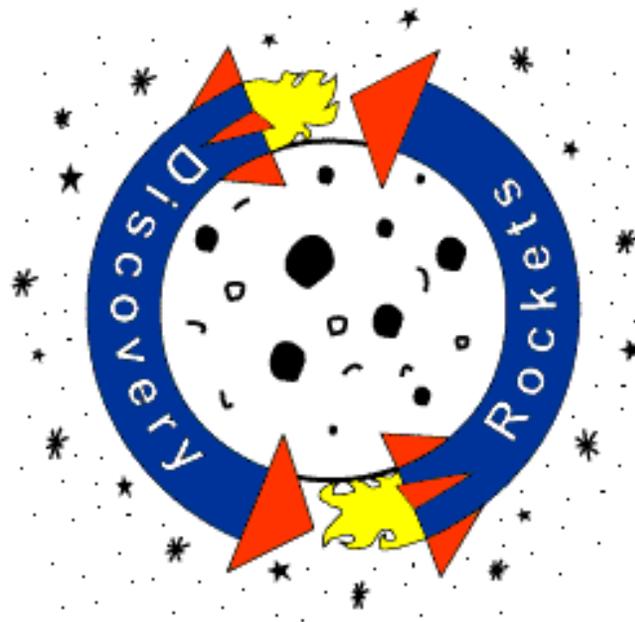


# **Discovery Primary School School Improvement Plan 2014-2015**



**Julie Bartlett, Principal**

**1205 19<sup>th</sup> Avenue  
Milton, WA 98354  
253-517-1200  
253-517-1205 fax**

# **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.**

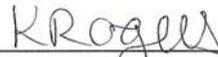
# School Improvement Plan Considerations (WAC 180-16-220)

Discovery Primary's School Improvement Plan was presented to the School Board on October 21, 2014 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 2014-2015 School Improvement Plan are input from staff, parents, and community members along with data collected from students.



Kara Rogers, Parent Representative and PTO President  
[lucyandtucker@yahoo.com](mailto:lucyandtucker@yahoo.com)



Brishan Hamilton, Parent Representative and PTO Member  
[brishanh@hamilton-family.org](mailto:brishanh@hamilton-family.org)



Lisa Matson, First grade Teacher Representative  
[lmatson@fife.k12.wa.us](mailto:lmatson@fife.k12.wa.us)



Magdalena Gorski, First grade teacher Representative  
[mgorski@fife.k12.wa.us](mailto:mgorski@fife.k12.wa.us)



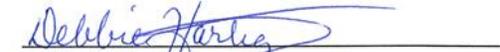
Michelle Jones, Kindergarten Teacher Representative  
[mjones@fife.k12.wa.us](mailto:mjones@fife.k12.wa.us)



Jeanne Berg, Library Specialist, Teacher Representative  
[jberg@fife.k12.wa.us](mailto:jberg@fife.k12.wa.us)



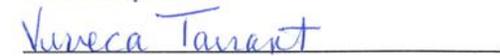
Shannon Schmitz, Kindergarten Teacher Representative  
[sschmitz@fife.k12.wa.us](mailto:sschmitz@fife.k12.wa.us)



Debbie Hartigan, Counselor  
[dhartigan@fife.k12.wa.us](mailto:dhartigan@fife.k12.wa.us)



Peter Herpst, Special Education Representative  
[pherpst@fife.12.wa.us](mailto:pherpst@fife.12.wa.us)



Viveca Tarrant, Educational Assistant  
[vtarrant@fife.k12.wa.us](mailto:vtarrant@fife.k12.wa.us)



Mary Mahoney, Assistant Principal  
[mmahoney@fife.k12.wa.us](mailto:mmahoney@fife.k12.wa.us)



Julie Bartlett, Principal  
[jbartlett@fife.k12.wa.us](mailto:jbartlett@fife.k12.wa.us)

# Results for the 2013-2014 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:** 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.

### **Impact Statement:**

Reading - During the 2013-2014 school year, the main focus of our reading committee work was to align our curriculum to the ELA Common Core Standards, develop a pacing guide, and develop/decide on common reading assessments. The assessments were: Letter names and sounds, Phonological Checklist (to measure phonemic awareness), QPS (Quick Phonics Screener), and a sight word assessment, using sight words from our Treasures reading program. We offered Title I/LAP reading to qualifying kindergarten and first grade students, expanding the program in January to serve about 120 kindergarten students and about 115 first grade students. The Title I program hosted two family education nights to encourage at home reading instruction. Teachers are using the Readers' Theater materials to increase student fluency and engagement. Several reading committee members attended workshops about text complexity and close reading, ELA Common Core Standards, and Wayne Callendar's workshop about vocabulary. We developed a new format to clearer communicate DIBELS data with parents. Teachers participated in a WOW academy where they designed a lesson on rhyming.

