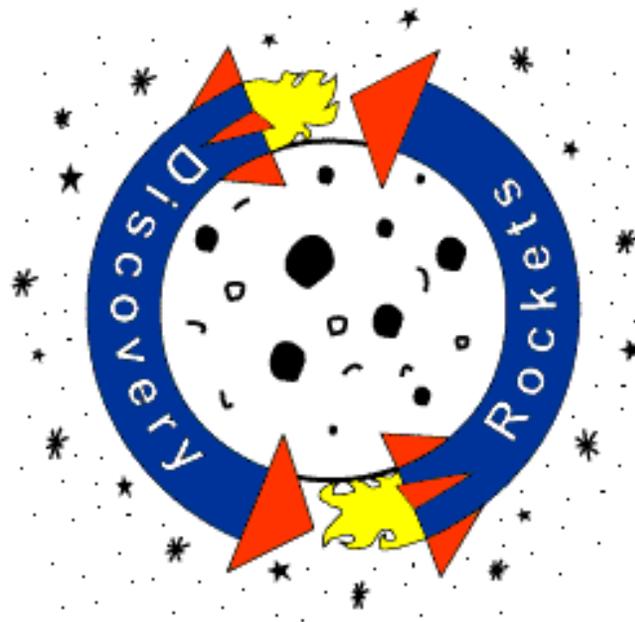


# **Discovery Primary School School Improvement Plan 2012-2013**



**Julie Bartlett, Principal**

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Milton, WA 98354  
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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 22, 2012 for approval.

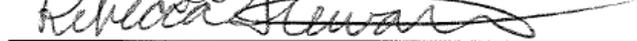
Data to establish improvement goals were from multiple data points including: DIBELS, CBA, Title I parent advisory group, and PTA. The purpose of the school improvement plan is to ensure student achievement in alignment with state EALRs and GLEs to include non academic expectations from the district, 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 2012-2013 School Improvement Plan are input from staff, parents, and community members along with data collected from students.

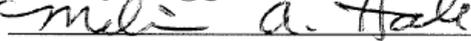
**Rebecca Stewart, Parent Representative and PTA Member**

[rstewart1214@gmail.com](mailto:rstewart1214@gmail.com)



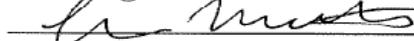
**Melisa Hale, Parent Representative and PTA Member**

[mommyhale@gmail.com](mailto:mommyhale@gmail.com)



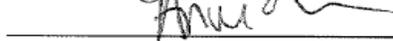
**Lisa Matson, First Grade Teacher Representative**

[lmatson@fife.k12.wa.us](mailto:lmatson@fife.k12.wa.us)



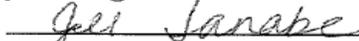
**Annie Sherman, First Grade Teacher Representative**

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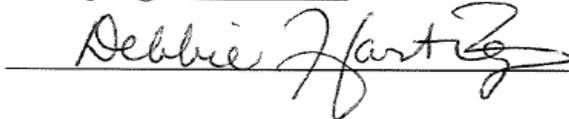
**Jill Tanabe, Kindergarten Teacher Representative**

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**Debbie Hartigan, Counselor**

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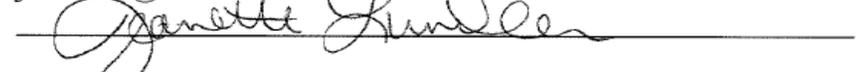
**Shannon Schmitz, Kindergarten Teacher Representative**

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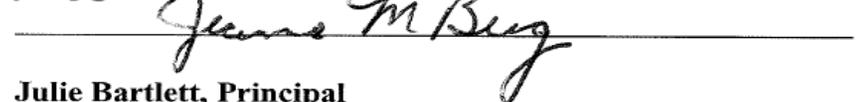
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# Results for the 2011-2012 School Improvement Plan

