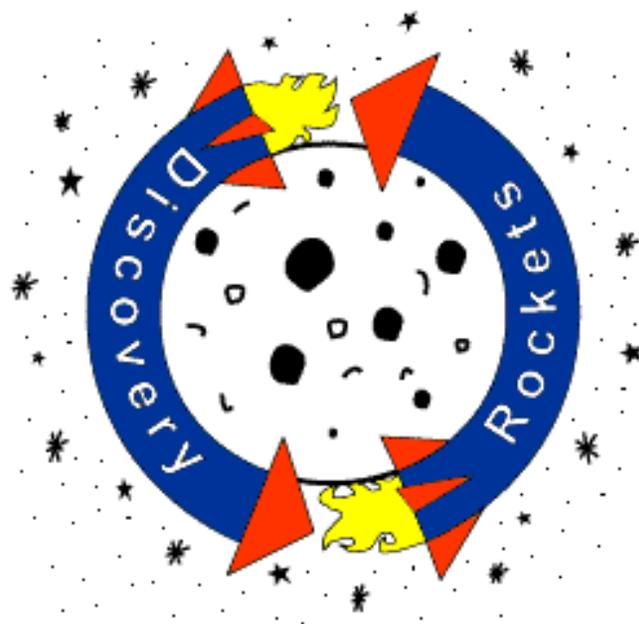


Discovery Primary School

Strategic Plan

2015-2016



Julie Bartlett, Principal

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District Improvement Vision Statement

Together, We Are Fife!

District Aspiration...

Fife Public Schools aspire to be a top tier learning organization in which all students are being prepared for college, career and life.

District Mission...

The mission of Fife Public Schools is to provide an engaging and safe environment where learning is linked to life.

District Vision...

The vision of Fife public schools is to develop students who are caring and compassionate, prepared for life's challenges and accountable for their actions and the betterment of society.



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 Strategic Plan Considerations (WAC 180-16-220)

Discovery Primary's School Strategic Plan was presented to the School Board on October 13, 2015, for approval.

Data to establish goals were drawn from multiple data points including: DIBELS, CBM, Title I parent advisory group, and PTO. The purpose of the school strategic plan is to ensure student achievement in alignment with common core state standards 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 Strategic Plan (SSP) 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 2015-2016 School Strategic Plan are input from staff, parents, and community members along with data collected from students.



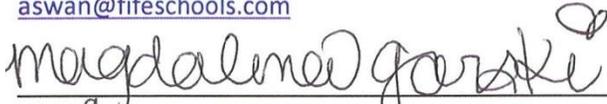
Kara Rogers, Parent Representative and PTO President
lucyandtucker@yahoo.com



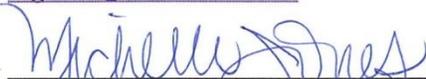
Brishan Hamilton, Parent Representative and PTO Member
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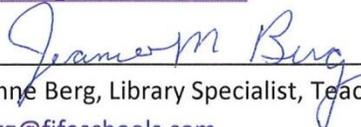
Amanda Swan, First grade Teacher Representative
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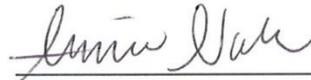
Magdalena Gorski, First grade teacher Representative
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Michelle Jones, Kindergarten Teacher Representative
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Jeanne Berg, Library Specialist, Teacher Representative
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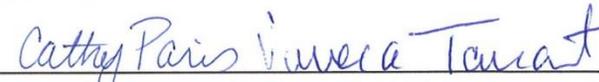
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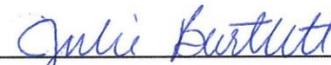
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Results for the 2014-2015 School Improvement Plan

FIFE SCHOOL DISTRICT STANDARD 3: DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

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.

