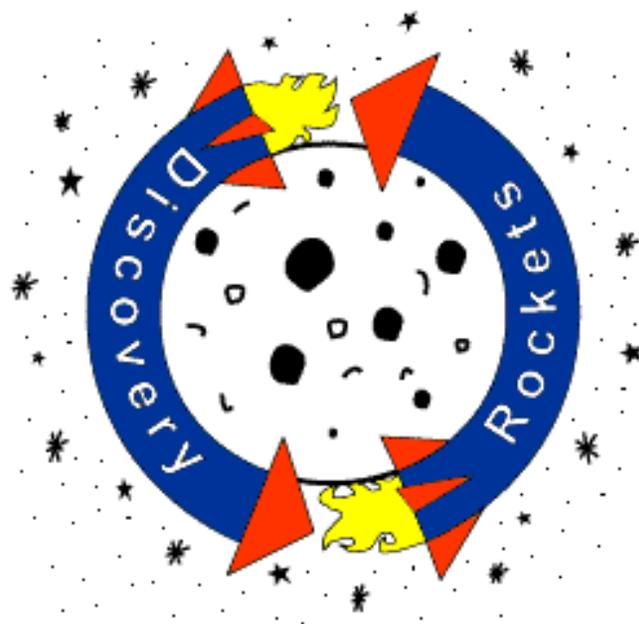


Discovery Primary School School Improvement Plan 2013-2014



Julie Bartlett, Principal

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District Improvement Vision Statement

Relationships – Relevance – Rigor

District Vision...

To inspire a passion of learning and caring within each student so that they reach their potential and act to inspire others to accomplish the same.

District Mission...

To prepare each student to meet or exceed the expectations of our district curriculum and state benchmarks ensuring that all students graduate on time being prepared for college or the skilled work force.

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 November 18, 2013 for approval.

Data to establish improvement goals were from multiple data points including: DIBELS, CBM, Title I parent advisory group, and PTO). 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.

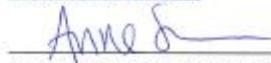
The Human Resources Department has documentation of staff certification. All teachers at Discovery Primary have met federal Highly Qualified requirements. Access to this information is in Human Resources and the Title I Director's Office.

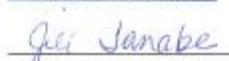
Considerations included in the development of the 2013-2014 School Improvement Plan are input from staff, parents, and community members along with data collected from students.


Melissa Hale, Parent Representative and PTO President
mommyhale@gmail.com

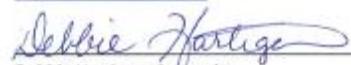

Rebecca Edmund, Parent Representative and PTO Member
twoedmunds@yahoo.com


Lisa Matson, First grade Teacher Representative
lmatson@fife.k12.wa.us

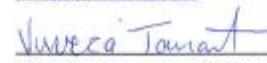

Annie Sherman, First grade teacher Representative
asherman@fife.k12.wa.us

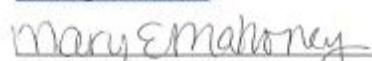

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Results for the 2012-2013 School Improvement Plan

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:

Move at least 20 percent of students from needing intensive and/or strategic support in reading, specifically NWF-WWR (Nonsense Word Fluency – Whole Words Read) in first grade and NWF-CLS in Kindergarten to “benchmark” or “core support”.

- From 35% Core on NWF WWR to 55% core (First Grade Spring Scores: First Grade spring scores Intensive 26%, Strategic 35% Core 40%)
- 20 Percent increase from Winter NWF to end of year NWF benchmark scores (Kindergarten spring scores: NWF-CLS: Intensive 51%, Strategic 17%, Core 32%)

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

- recognizing numbers to 31-Kindergarten (65% realized)
- math vocabulary (Kindergarten (74% realized)
- measurement (Kindergarten (63% realized)
- addition and subtraction (77% Kindergarten realized)
- addition 1st grade 86% realized
- subtraction 1st grade (77% realized)
- counting forward and backward starting at any number to 120 (1st grade 83% realized)

Composite Score Kindergarten: 86% of students scored 80% or better on end of the year CBM.