## 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 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) 69% realized
- From 59% math vocabulary (Kindergarten) 77% realized
- From 51% measurement (Kindergarten) 72% realized
- From 66% addition and subtraction (Kindergarten/1st) 79% realized
- From 71% comparing graph data (1<sup>st</sup> Grade) 62% realized
- From 69% counting forward and backward starting at any number to 120 (1<sup>st</sup> grade) 82% realized

**Impact Statement:**

### **Reading**

During the 2011-2012 school year, teachers participated in a WOW academy about Story Preview. We offered Title 1 reading assistance to both kindergarten and first grade. The reading committee also studied the exit and entrance criteria for the Title 1 program. We transferred to the new version “DIBELS Next” for school wide reading assessment. The school participated in four Standard Bearer Days using DIBEL’s data to plan for needed changes in reading instruction, and designing work for students that is rigorous and engaging. Five teachers participated in a Foldables class that directly related to the current reading curriculum. The kindergarten team researched and piloted the Treasure’s reading assessments to use as an additional data point. Kindergarten DIBELS scores indicated the following at Core or Benchmark: (87% Phoneme Segmentation, 69% Nonsense Word Fluency, 78% Overall at Benchmark) First Grade DIBELS Scores indicated the following at Core or Benchmark: (83% Nonsense Word Fluency Words Read correctly, 69% Oral Reading Fluency,

### **Math**

Kindergarten and first grade teachers participated in training for the new Bridges math curriculum, as well as Year 3 RAMP trainings. Teachers also met throughout the year for continued support on implementing the new curriculum. Teachers used both the core Bridges curriculum as well as supplemental lessons designed to ensure that students received instruction in all Core Standards. One kindergarten and one first grade class piloted the DIBELS math assessment and will provide feedback to their grade level team. The Bridges math assessments were evaluated and both teams have identified a need to adapt assessments next year. Core math vocabulary was identified and will be shared with other staff members at grade level meetings. Eighty eight percent of kindergarteners passed the end of the year math CBM at 80 percent or better. Eighty seven percent of first grade students passed the end of year Math CBM at 80 percent or better.

**Linkages**

The special education team continued to work to set up connections and strengthen our community contacts. We accomplished this in several ways. We set up a visit to the Children's' Therapy Unit at Good Samaritan Hospital in Puyallup. We met with Steve Shores, PT, who adapts equipment and toys for children with motor impairments. The Early Childhood Staff also attended several monthly community Inclusion Meetings held by PAVE to inform and support families who have children with developmental delays. We also met with Laurie Sjolund to learn about how the Sumner school District is involved in Linkages in their community.

**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

**Impact Statement:**

### **Safe and Caring Schools Impact Statement**

The Safe and Caring Schools Committee created a list of all the family involvement opportunities that were provided to families of Discovery. On Discovery's website, families and staff are able to see how many volunteer hours were contributed by parents and community members and family activities that were held. At the end of May the number of volunteer hours signed in at the office totaled 2291 hours.

Staff at Discovery also volunteered their personal time to help operate the Family Room in conjunction with the Title and ELL Teams. Every Tuesday from 3:30-5:00 pm, this resource is open to all ELL and Title families in the Fife School District. This safe and inviting room allows families to meet one another and gives opportunities for children to read and play literacy based games. Parents and their children are encouraged to continue literacy based activities at home. Therefore, almost every item in the family room is available for checkout.

Two sessions were held at Discovery on the Standard Bearer Days. These two sessions were on Multi-Cultural Awareness and Closing the Achievement Gap. These sessions were led by Melia LeCour from PSESD. During these trainings, we discussed strategies for increasing community involvement and strategies to close the Opportunity Gap.

Lisa Matson and Mary Mahoney worked collaboratively to embed ELL instructional strategies in existing units and lessons. During this time, lessons were created using strategies that are researched based, engaging to students, and that promoted retention of academic content with all students. The ideas were shared through a staff meeting, and the ideas are available to all teachers on the staff drive.