Impact Statement:

During the 2014-2015 school year, the main focus of our reading committee work was to align our reading report card rubric to the ELA Common Core Standards and to our pacing guide. Our common reading assessments were modified and implemented in kindergarten and first grade. We offered LAP reading to qualifying kindergarten and first grade students and added a half-time LAP teacher. Throughout the year our LAP program served about 130 kindergarten students and about 90 first grade students. The LAP program hosted two family education nights to encourage at home reading instruction. Several reading committee members attended a CAFÉ workshop, and one of the first grade pods did a book study on the newest Daily Five book. Our full-time LAP teachers attended the National Title I Convention in Salt Lake City. Discovery Primary School received the State Distinguished Schools Award for exceptional student performance in reading.

The Written Language and Handwriting committees revisited and built upon prior CCSS curricular work, making revisions to support common assessments and vertically align staff development, intentionally creating a common vision across grade level.

The math committee determined which math skills would be listed on the report card to ensure that they aligned with the Common Core Standards. Bridges 2 was piloted in four kindergarten classes and lessons were shared with the rest of the team. The kindergarten math CBM was revised to align to the Common Core Standards and the new report card. First grade teachers met to revise Bridges and other math units to align with the curriculum map. Monthly assessments were developed for first grade and were piloted by the committee members. Teachers participated in a W.O.W. academy to develop lessons for place value and recognizing numbers from 100-120. All first grade teachers emphasized teaching comparing numbers using the symbols (>,<=) and more than 80% of students passed the assessment for this skill in March. A system was developed to transfer student CBM data to second grade teachers. The team developed an “at a glance” format for the math curriculum map to help teachers track standards and assessments used each month.

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, and 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.

Impact Statement:

1st Grade Reading goal: At least 80% of students will have a composite score of 80% or higher on the following assessments: Quick Phonics Screener, Phonological Checklist, and Sight Word Assessment.

Results: 86% of first grade Title/LAP students scored 80% or higher (composite score) on above assessments

1st Grade Reading goal: Decrease the number of students needing intensive support in NWF/WWR (Nonsense Word Fluency/Whole Words Read) by 20% from beginning September DIBELS scores.

Results: The numbers of students requiring intensive support on NWF/WWR went from 47% to 37% a decrease of 10%

1st Grade Math goal: At least 80% of students will meet standard on all subcategories of CBM.

Results: 80% or more of students passed 12 of the 16 subcategories assessed. (79% of students passed on subtraction from 20, 76% passed compare numbers, 72 percent passed word problems, 76% passed graphing)

K Reading goal: 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.

Results: 96% of students scored 80% or higher

K Reading goal: Decrease the number of students needing intensive support in LNF by 20%.

Results: The number of students requiring intensive support on LNF decreased by 26% (from 61% needing intensive support to 35% needing intensive support)

K Math goal: 80% of students will meet standard on all subcategories of CBM.

Results: 80% or more of students scored 100% on 80% on all subcategories CBM. (76.4 percent of students scored 100% on shapes. 73.8% of students scored 100% on subtraction).

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

Impact Statement:

We added 10 new certificated staff members to Discovery this year. In addition we implemented full time kindergarten for all kindergarten students. According to end of year survey results, induction continues to meet the needs of new staff.

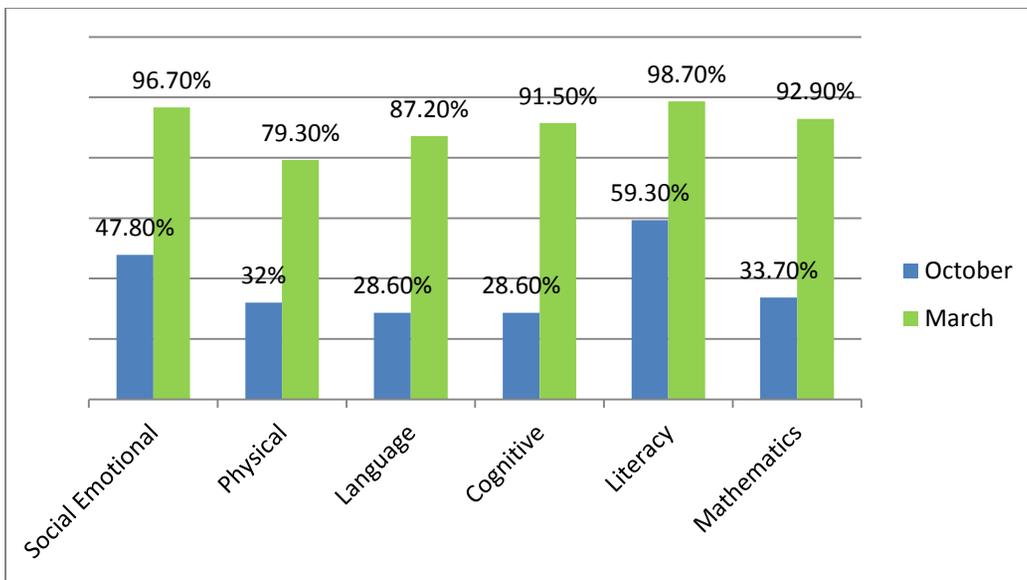
We continue to plan for and encourage partnerships with our families and community. We planned six learning celebration assemblies, one first grade family night, and kindergarten program in which all students had an opportunity to perform and or share their work. Approximately ninety eight percent of families participated in fall and spring student led conferences.