Composite Score First Grade: **88% of students scored 80% or better on end of the year CBM.**

Impact Statement:

During the 2012-2013 school year, teachers participated in two WOW academies about reading: cross-checking strategy (students are able to identify and correct inaccurate words) and reading sight words fluently in text. We offered Title I/LAP reading to qualifying kindergarten and first grade students. The Title I program hosted two family education nights to encourage at home reading instruction. At the beginning of the year staff meeting, the reading committee presented the new DIBELS benchmark scores, and we are currently using the higher benchmark scores. There is a shared understanding of the new benchmark scores and how it impacts student achievement. All K-1 classrooms have implemented regular progress monitoring. Readers’ Theater materials were provided, and teachers are implementing in their classrooms. The new Common Core Standards for English Language Arts were shared at grade level meetings. Several reading committee members attended a workshop about the new Common Core Standards. The reading committee looked at other ways to communicate DIBELS data with parents. More classroom teachers are exploring/beginning to use the DRA. Several teachers will be attending a CAFÉ strategies workshop in June.

In the area of Written Language teachers created a writing WOW academy called Zero to Writing Hero. The Discovery writing committee participated in a study of the Common Core State Standards for English Language Arts and presented staff with an overview of the new standards.

Teachers also participated in a study of the best practices in handwriting instruction and materials that are developmentally appropriate. The writing committee and library staff has identified mentor text needed to support the introduction of the new Common Core State Standards.

The math committee completed all of the goals listed on the SIP plan. The main focus in math was aligning the Bridges curriculum with the common core standards for math. We identified gaps and used RAMP materials and teacher designed lessons to help meet the needs. We have used grade level time to share these ideas. We developed a curriculum map to show the vertical alignment of K-2 common core standards for math. Each grade level identified ten essential skills that we will use to help focus our future instruction. Investigated school wide math assessments for fluency and decided to develop our own assessment to monitor math fluency. Eighty six percent of kindergarten students passed the end of year Math CBM with a score of 80% or higher. Eighty eight percent of first grade students passed the end of year Math CBM with a score of 80% or higher.

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:

The Olweus Bullying Prevention Program was fully implemented during the 2012-2013 school year. New staff received an overview of the program, the definition of bullying, and the Olweus "Buddy" rules. A "Be A Buddy" kick-off assembly was held at the beginning of the year to teach and demonstrate the four Olweus rules to students. Specialists taught the buddy song school-wide, and it is sung weekly to the school by individual classes. Our teachers completed a survey which helped the committee address the specific needs of our students. Staff received training in "on-the-spot" interventions, and how to conduct classroom meetings. Five team members attended a WOW academy, where lessons were created for teachers to use in the classroom. An OLWEUS student survey was created for Kindergarten and First Grade students. The committee presented the Olweus and Compassionate Schools to the school board, and students were able to confidently give examples to the school board of the Olweus rules and "Buddy" behavior.

Discovery Primary received a \$6,800 grant from the Greater Pierce County Community Coalition. Compassionate Schools is a process for helping children and adults develop fundamental skills for success in school and life, which relate directly to a child's ability to engage in learning. The grant covered staff trainings through PSESD. The committee attended 3 additional meetings throughout the year. We completed the "reaching consensus" form, targeting the areas of social skills, community building in the classroom, and student self-regulation and calming. We have created our Safe and Compassionate Schools norms, and have assigned roles and responsibilities to continue the work. Nineteen staff members within the building received "Calming Ourselves in Stressful Moments" calming cards purchased with grant funds. The team also hosted Victoria Tennant and Sue Anderson, who originated the calming curriculum. Teachers using the "Calming Ourselves" curriculum provided Victoria and Sue with

feedback and suggestions for their new product coming in 2014. Several books were purchased from the grant which were added to the Olweus classroom meeting library. Topics included bullying, kindness, compassion, tattling, listening, empathy, and other topics. Seating and fidget options were purchased and will be available for teachers that need calming options for students. Calming music and brain music were also added to the library for use by teachers in the classroom.