The Olweus Bullying Prevention content was taught to all classrooms in coordination with our school-wide Kelso's Choice curriculum. Students were taught the definition of bullying, how to stop bullying behavior, when to report "mean" behavior to an adult, and the four Olweus rules. Staff members on the Olweus team attended a two day Olweus Bullying Prevention workshop led by PSESD. Team members developed training for staff members. The concepts and strategies have been presented in a series of workshops that teach the precepts of Olweus. Planning for parent and community involvement and a Fall kick-off are currently in progress. The Olweus Bullying Prevention program will be fully implemented in 2012-2013.

**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

**Impact Statement:**

We continued to analyze student achievement data and design ways to deepen our work so that students will benefit in greater ways. Teachers attended staff development in four areas: Student Engagement, Skill/Concept, Design/Planning, and Student voice. Teacher Leaders then used a Standard Bearer Day to analyze the concepts students are struggling with. Teachers collaborated on ideas to plan for how they will address each skill/concept. We added to our design work of nineteen previous units designed in WOW Academies with a unit on the comprehension skill of previewing text.

# **Data Collection – Discovery Primary For the 2012-2013 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:

- 2012-2013 test results: K, 1, 2 DIBELS, grade 3 MSP results, CBM math assessment, Annual WELPA – ELL
- Site-based School Improvement Team input and feedback
- Demographic data
- Federal and state mandates and grant compliance
- PTA feedback
- Parent Participation Surveys
- Student discipline data

## **Needs identified through achievement data:**

- Students reading fluently at grade level by the end of the year
- Move students up from Intensive or Strategic Support levels to Core Instructional levels
- Eighty percent or more 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
- Provide Love and Logic training for parents

## **Needs identified through faculty and administration:**

- Effectively implement the new position of Design Coach to help facilitate collaboration in designing engaging work for students
- Continue participation in WOW academies 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
- Link Math RAMP, Bridges Math Curriculum, and Common Core Standards
- Continue family involvement activities for Title I, ELL, Special Education, and the general education population
- Plan for Tier II instruction in reading
- Schedule monthly Educational Assistant communication meetings
- Provide training for Compassionate Schools: The Heart of Learning and Teaching
- Implement Olweus Anti Bullying Program
- Develop a system for communication and shared responsibility to better serve the needs of special education students to include instructional modifications, scheduling, and training
- Study building needs- through the use of the Nine Characteristics of Highly Performing School and Schoolhouse Standards
- Develop familiarity with best practices for handwriting and written language instruction
- Increase intensity of fluency intervention practices in reading and math
- Provide mentoring and induction to new Discovery staff and staff new to their position
- Examine Common Core State Standards for reading and writing

**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:***

Move at least 20 percent of students from needing intensive and/or strategic support in reading, specifically NWF-WWR in first grade and NWF-CLS in Kindergarten to “benchmark” or “core support”.

- From 35% Core on NWF WWR to 55% core ( First Grade)
- 20 Percent increase from Winter NWF to end of year NWF benchmark scores (Kindergarten - NWF not tested at beginning of the year.)

Maintain or increase math performance as measured by the Math CBM so at least 80% of students will meet standard on all subcategories.

- From 69% recognizing numbers to 31 (Kindergarten)
- From 77% math vocabulary (Kindergarten)
- From 72% measurement (Kindergarten)
- From 79% addition and subtraction (Kindergarten/1st)
- From 62% comparing graph data (1<sup>st</sup> Grade)
- From 77% counting forward and backward starting at any number to 120 (1<sup>st</sup> grade)