Ninety nine percent of kindergarten and first grade students signed up for Read and Lead. 72% of kindergarten regularly participated over the year. On average, about 60% of first graders consistently met the reading goal and attended the parties.

We developed a system for implementation of PBIS stage 1 to foster a safe environment in three areas of the school (hall, lunch, bathrooms). We clearly defined behavior expectations. We also developed a system for office referrals, monthly data analysis for office and classroom referrals, developed a plan for consistent progressive consequences for misbehavior, and a school wide positive reward system for appropriate behavior. Rules were posted and lesson plans were developed for consistency throughout the school. We refined our tier III approach to discipline. Office referrals were reduced by 34% from the previous year.

Teachers worked with our GLAD instructional coach to develop materials and implement strong language based teaching strategies. Three additional certificated teachers became Tier I trained in Project GLAD. A weekly average of 5 - 8 certificated GLAD trained teachers have been receiving coaching on a variety of instructional topics: student talk, level 2 & 3 vocabulary, reading comprehension, literary elements, writing strategies, team tasks/cooperative learning, math problem solving, parts of speech, and science and literacy integration. It is clearly evident that the rigor of instruction and the scaffolding to get students using academic discourse is profound. The level and amount of writing produced by students is also evidence of their complex thinking.

Kindergarten teachers implemented WaKIDs for all full time kindergarten students. We offered family connection conferences for all kindergarten families at the beginning of the school year with approximately 98% participation. Students were assessed with the Strategies Gold Developmental assessment tool two times during the year. All students demonstrated growth, which is shown on the chart below.



Strategies GOLD Developmental Assessment – Kindergarten

2015-2016 School Strategic Plan

A comprehensive needs assessment was conducted by our staff, parent representatives, and Site-based Team. The following are the components of our comprehensive needs assessment:

- 2014-2015 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 to engage and collaborate with families and community
- Provide Love and Logic training for parents

Needs identified through faculty and administration:

- Implement PBIS year two
- Recruit and mentor high quality teachers
- Develop a written plan for transitions into and out of Discovery Primary School (Preschool-2nd grade)
- Update curriculum maps
- Develop curriculum maps for speaking, listening, and technology
- Provide staff development for Writing instruction
- Implement effective collaborative team meetings to accomplish school improvement goals
- Provide ongoing training on Common Core reading elements such as phonics, phonemic awareness, comprehension, vocabulary, and fluency
- Plan for continuing RAMP for sustainability (new teachers and refresher)
- Plan for Tier II interventions for students with behavioral needs
- Provide ongoing staff development for the Cel5D instructional framework
- Staff Development for all staff on kindergarten developmental survey (Strategies GOLD)
- Staff development for the use of new technology hardware and Google applications

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

District Strategic Goal: All staff in Fife Public Schools provide leadership, support and guidance to ensure all students meet or exceed district and state standards, graduate on time and are prepared for career and or college and life upon graduation.

Attainment of this goal will be measured by:

Implementation of Common Core Curriculum Maps aligned with common assessment tools for reading, math and written language.