Math - Kindergarten and 1<sup>st</sup> grade developed math curriculum maps aligning adopted curriculum materials to the Common Core State Standards. These curriculum maps identified key concepts and skills to be taught each month throughout the year and included resources that could be used to teach each concept. Both grade levels also developed common assessments linked to the Common Core State Standards that will be used beginning in the fall of 2014. The data from these assessments will follow students to the next grade level. Teachers attended Math RAMP training.

Written Language - Teachers developed a handwriting curriculum. They also created a curriculum map aligned with Common Core Standards and mapped out for the year.

## **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 - At least 80% of students will meet standard on all subcategories.

- From 75% counting to 100 (Kindergarten 80% realized)
- From 65% recognizing numbers to 31 (Kindergarten 77% realized)
- From 74% math vocabulary (Kindergarten 78% realized)
- From 63% measurement (Kindergarten 61% realized)
- From 77% addition and subtraction (Kindergarten/1<sup>st</sup> Grade 74% realized)
- From 78% Rote Counting (1<sup>st</sup> Grade 74% realized )
- From 62% Comparing graph data (1<sup>st</sup> Grade 66% realized)
- From 78% Place Value (1<sup>st</sup> Grade 78% realized)
- From 77% Subtraction (1<sup>st</sup> Grade 76% realized)

### **Impact Statement:**

Reading - The first grade reading goal on Discovery's school improvement plan was to move 20% of students out of intensive by the end of the year. 51% of first graders were intensive in September. The end of the year DIBELS scores showed that 32% of students are intensive, for a decrease of 19%. Kindergarten students began the year with 58% intensive on letter naming fluency and ended the year with 40% intensive (18% decrease number of students needing intensive support). Sixty percent of kindergarten students showed that they are able to smooth blend words accurately on the spring DIBELS test.

Math – 84% of students in both kindergarten and 1<sup>st</sup> grade passed the math CBM with a score of 80% or higher. The math CBM was revised to include CCSS and will be implemented in the 2014-2015 school year.

## **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, and Participation in Family Events

### **Impact Statement:**

Curriculum maps were created for the Kindergarten and First Grade learning expectations for the arts, music, PE, and social studies. They developed a yearlong scope and sequence for their curriculum areas. The Movement, SKIP and Library/Connections specialists participated in a WOW academy in which they developed a unit on Cultures of the Seven Continents. SKIP focused on art and games from the cultures studied. Movement focused on songs, dances and outdoor games. Library brought in the literature component, and Connections took students on a mock airplane adventure to the seven continents. We conducted two behavior incentive assemblies and four learning celebrations – Veteran's Day, December Sing Along, Martin Luther King, Jr., and Literacy Festival. We also planned another successful, family attended field day.

# 2014-2015 School Improvement Plan

A comprehensive needs assessment was conducted by our staff, parent representatives, 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
- PTO feedback
- Buddy Survey Results
- Student discipline data

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

- Students reading fluently at grade level by the end of the year
- Eighty percent or more of students passing each sub skill on Math CBM

## **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:**

- Implement common formative and summative assessments for measuring ongoing progress in math, reading and writing
- Develop a protocol for sharing and analyzing common assessment results regularly (Data analysis, action planning)
- Continue family involvement activities for LAP, ELL, Special Education, and the general education population
- Work with GLAD coach to implement strategies for ELL instruction (make and take, create shared drive, regular staff meeting sharing)
- Develop an August plan for transition of preschool special education students to kindergarten
- Connections with Early Childhood Providers
- Implement year 1 of PBIS School-wide
- Participate in WaKids for implementation of full time kindergarten for all kindergarten students
- Gold star aligned with curriculum – developmental scope and sequence
- Training to implement handwriting curriculum
- Become fluent at use of Skyward student information system
- Lesson Development/WOW Academy for place value, recognizing numbers from 100-120, and comparing more than: less than
- Continue implementation of Instructional Framework (Cel5D)
- Finalize report card and develop rubrics

**Discovery Specific School Goal #1 Implement processes to meet the Common Core Standards in reading, math and written language**

*District Strategic Goal: Continue Alignment to Common Core Standards*

*Attainment of this goal will be measured by:*

By year end teachers will implement and analyze Common Core Curriculum Maps aligned with common assessment tools for reading, math and written language.