Reading	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Provide teachers with DIBELS testing books, and organize time to discuss individual student results for those children below Core (following placement in Title)	Jan Boitano Tara Shepson	9/2012-1/2013	Staff meetings/Building budget	10/12 1/13	Meeting minutes
Provide training for DIBELS Next progress monitoring	Jan Boitano Tara Shepson	9/12-6/13	Staff meeting Grade level meetings	10/12 1/13 3/13	Meeting minutes
Implement regular progress monitoring in every classroom to include all students who are not at Core Instructional Level	Jan Boitano Tara Shepson	10/12-6/13	DRA DIBELS Treasures assessment suite Building budget	10/12 1/13 3/13	Progress monitoring included in lesson plans
Implement the use of Readers Theatre in all classrooms	Jan Boitano Tara Shepson	10/12-6/13	Readers Theatre materials	10/12 1/13 3/13	Lesson plans include Reader’s Theatre
Continue implementation of Parent Involvement Plan for Title I students	Jan Boitano Tara Shepson	9/12-6/13	Building resources	10/12 1/13 3/13	Minutes of meetings Participant list
Examine Common Core State Standards for reading	Karen Antonowicz Aimee Nolan	9/12-6/13	Building resources Reading committee	10/12 1/13 3/13	Minutes of meetings

***Plan for implementation of Tier 2 interventions in the classroom for reading (RTI Plan) “How do you know where your students are? What are you doing about it?”	Annie Sherman Karen Antonowicz Aimee Nolan	10/11-6/13	Building resources Title I committee Fluency Solutions	10/12 1/13 3/13	Staff meeting and grade level minutes
<b>Math</b>					
Investigate school-wide math assessments for fluency	Dawn Wasell Laura Sullivan	9/12-6/13	Assessments (Rip Em, GMade, Number Knowledge) Building budget	10/12 1/13 3/13	Meeting minutes Recommendation of assessment
Incorporate RAMP, Bridges, and Common Core Standards with Math Instruction	Dawn Wasell Laura Sullivan	9/12-6/13	Building Budget	10/12 1/13 3/13	Math committee agendas Staff meeting agendas Demonstrated lessons
Include math instruction and pacing discussions at regularly scheduled grade level meetings	Dawn Wasell Lisa Matson	9/12-6/13	Monthly grade level meetings	10/12 1/13 3/13	Meeting agendas
Develop a curriculum map and pacing guide for math aligned K-5	Dawn Wasell Laura Sullivan	9/12-6/13	District Math Committee	10/12 1/13 3/13	Curriculum Map and Pacing Guide Created
Develop an essential materials lists for purchase for 2013-2014 for added classrooms	Dawn Wasell Laura Sullivan	9/12-6/13	District Math Committee	10/12 1/13 3/13	List generated – What does it take to support math instruction?
<b>Writing</b>					
Research best practices for the instruction of handwriting	Jill Tanabe Steve Brown	9/12-6/13	Building Budget District Curriculum Committee	10/12 1/13 3/13	Strategies shared at staff meetings
Research best practices for the instruction of written language	Drew Ritzen, Pat Yeilding Shannon Schmitz Michelle Jones	9/12-6/13	Building Budget District Curriculum Committee	10/12 1/13 3/13	Calendars publicized Face book entries
Study common Core State Standards for writing	Drew Ritzen, Pat Yeilding Shannon Schmitz Michelle Jones	9/12-6/13	Building budget District Curriculum Committee	10/12 1/13 3/13	List of standards Meeting minutes
Investigate support materials and staff development needed	Drew Ritzen, Pat Yeilding Shannon Schmitz Michelle Jones	9/12-6/13	Building budget District Curriculum Committee	10/12 1/13 3/13	Meeting minutes
<b>Systems</b>					

Communicate regularly with teachers and educational assistants about the needs, goals and objectives of special education students	Jeanette Lundeen Cynthia Dixon	9/12-6/13	Building budget- sub time	10/12 1/13 3/13	Written plan that includes a process for communication of accommodations and shared responsibilities
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**\*\*\* = 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

