/ 5D+ Instructional Framework within SIP and Common Core alignment

**2013-14**  
**GOALS SUMMARY**

GOAL	RELATED FOCUS	MEASURE OF ATTAINMENT
<p>1. Develop <b>articulated</b> systems for rigorous, relevant, <b>aligned curriculum</b> and learning.</p>	<p><b><u>School/ Classroom Standard:</u></b> SS3: Content &amp; Substance SS4: Clear and Compelling Standards</p> <p><b><u>WA Criteria:</u></b> Criteria 4: Clear and intentional focus on subject matter and curriculum. Criteria 8: Collaborative and collegial practices for improving instructional practice and student learning.</p>	<ul style="list-style-type: none"> <li>○ By year end, MATH curriculum will be 100% mapped within grade level, to include accompanying pacing guides and formative/summative assessments, with alignment consideration for Common Core State Standards (CCSS).</li> <li>○ By year end, READING concepts will be indentified within a curriculum map, to include a pacing guide of the concepts and menu of curricular resources, with alignment consideration for Common Core State Standards (CCSS)</li> <li>○ By year end, MATH and READING curriculum will be initially aligned grades 2-5, with vertical consideration for Common Core Standards.</li> </ul>
<p>2. Implement <b>Instructional Frameworks</b> for student achievement.</p>	<p><b><u>School/ Classroom Standard:</u></b> SS3: Student Achievement SS4: Patterns of Engagement</p> <p><b><u>WA Criteria:</u></b> Criteria 1: Centering instruction on high expectations for student achievement. Criteria 3: Recognizing individual students needs and developing strategies to address those needs. Criteria 6: Using multiple data elements to modify instruction and improve student learning.</p>	<ul style="list-style-type: none"> <li>○ 85% of students will meet expected standard on common summative assessments during quarterly check-ins as assigned (October, January, March, June).</li> <li>○ 15% of students below benchmark on the Fall assessment screener will move up one level by the Spring assessment (i.e. from intensive to strategic or strategic to benchmark), using the easyCBM Math and DIBELS assessments.</li> <li>○ 15% more students of the same cohort will have realized a 15% increase on the 2013 MSP (Measurement of Student Progress) over their 2012 MSP progress in grades 3, 4 and 5 for Math and Reading.</li> </ul>
<p>3. Promote and establish a positive school climate.</p>	<p><b><u>School/ Classroom Standard:</u></b> SS7: Safe Environment</p> <p><b><u>WA Criteria:</u></b> Criteria 5: Fostering and managing a safe, positive learning environment.</p>	<ul style="list-style-type: none"> <li>○ 2013 Year-End School Logistics Survey will reflect positive comments and improvement over 2012 Year-End School Logistics Survey.</li> <li>○ 90% of students will be exposed to 3 anti-bullying assemblies by KidCo and sign an anti-bully pledge.</li> <li>○ Committees to address school climate and safety/emergency procedures and responses will be established and producing results</li> </ul>



## GOAL 1:

Develop **articulated** systems for rigorous, relevant, **aligned curriculum** and learning.

### MEASURE OF ATTAINMENT (product oriented):

By year end, MATH curriculum will be 100% mapped within grade level, to include accompanying pacing guides and formative/summative assessments, with alignment consideration for Common Core State Standards (CCSS).

By year end, READING concepts will be indentified within a curriculum map, to include a pacing guide of the concepts and menu of curricular resources, with alignment consideration for Common Core State Standards (CCSS)

By year end, MATH and READING curriculum will be initially aligned grades 2-5, with vertical consideration for Common Core Standards.