Special education staff continued to attend PAVE sponsored parent activities. We shared information and resources with parents on community activities and resources available for families who have children with special needs, including: ECEAP, PAVE, Community Resource Center, medical support, Readiness to Learn, and Pierce County Coalition. These efforts have enriched our program by empowering parents to access a variety of resources outside the school setting.

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:

During the 2012-2013 school year, the design coach position was implemented at Discovery. Six WOW academies were held, with 23 different staff members. The academies were: positional words in math, cross-checking strategy for reading comprehension, sight words in context, collaborative listening skills, pictures as a pre-writing tool, and developing social skills.

Throughout the year we worked on the Classroom and Schoolhouse Standards. Reflection on these standards provided us with ideas for developmental opportunities for improvement. As a result of our work, we learned that a high priority for staff members is to learn the Common Core State Standards in more depth. Work in this area has already begun. Staff members also completed the entire Nine Characteristics of Highly Performing Schools survey. Information from this survey indicated our strengths include having a strong Mission and Vision. An area to work on is strengthening communication and behavior systems.

The RTI committee began the development of a Discovery RTI handbook. It includes meeting schedule, assessment schedule, assessment resources, definition of RTI, definition and responsibility of Tiers 1, 2, 3 instruction, data collection recommendations, and student learning profiles for general classroom and ELL students.

Induction and mentoring was a priority at Discovery. We hired seven teachers and three assistants new to Discovery. In addition, four teachers changed grade level assignments this year. The building expanded out into the portables with SKIP and preschool plus staff.

Members moved classrooms so new teachers could best be supported. We implemented our full induction system at Discovery this year including providing information about building and district systems, as well as meetings with specialists, and regularly scheduled individual mentoring meetings.

LAS LINKS was piloted for the 2012-13 school year. The benchmark test was administered to all first grade ELL students in April of 2013. (Due to the WELPA test date being set back by the state and the late arrival of the LAS LINKS, it was administered after the anticipated January date.) The second LAS LINKS benchmark test will be administered in June of 2013. Results will measure growth in the areas of reading, writing, speaking and listening. The purpose of the benchmark test is to check for growth midyear. This data will help us guide instruction and allow us to give more accurate feedback to classroom teachers. The first graders did not take the summative test in September of 2012. Next year's, first grader ELL students, will be the first group to take the summative test. The summative test will give teachers current data on their students in the areas of reading, writing, listening and speaking. Those students would have taken the State WELPA test in February of 2013 and the data would not be current. Since this is in the pilot year, the first graders in 2012-13 school year, did not the summative test.

We had 1011 hours of signed in at the office volunteer time May and June, 2012. September through April, 2013 we had a total of 2845 hours, for a year's total of 3, 856 hours of volunteer time.

2013-2014 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:

- 2013-2014 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
- Nine Characteristics of Highly Performing Schools data
- Classroom and Schoolhouse Standards data
- Buddy Survey Results
- Student discipline data

Needs identified through achievement data:

- Students reading fluently at grade level by the end of the year
- Move students currently at needing Intensive or Strategic support up at least one level
- 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
- Formation of PTO (Parent Teacher Organization)

Needs identified through faculty and administration:

- Develop a curriculum map for reading, math, language to show vertical alignment K-2 with Common Core Standards
- Develop pacing guides for all curriculum areas
- Develop formative and summative assessments
- Continue family involvement activities for Title I, ELL, Special Education, and the general education population
- Adapt Math CBM to include assessment of the 10 essential skills based on realignment of CCS
- Implement UW Cel 5D Framework and Washington State Evaluation System
- Work with GLAD coaches to implement strategies for ELL (English Language Learners) instruction
- Create systems to promote cross grade level communication
- Effectively implementing Late Start Days
- Develop a plan to transition special education preschoolers to kindergarten
- Continue to participate in WOW Academies designing work for identified needs
- Develop handwriting curriculum
- Investigate CHAMPS school wide behavior system

Specific School Goal #1 Develop Articulated System for Alignment of Curriculum

Attainment of this goal will be measured by:

By year end, 100% of MATH and READING curriculum will be aligned by grade level to Common Core Standards, with accompanying pacing guides, articulated learning targets and formative/summative assessments.