<b>Safe Environment</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/ Resources</b>	<b>Monitoring Date</b>	<b>Indicators of Success</b>
Implement Olweus Anti Bullying Program	Debbie Hartigan Amanda Johns	9/12-6/13	Olweus materials Staff meeting Curriculum meetings	10/12 1/13 3/13	List of concepts lessons Record of lessons taught Staff meeting agendas
Present “kick off“ assembly highlighting the Olweus Anti Bullying Rules	Debbie Hartigan Jeanne Berg	9/12 – 10/12	Building budget	10/12 1/13 3/13	Assembly agenda
Provide continued training for staff members on Olweus Anti Bullying Program	Debbie Hartigan Amanda Johns	9/12-6/13	Building budget	10/12 1/13 3/13	Training is developed
Participate in Compassionate Schools Training	Debbie Hartigan	9/12-6/13	Compassionate Schools grant budget	10/12 1/13 3/13	Staff meeting agenda Safe and Caring Schools committee agenda
Provide Love and Logic class for parents	Debbie Hartigan	11/12-2/13	District funds	10/12 1/13 3/13	Class evaluations Participant input
Continue family involvement activities	Jan Boitano Jeanne Berg Tara Shepson Lisa Matson	9/12-6/13	Materials Time to develop activities	10/12 1/13 3/13	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 ELL students	Jan Boitano Mary Mahoney	9/12-6/13	Time Materials Title I budget	10/12 1/13 3/13	Meeting minutes Documented meeting dates Parenting plan complete
***Embed ELL instructional strategies in existing units and lessons and new WOW Academies	Mary Mahoney Lisa Matson	9/12-6/13	Staff meeting District Leaders model strategies	10/12 1/13 3/13	Share ideas at staff meeting

Regularly attend PAVE sponsored Community Inclusion meetings and other community outreach opportunities to increase awareness of available community resources and provide opportunities for our families to access them.	Jeanette Lundeen	9/12-6/13	Building resources	10/12 1/13 3/13	Meeting minutes
Schedule monthly Educational Assistant communication meetings	Grace Franich	9/12-6/13	Building resources	10/12 1/13 3/13	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	Jan Boitano	9/12-6/13	Standard Bearer days	10/12 1/13 3/13	Concepts listed
***Participate in District WOW Design Team	Jan Boitano Mary Mahoney Laura Sullivan	9/12-6/13	District WOW Developmental Team	10/12 1/13 3/13	Meeting minutes
***Work with Building Design Coach to analyze student data, develop WOW Academy proposals and design lessons that will engage students and produce higher achievement	Jan Boitano	9/12-6/13	Teacher Leader Academy Staff meeting time	10/12 1/13 3/13	Ideas shared at staff meetings
Participate in collaborative Professional Goal Setting Conferences linking professional goals with Schoolhouse/Classroom Standards	Julie Bartlett	9/12-6/13	Building budget	10/12 1/13 3/13	Successful completion of goals
Utilize the Classroom and Schoolhouse Standards for school-wide needs assessment and developmental tool	Jan Boitano Julie Bartlett	9/12-6/13	Classroom and Schoolhouse Standards	10/12 1/13 3/13	Goals accomplished
Research/investigate and document RTI procedures for Discovery	Jeanne Berg MaryKay Shappell	9/12-6/13	Building budget	10/12 1/13 3/13	List Generated
***Use of new WELPA State assessment tool for progress monitoring of language fluency	Mary Mahoney	9/12-6/13	Title III budget	10/12 1/13 3/13	Progress monitoring reports Data from exams

***Implementation of pilot (LAS LINKS) for working with ELL students	Mary Mahoney	9/12-6/13	Title III budget	10/12 1/13 3/13	Progress monitoring reports Data from exams
Refine knowledge of Language Proficiency and Disability by attending Matrix workshop	Cynthia Dixon Mary Mahoney MaryKay Shappell	9/12-6/13	District budget	10/12 1/13 3/13	Matrix Workshop attendance
Survey staff on Nine Characteristics of Highly Effective Schools	Steve Brown Drew Ritzen	10/12-1/13	Google Docs Building Budget	10/12 1/13 3/13	Complete survey results
Utilize building and District induction plans for mentoring teachers new to our school or new to their position	Jeanne Berg	9/12-6/13	Building Budget	10/12 1/13 3/13	New staff survey results

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