#### Progress:

	MATH	READING
DEC:	_____ %	_____ %
FEB:	_____ %	_____ %
APR:	_____ %	_____ %
JUN:	_____ %	_____ %

### OVERVIEW:

Focus	School/Classroom Standards	WA State Teacher Criteria
K-12 and Common Core Alignment Curriculum maps Pacing guide Learning targets Formative/ summative assessments	Content & Substance Clear and Compelling Standards	Criteria 4 – Clear and intentional focus on subject matter and curriculum Criteria 8 – Collaborative and collegial practices for improving instructional practice and student learning

**ACTION PLAN:**

<b>Strategy:</b>	<b>Budget/ Resources</b>	<b>Indicators of Success</b>	<b>Reporting Person</b>	<b>Team(s) Involved</b>	<b>Monitor Date</b>	<b>Done?</b>
<b>MATH</b>						
Outline a curriculum map for MATH reflecting current grade level areas of focus.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Curriculum map developed for MATH	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/establish a grade-level, year-long pacing guide for MATH (include within curriculum map).	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Pacing guide developed and reflected with curriculum map for MATH	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/establish grade-level common formative and summative assessments for MATH (include within curriculum map).	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Common assessments developed and utilized for analysis of student MATH performance	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Include alignment of MATH curriculum to Common Core State Standards as makes sense while developing curriculum map.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Common Core notes for MATH reflected within curriculum map	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Adjust alignment of MATH curriculum map accordingly based on collaborative comparisons within and across grade levels.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Curriculum map for MATH shows consistency within district grade levels 2-5 and transition across grade levels	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	

<b>Strategy:</b>	<b>Budget/ Resources</b>	<b>Indicators of Success</b>	<b>Reporting Person</b>	<b>Team(s) Involved</b>	<b>Monitor Date</b>	<b>Done?</b>
<b>READING</b>						
Outline a curriculum map for READING reflecting current grade level areas of focus.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Curriculum map developed for READING	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/establish a grade-level, year-long pacing guide for READING (include within curriculum map).	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Pacing guide developed and reflected with curriculum map for READING	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/establish grade-level common formative and summative assessments for READING (include within curriculum map).	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Common assessments developed and utilized for analysis of student READING performance	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Include alignment of READING curriculum to Common Core State Standards as makes sense while developing curriculum map.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Common Core notes for READING reflected within curriculum map	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Adjust alignment of READING curriculum map accordingly based on collaborative comparisons within and across grade levels.	<ul style="list-style-type: none"> <li>• Mon Collaborations</li> <li>• Team Requested Release Time</li> <li>• Building PD Budget</li> <li>• District PD Budget</li> </ul>	Curriculum map for READING shows consistency within district grade levels 2-5 and transition across grade levels	Grade level team leader	Grade level teams; team reps	Ck-In Mtgs: Dec, Feb, Apr, Jun	

<b>Strategy:</b>	<b>Budget/ Resources</b>	<b>Indicators of Success</b>	<b>Reporting Person</b>	<b>Team(s) Involved</b>	<b>Monitor Date</b>	<b>Done?</b>
<b>MONDAY COLLABORATION TIME</b>						
Work productively and collaboratively in grade level team meetings during Monday Late Starts	<ul style="list-style-type: none"> <li>• District leadership</li> <li>• Articulated purpose/format for mtgs</li> <li>• Building budget</li> <li>• Mon collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from mtgs</li> <li>• Completion of goals</li> </ul>	Respective team leader	Respective team and/or team rep	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Participate in cross school/grade level meetings and/or trainings as needed during Monday Late Starts	<ul style="list-style-type: none"> <li>• District leadership</li> <li>• Articulated purpose/format for mtgs</li> <li>• Building budget</li> <li>• Mon collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from mtgs</li> <li>• Completion of goals</li> </ul>	Respective team leader	Respective team and/or team rep	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Participate in curriculum/specialized focus area team meetings as available during Monday Late Starts	<ul style="list-style-type: none"> <li>• District leadership</li> <li>• Articulated purpose/format for mtgs</li> <li>• Building budget</li> <li>• Mon collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from mtgs</li> <li>• Completion of goals</li> </ul>	Respective team leader	Respective team and/or team rep	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop agendas to reflect work of team (grade level, cross school/grade level, curriculum/specialized focus areas, site-based, design/instructional)	<ul style="list-style-type: none"> <li>• District leadership</li> <li>• Articulated purpose/format for mtgs</li> <li>• Building budget</li> <li>• Mon collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Mtg agenda</li> <li>• Follow through on agreements made within mtg(s)</li> </ul>	Respective team leader	Respective team and/or team rep	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Keep notes/minutes of team meetings (grade level, cross school/grade level, curriculum/specialized focus areas, site-based, design/instructional)	<ul style="list-style-type: none"> <li>• District leadership</li> <li>• Articulated purpose/format for mtgs</li> <li>• Building budget</li> <li>• Mon collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Mtg notes</li> <li>• Follow through on agreements made within mtg(s)</li> </ul>	Respective team leader	Respective team and/or team rep	Ck-In Mtgs: Dec, Feb, Apr, Jun	