Curriculum Alignment	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success WA Teacher Criteria
Reading					
Develop a curriculum map for reading to show vertical alignment K-2 with Common Core Standards	Jan Boitano Annie Sherman Shannon Thomas	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Curriculum map complete for reading
Develop a pacing guide for instruction in reading	Tara Shepson Annie Sherman Aimee Nolan	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Pacing Guide developed for reading
Develop common assessments for reading	Jan Boitano Annie Sherman Shannon Thomas	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Common assessment utilized for analysis
Math					
Develop a curriculum map for math to show vertical alignment K-2 with Common Core Standards	Laura Sullivan Dawn Wasell Lisa Matson	12/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Curriculum map complete for math
Develop a pacing guide for instruction in math	Laura Sullivan Jessalyn Perry Lisa Matson	9/13-12/13	Building Budget Collaboration Time	10/13 1/14 3/14	Pacing Guide developed for math
Develop common assessments for math	Laura Sullivan Dawn Wasell Jessalyn Perry Lisa Matson	12/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Common assessment utilized for analysis of math skills
Language					
Develop a curriculum map for writing to show vertical alignment K-2 with Common Core Standards	Pat Yeilding Michelle Jones	9/13-6/14	Curriculum Adoption	10/13 1/14 3/14	Curriculum map complete for language
Develop a pacing guide for instruction in writing	Drew Ritzen Shannon Schmitz	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Pacing Guide developed for written language

Develop common assessments for writing	Pat Yeilding Michelle Jones	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Assessments developed
Develop handwriting curriculum	Jill Tanabe Steve Brown	9/13-6/14	District support Release time	10/13 1/14 3/14	Curriculum developed and shared
Develop a pacing guide for handwriting	Kirstyn Frazier Steve Brown	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Pacing Guide developed and shared
Effectively implement Monday Collaboration Time					
Participate in cross grade level meetings during Monday collaborative time	Julie Bartlett Mary Mahoney	9/13-6/14	District leadership Articulated purpose and format for meetings	10/13 1/14 3/14	Notes from meetings Completion of goals
Participate in pod/grade level meetings during Monday collaborative time	Lisa Matson Jill Tanabe	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Meeting Agendas and notes
Participate in curriculum team meetings during Monday collaborative time	Lisa Matson Jill Tanabe	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Meeting Agendas and notes
Develop communication system to include system for disseminating notes from grade level, curriculum, and site based meetings	Lisa Matson Jill Tanabe	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	System followed
Include educational assistants in POD Monday collaboration meetings to collaborate with teachers on student growth plans	Viveca Tarrant	9/13-6/14	Building Budget Collaboration Time	10/13 1/14 3/14	Assistants schedule Attendance at meetings

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

Specific School Goal #2: Implement Instructional Framework for Student Achievement

Attainment of this goal will be measured by:

Decrease the number of students needing intensive support in NWF-WWR by 20% from beginning September DIBELS scores. (First grade)

- From 51% intensive on NWF WWR to 31% or less intensive at the end of the year (First Grade)

Move 20% of students out of intensive by the end of the year using the summary of effectiveness. (Kindergarten)

- 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 from prior years at least 80% of students will meet standard on all subcategories.