First grade:

- At least 80% of students will score 80% or higher on each of the following assessments: Quick Phonics Screener, Phonological Checklist, and Sight Word Assessment.
- September to January goal: 50% or more of students will be at or above benchmark in Nonsense Word Fluency/Whole Words Read (smooth blending) on the January DIBELS.
- January to June goal: 40% or more of students will be at or above benchmark in Oral Reading Fluency/Words Correct on the year-end DIBELS (recommended goals).
- Maintain or increase math performance as measured by the Math CBM - At least 80% of students will meet standard on all subcategories

Kindergarten:

- At least 80% of students will score 80% or higher on each of the following assessments: Letter Names and Sounds, Phonological Checklist, Sight Word Assessment.
- September to January goal: Decrease the number of students needing intensive support in Letter Naming Fluency by 21%, from 71% in September to 50% in January.
- January to June goal: 40% or more of students will be at or above benchmark in Nonsense Word Fluency/Whole Words Read (smooth blending) on the year-end DIBELS (recommended goals)
- Maintain or increase math performance as measured by the Math CBM - At least 80% of students will meet standard on all subcategories

Instructional Framework	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success WA Teacher Criteria
Participate in collaborative Professional Goal Student growth Goal Conferences	Julie Bartlett Mary Mahoney	9/15-6/16	Building budget	10/15 1/16 3/16	Successful completion of goals
Follow protocol for analyzing student data by instructional teams (Data Pods) for reading, math, and written language	Jan Boitano Lisa Matson	9/15-6/16	Collaboration time Protocol Staff development	10/15 1/16 3/16 5/16	Kinder data binder First Grade data binder

ELA					
Implement common formative and summative assessments for measuring ongoing progress in reading and writing	Aimee Nolan Janice VanRavens. Annie Gustafson	9/15-6/16	Monday collaboration time Building Budget	10/15 1/16 3/16 5/16	Progress monitoring established, results documented
Update language curriculum maps to include vocabulary and conventions	Tara Shepson Maggie Gorski Shannon Thomas	9/15-6/16	Monday collaboration time	10/15 1/16 3/16	Curriculum maps updated and posted on website
Develop curriculum map for speaking and listening	Michelle Jones Jan Boitano Molly Humphreys	9/15-6/16	Monday collaboration time	10/15 1/16 3/16	Curriculum map developed and posted on website
Attend staff development with David Matteson (Emergent Reading and Writing)	Julie Bartlett	8/15-2/16	Title II staff development budget Distinguished Schools budget	10/15 1/16	Student writing samples Survey of impact
Develop 'At a Glance' quick reference guide for reading/writing curriculum map	Jill Tanabe Sarah Pahlen	9/15-6/16	Monday collaboration time	1/16 3/16 5/16	Quick glance reference guides posted on website/Google docs
STEM					
Update math curriculum maps to include vocabulary	Dawn Wasell Lisa Matson	9/15-6/16	Monday collaboration time	10/15 1/16 3/16	Curriculum maps updated and posted on website
Develop 'At a Glance' quick reference guide for math curriculum map	Kirstyn Frazier	9/15-6/16	Monday collaboration time	10/15 1/16 3/16	At a Glance developed and posted
Provide RAMP refresher training	Laura Sullivan Lisa Matson	9/15-6/16	Title II staff development budget Staff Meeting	10/15 1/16 3/16	Training held Staff Survey
Establish a standards for programs and applications on the lab computers	Lauren Macoubrie Shari Smerer	9/15-6/16	Building Budget	1/16 3/16 5/16	List developed Lab computers with common apps installed
Plan for standard technology equipment in classrooms	Shari Smerer Amanda Swan	9/15-6/16	Building Budget	1/16 3/16	Written plan
Develop a technology curriculum map (Scope and Sequence) for kindergarten and first grade	Lisa Matson Shari Smerer	9/15-6/16	Monday Collaboration time Technology Standards	10/15 1/16 3/16	Curriculum map for technology
Provide staff development for the use of iPad equipment and apps in the classroom	Lisa Matson Shari Smerer	9/15-6/16	Staff meeting	10/15 1/16 3/16	Staff meeting agenda and exit slips