## GOAL 2:

Implement Instructional Frameworks for student achievement.

### MEASURE OF ATTAINMENT (results oriented):

85% of students will meet expected standard on common summative assessments during quarterly check-ins as assigned (December, February, April, June) in Math and Reading.

15% of students below benchmark on the Fall assessment screener will move up one level by the Spring assessment (i.e. from intensive to strategic or strategic to benchmark), using the easyCBM Math and DIBELS assessments.

15% more students of the same cohort will have realized a 15% increase on the 2013 MSP (Measurement of Student Progress) over their 2012 MSP progress in grades 3, 4 and 5 for Math and Reading.

#### CA Progress:

	MATH	READING
DEC:	_____ %	_____ %
FEB:	_____ %	_____ %
APR:	_____ %	_____ %
JUN:	_____ %	_____ %

#### Screener Progress:

FALL:	_____ %	_____ %
SPR:	_____ %	_____ %

#### MSP:

2012:	_____ %	_____ %
2013:	_____ %	_____ %

### OVERVIEW:

Focus	School/Classroom Standards	WA State Teacher Criteria
Timely Feedback Loop What do we do about it if they have or have not? How do we know if they have learned it?	Student Achievement (SS2) Patterns of Engagement	Criteria 1 – centering instruction on high expectations for student achievement Criteria 3 – recognizing individual students needs and developing strategies to address those needs Criteria 6 – using multiple data elements to modify instruction and improve student learning

**ACTION PLAN:**

<b>Strategy:</b>	<b>Budget/ Resources</b>	<b>Indicators of Success</b>	<b>Lead Person</b>	<b>Team(s) Involved</b>	<b>Monitor Date</b>	<b>Done?</b>
Develop initial understanding of State 8 Criteria and Instructional Framework (CEL5D), emphasizing these elements within our ongoing work	Staff meetings Individual teacher meetings	Evidence of familiarity with expected Criteria and Frameworks	Principal	Gr Level/ Specialist Teams	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Participate in collaborative conferences for setting Student Growth Goals linked to State Eval Criteria and Instructional Frameworks	Building budget	Successful completion of identified SG goals	Principal	Gr Level/ Specialist Teams/ Ind Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/determine options for collecting evidence of student growth	Building budget Mon Collaboration Time	Google Documents Common assmt data	Principal	Gr Level/ Specialist Teams/ Ind Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop alignment within Math & Reading as reflected in curriculum maps with pacing guide and common assessments (Goal 1 work)	Mon Collaboration Time Common Core Standards	Google Documents Common assmt data	Principal/ Respective Team Leader	Gr Level/ Specialist Teams/ Ind Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop/determine systems for collecting and analyzing student data by grade level for MATH & READING	Mon Collaboration Time Common Core Standards	Google Documents Common assmt data	Principal/ Respective Team Leader	Gr Level/ Specialist Teams/ Ind Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop and share resources and strategies related to responding to results of data collected (how do we respond?)	Mon Collaboration Time Team meetings Staff meetings	Meeting Notes	Principal/ Respective Team Leader	Gr Level/ Specialist Teams/ Ind Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Engage in design work for increasing student achievement and engagement (such as WOW Academies, Collegial Conversations, Descriptive Reviews, Design Qualities within lessons)	Design coaches	Documentation/notes from Design work	Principal/ GLAD Coaches	Select Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	