- From 75% counting to 100 (Kindergarten)
- From 65% recognizing numbers to 31 (Kindergarten)
- From 74% math vocabulary (Kindergarten)
- From 63% measurement (Kindergarten)
- From 77% addition and subtraction (Kindergarten/1st Grade)
- From 78% Rote Counting (1st Grade)
- From 62% Comparing graph data (1st Grade)
- From 78% Place Value (1st Grade)
- From 77% Subtraction (1st Grade)

Instructional Framework	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Work with GLAD coaches to implement strategies for ELL (English Language Learners) instruction	Jasmine Hughes Laura Sullivan Dawn Wasell	9/13-6/14	GLAD coaches	10/13 1/14 3/14	Attendance at GLAD Workshop Evidence of GLAD strategies being used in classrooms
Develop/identify common assessments to use quarterly	Karen Antonowicz Shannon Schmitz	10/13/-6/14	Grade level and Curriculum meetings	10/13 1/14 3/14	Assessments are created and shared
Participate in collaborative Professional Goal Setting Conferences linking professional goals with State Evaluation Criteria	Julie Bartlett Shannon Schmitz Annie Sherman	9/13-6/14	Building budget	10/13 1/14 3/14	Successful completion of goals
Create formal documentation of options for collecting evidence of student growth	MaryKay Shappell Marcy Korynta	9/13-6/14	Building budget	10/13 1/14 3/14	Google Document created
Create a systems to collect and analyze student data by grade level for reading, math, and written language	Lisa Matson Shannon Schmitz	9/13-10/13	Collaboration time Common Core Standards	10/13 1/14 3/14	Kinder data binder First Grade data binder
Discuss methods for emphasizing elements in Cel5D Instructional Framework (learning targets, formative assessment, student data	Julie Bartlett Mary Mahoney	9/13-10/13	Staff meetings	10/13	Evidence of familiarity with Instructional Framework

elements, etc...)					
Share resources and strategies for working with struggling students	Annie Sherman Shannon Schmitz	9/13-10/13	Pod Meetings Grade level meetings	10/13 1/14 3/14	Meeting Notes
***Use of WELPA State assessment tool for progress monitoring of language fluency	Jasmine Hughes	9/13-6/14	Title III budget	10/13 1/14 3/14	Progress monitoring reports Data from exams
***Implementation of (LAS LINKS) for working with ELL students	Jasmine Hughes	9/13-6/14	Title III budget	10/13 1/14 3/14	Progress monitoring reports Data from exams

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

Specific School Goal #3: Develop systems that support student learning needs.

Attainment of this goal will be measured by:

Meeting Minutes, Published Websites, Newsletters, Completed Lesson Design, Successful PTO, Participation in Family Events

Systems	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
***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	9/13-6/14	Teacher Leader Academy Staff meeting time	10/13 1/14 3/14	Ideas shared at staff meetings
Utilize building and District induction plans for mentoring teachers	Jeanne Berg	9/13-6/14	Building Budget	10/13 1/14 3/14	New staff survey results
Build foundation and promote membership in PTO	Jill Tanabe Katie Jacobson	9/13-6/14	Staff leadership	10/13 1/14 3/14	Parent participation during regular meetings and school events
Refine School-wide behavior systems to include: Olweus, CHAMPS, Kelso's Choices	Debbie Hartigan MaryKay Shappell	9/13-6/14	Building budget CHAMPS Training	10/13 1/14 3/14	Added descriptions to staff manual
Provide love and logic training for parents	Debbie Hartigan	9/13-6/14	Building Budget	10/13 1/14 3/14	Training agenda Parent survey following class
Implement the use of student reflection sheets as a step in behavioral accountability for misbehavior	Mary Mahoney	9/13-6/14	Building Budget	10/13 1/14 3/14	Documentation Declining number of referrals for misbehavior
Continue to encourage family participation in school wide events (read and lead, learning celebrations field day)	Jeanne Berg	9/13-6/14	Building Budget	10/13 1/14 3/14	Records of participation
***Continue family involvement activities for Title I, ELL, Special Education and General Education	Tara Shepson Jasmine Hughes Saundra Westlund	9/13-6/14	Building Budget	10/13 1/14 3/14	Meeting Minutes Parent attendance records Surveys

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

List of Acronyms in this document:

CAFE – Comprehension, Accuracy, Fluency, Extended

Cel5D – 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