<b>Curriculum Alignment</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/ Resources</b>	<b>Monitoring Date</b>	<b>Indicators of Success WA Teacher Criteria</b>
<b>Reading/Literacy</b>					
Determine skills to be listed on new report card	Laura Sullivan Shannon Thomas	9/14-11/14	Monday Collaboration time	11/14	Report card developed
Implement common formative and summative assessments for measuring ongoing progress in math, reading and writing	Lisa Matson Aimee Nolan	9/14-5/15	Monday Collaboration time Building Budget	10/14 1/15 3/15	Progress monitoring established, results documented
Create standards based rubric for the report card	Dawn Wasell Jan Boitano Laura Sullivan	9/14-5/15	Monday Collaboration time	10/14 1/15	Rubrics developed
<b>Math</b>					
Develop lessons for place value, recognizing numbers from 100-120, more/than less/than (1 <sup>st</sup> grade)	Laura Sullivan	12/14-5/15	WOW Coach Building staff development budget	10/14 1/15 3/15	Lesson plans developed and shared
Revise Bridges units to align with curriculum map (1 <sup>st</sup> grade)	Lisa Matson	9/14-6/15	Monday Collaboration District Math Budget	10/14 1/15 3/15	Unit materials aligned
Develop unit assessments for first grade (given every 3-4 weeks)	Amanda Swan	10/14-5/15	Monday Collaboration	10/14 1/15 3/15	Assessment results recorded
Develop a checklist for students/standards/assessments for each month	Lisa Matson	10/14-5/15	Monday Collaboration	10/14 1/15 3/15	Checklist shared
Determine skills to be listed on new report card	Laura Sullivan Dawn Wasell	9/14-12/14	Monday Collaboration	11/14	Report card developed
Develop system to transfer student	Emily Arbon	1/15-5/15	Building Budget	1/15	CBM data transferred to

CBM data to next grade level (1 <sup>st</sup> to 2 <sup>nd</sup> )	Saundra Westlund			3/15	2 <sup>nd</sup> grade
Implement Bridges 2 (kindergarten)	Karen Antonowicz	9/14-6/15	Bridges 2 curriculum for 4 classes	10/14 1/15 3/15	Bridges 2 piloted in four kindergarten classes – lessons shared
Revise Math CBM (Kindergarten)	Dawn Wasell	9/14-6/15	Building resources	10/14 1/15 3/15	CBM developed
<b>Language</b>					
Provide Staff development on handwriting curriculum	Michelle Jones	9/14-10/15	Staff meeting time	10/15	Minutes from staff meeting
Revise written language rubric	Pat Yeilding	9/14-6/15	Monday collaboration	10/14 1/15	Rubrics developed
Staff development for written language rubric	Pat Yeilding Michelle Jones	9/14-10/15	Staff meeting time	1/15	Minutes from staff meeting

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

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

*District Strategic Goal: Instructional Framework Area of Focus in Student Engagement, Assessment for Student Learning, and Curriculum and Pedagogy*

*Attainment of this goal will be measured by:*

### **First grade goals:**

1. At least 80% of students will have a composite score of 80% or higher on the following assessments: Quick Phonics Screener, Phonological Checklist, Sight Word Assessment.
2. Decrease the number of students needing intensive support in NWF/WWR (Nonsense Word Fluency/Whole Words Read) by 20% from beginning September DIBELS scores. From 47% on NWF WWR in September to 27% or less intensive at the end of the year
3. Maintain or increase math performance as measured by the Math CBM - At least 80% of students will meet standard on all subcategories.

### **Kindergarten goals:**

1. At least 80% of students will have a composite score of 80% or higher on the following assessments: Letter Names and Sounds, Phonological Checklist, Sight Word Assessment.
2. Decrease the number of students needing intensive support in LNF (Letter Naming Fluency) by 20% from beginning September DIBELS scores. From 61% of LNF in September to 41% or less intensive at the end of the year
3. 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.