Engage in GLAD training and coaching follow-up	GLAD coaches	Evidence of GLAD strategies being used	GLAD Coaches	Select Staff	Ck-In Mtgs: Dec, Feb, Apr, Jun	
***Use of WELPA State assessment tool for progress monitoring of language fluency	Title III budget	Progress monitoring Data from exams	Deborah Reece	ELL Team	Ck-In Mtgs: Dec, Feb, Apr, Jun	
***Implementation of (LAS LINKS) for working with ELL students	Title III budget	Progress monitoring Data from exams	Deborah Reece	ELL Team	Ck-In Mtgs: Dec, Feb, Apr, Jun	

\*\*\* Action items directly linked to the District Title III Improvement Plan

### GOAL 3:

Promote and establish a positive school climate.

#### MEASURE OF ATTAINMENT (results oriented):

2013 Year-End School Logistics Survey will reflect positive comments and improvement over 2012 Year-End School Logistics Survey.

90% of students will be exposed to 3 anti-bullying assemblies by Kidco and sign an anti-bully pledge.

Committees to address school climate and safety/emergency procedures and responses will be established and producing results.

#### OVERVIEW:

Focus	School/Classroom Standards	WA State Teacher Criteria
Timely Feedback Loop What do we do about it if they have or have not? How do we know if they have learned it?	Student Achievement (SS2) Patterns of Engagement	Criteria 1 – centering instruction on high expectations for student achievement Criteria 3 – recognizing individual students needs and developing strategies to address those needs Criteria 6 – using multiple data elements to modify instruction and improve student learning



**ACTION PLAN:**

<b>Strategy:</b>	<b>Budget/ Resources</b>	<b>Indicators of Success</b>	<b>Lead Person</b>	<b>Team(s) Involved</b>	<b>Monitor Date</b>	<b>Done?</b>
Establish committees to address areas identified within the 2012 Year-End School Logistics Survey taken by staff.	Building budget QSD time	Appropriate committees are established and productive	Principal	Committees determined	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Refine school-wide behavior systems to include: Olweus, CHAMPS, Kelso's Choices, response guide, referral procedures, classroom meetings, anti-bully school-wide focus and assemblies	Building budget QSD time	Procedures developed and documented	Dean of Students	Safety Team	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Revisit/refine emergency procedures	Building budget QSD time	Procedures developed and documented	Dean of Students	Safety Team	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Revisit/refine attendance procedures	Building budget	Procedures developed and documented	Dean of Students	Office Team	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Develop ongoing activities to promote positive staff climate and bonding	Building budget	Procedures developed and documented	Co-Chairs	Climate Committee	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Establish processes and procedures for transitioning students effectively between grade levels, to include balanced class placement procedures and development of master schedule	Building budget	Procedures developed and documented	Principal	Admin team with staff input	Ck-In Mtgs: Dec, Feb, Apr, Jun	
Utilize building and District induction plans for mentoring teachers new to building	District budget		Principal	District resources	Ck-In Mtgs: Dec, Feb, Apr, Jun	
***Continue family involvement activities for Title I, ELL, Special Education and General Education	Title III budget	Involvement opportunities are documented	Deborah Reece	ELL	Ck-In Mtgs: Dec, Feb, Apr, Jun	

\*\*\* Action items linked to the District Title III Improvement Plan

**Acronyms in this document:**

CAFE – Comprehension, Accuracy, Fluency, Extended

CeI5D – Center for Educational Leadership 5 Dimensions Instructional Framework

CBM – Curriculum Based Measure

CCSS – Common Core State Standards

DIBELS – Dynamic Indicator of Basic Early Literacy Skills

EALRS – Essential Academic Learning Requirements

ELL – English Language Learners

DRA – Developmental Reading Assessment

GLAD – Guided Language Acquisition Development

GLEs, – Grade Level Expectations

LAS – Language Acquisition Screener

MSP – Measure of Student Performance

NWF-WWR – Nonsense Word Fluency – Whole Words Read

RAMP – Referential Activities Math Project

PTO – Parent Teacher Organization

SKIP – Social, Kinesthetic, Interactive, Play

WELPA – Washington English Language Proficiency Assessment

WOW – Working on the Work