<b>Instructional Framework</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/ Resources</b>	<b>Monitoring Date</b>	<b>Indicators of Success</b>
Work with GLAD coaches to implement strategies for ELL (English Language Learners) instruction	Maggie Gorski Torie Blanas	9/14-6/15	GLAD coach	10/4 1/15 3/15	Attendance at GLAD Workshop Evidence of GLAD strategies being used in classrooms
Participate in collaborative Professional Goal Student growth Goal Conferences	Julie Bartlett Mary Mahoney	9/14-3/15	Building budget	10/4 1/15 3/15	Successful completion of goals
Develop protocol for analyzing student data by instructional teams (Pods) for reading, math, and written language	Jan Boitano Tara Shepson	9/14-11/15	Collaboration time Protocol Staff development	10/4 1/15	Kinder data binder First Grade data binder
Analyze and discuss elements of the Cel5D Instructional Framework with emphasis in student engagement and assessment as well as areas identified by teachers	Julie Bartlett	9/14-6/15	Staff meetings	10/4 1/15 3/15	Evidence of familiarity with Instructional Framework
***Use of WELPA State assessment tool for progress monitoring of language fluency	Torie Blanas	9/14-6/15	Title III budget	10/4 1/15 3/15	Progress monitoring reports Data from exams
***Implementation of (LAS LINKS) for working with ELL students	Torie Blanas	9/14-6/15	Title III budget	10/4 1/15 3/15	Progress monitoring reports Data from exams
Schedule common meeting time for educational assistants and teachers to review student data and plan for instruction based on student need	Mary Mahoney	9/14-6/15	Collaboration time Building budget	10/4 1/15 3/15	Meeting Agenda and notes

**\*\*\* = 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**

*District Strategic Goal: Continue to build RTI and Intervention systems in all schools*

**Attainment of this goal will be measured by:**

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

<b>Systems</b>	<b>On Point</b>	<b>Start/End</b>	<b>Budget/ Resources</b>	<b>Monitoring Date</b>	<b>Indicators of Success</b>
Utilize building and District induction plans for mentoring teachers	Jeanne Berg	8/14-6/15	Building Budget	10/4 1/15 3/15	New staff survey results
Attend WA Kids training	Shannon Schmitz	8/14	Building Budget	9/14	Record of attendance
Develop a process for connections with early learning providers	Shannon Schmitz Michelle Jones	11/14-6/15	Training Building budget	10/4 1/15 3/15	Developed plan for connections with early learning providers
Implement Teaching Strategies Gold Assessment Developmental Assessment twice yearly	Catherine Ramirez Molly Humphreys	9/14-5/15	Technology support District Budget	11/14 3/15	Gold assessment results completed two times
Hold family connection conferences prior to the start of school for kindergarten	Michelle Jones	8/14-9/15	District Budget 1 day orientation	9/15	Schedule of conferences
Building Implementation of Common expectations for behavior in three areas (hall, lunchroom, bathrooms)	Shannon Schmitz Karen Antonowicz	9/14-5/15	Building budget	10/4 1/15 3/15	Added descriptions to staff manual
Develop plan for 2 <sup>nd</sup> year of implementation of PBIS in three additional school areas	Shannon Schmitz Karen Antonowicz	9/14-5/15	Building SD Budget PBIS Conference- District SD Budget	10/4 1/15 3/15	Guidelines developed for three school areas
Positive Reinforcement schoolwide system for appropriate behavior	MaryKay Shappell Debbie Hartigan	9/14-5/15	Building Budget	10/4 1/15 3/15	Documented system for school-wide positive reinforcement
Clarify office referral and communication system for Minor/Major infractions	Julie Bartlett	9/14-5/15	Building Budget	10/4 1/15 3/15	Referral slips developed and implemented

Data collection/analysis of office behavior referrals	Mary Mahoney	9/14-6/15	Building Budget	10/4 1/15 3/15	Data analyzed
Provide love and logic training for parents	Debbie Hartigan		District Budget	10/14 1/15	Training agenda Parent survey following class
Continue to encourage family participation in school wide events (read and lead, learning celebrations field day)	Jeanne Berg Mary Kay Shappell	9/14-6/15	Building Budget	10/4 1/15 3/15	Records of participation
***Continue family involvement activities for LAP, ELL, Special Education and General Education	Jan Boitano Torie Blanas Tara Shepson	9/14-6/15	Building Budget	10/4 1/15 3/15	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:**

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

ELL – English Language Learners

DRA – Developmental Reading Assessment

GLAD – Guided Language Acquisition Development

LAS – Language Acquisition Screener

NWF-WWR – Nonsense Word Fluency – Whole Words Read

RAMP – Referential Activities Math Project

PBIS – Positive Behavior Intervention System

PTO – Parent Teacher Organization

SKIP – Social, Kinesthetic, Interactive, Play

WELPA – Washington English Language Proficiency Assessment

WOW – Working on the Work