Implement computer based assessment for ELL	Cathy Ramirez	9/15-1/16	Hardware for assessment Assessment protocols	10/15 1/16 3/16	Assessment completed
Processes					
Develop and monitor School Improvement Plan	Julie Bartlett	9/15-6/16	Building Budget Site Based Team	10/15 1/16 3/16	Site based agendas and minutes
Communicate improvement plan with all stakeholders	Julie Bartlett	9/15-6/16	SIP Performance Report	10/15	Posted on Web Communication plan

Specific School Goal #2: Develop systems for transition readiness

***District Strategic Goal:** From kindergarten readiness to college and career readiness and all transitions in between, all staff in Fife -Public Schools are accountable for the collaboration needed to transition students in and out of our Preschool -12th grade system and for all between schools in our system.*

Attainment of this goal will be measured by:

Family Connections conference attendance, conference attendance, data from preschool providers, written transition plan

Increase kindergarten score to above 90% of students reaching the Kindergarten Readiness band as measured by Strategies GOLD Developmental Assessment in March.

Transitions and WaKids	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Implement Teaching Strategies GOLD Developmental Assessment	Jill Tanabe Shannon Schmitz	9/15-5/16	Technology support District Budget	11/15 3/16	GOLD assessment results Fall – all students all areas Spring –2 lowest areas with below purple band only.
Hold Family Connection conferences prior to the start of school for kindergarten	Michelle Jones	8/15-9/16	District Budget 1 day orientation	10/15	Schedule of conferences Record of attendance
Communication with preschools and daycares	Jennifer Gonzalez Kadee Tuttle Jeanne Berg Jeanette Lundeen	9/15-4/16	Building Budget	11/15 1/16	Scheduled meetings
Training for all staff on Strategies GOLD and analysis of data	Jill Tanabe Shannon Schmitz	11/5-2/16	Building Budget	10/15 1/16	Staff meeting agenda
Written plan for transitions between Discovery and Endeavour and Hedden (placement, 504 plans, SST, school visits)	Lisa Matson Kadee Tuttle Debbie Hartigan	9/15-4/16	Building Budget	11/15 1/16	Plan is written
Develop a protocol to transfer reading, math, and behavior data for transitions between schools	Lisa Matson	9/15-4/16	Building Budget	11/15 1/16	Written plan communicated between grade levels and schools

Specific School Goal #3: Develop systems in collaboration with community to support student learning needs

District Strategic Goal: All staff in the Fife School District Engage with our parent, family, and community partners to support collaboration between and amongst all stakeholder groups.

Attainment of this goal will be measured by:

Meeting Minutes, Published Websites, Newsletters, Participation in Family Events, PBIS data.

Playground office referrals will decrease by 20% from the previous school year

Systems	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Develop a plan to include a schedule, plan and protocols for collaborative work	Julie Bartlett	8/15-6/16	Building Budget	10/15 1/16 3/16	Protocols for team meetings linked to working smarter matrix
Building Implementation of Common expectations for behavior in two additional areas (playground, PM bus lines)	Shannon Schmitz Karen Antonowicz	9/15-5/16	Building budget	10/15 1/16 3/16	Added descriptions to staff manual
Implement classroom meetings	Shannon Schmitz Karen Antonowicz	10/15-5/16	PBIS budget	10/15 1/16 3/16	Lessons in PBIS binder
Create staff binder for school wide PBIS plans	Shari Smerer	8/15-9/16	Building Budget	10/15	Binders complete Include expectations, rewards, consequences and teaching plans
Implement PBIS reward system	Mary Mahoney	8/15-9/16	PTO grant	10/15 1/16 3/16	Whole school rewards Positive parent survey results
Develop Tier II plan for PBIS	Mary Mahoney Debbie Hartigan	8/15-9/16	Building Budget	8/15-9/16	Check in check out system Relationship plan with student and parents
Develop new student induction plan to include: PBIS, Kelso, and school orientation	Debbie Hartigan	8/15-9/16	Building Budget	10/15 1/16 3/16	Written plan for "Space Camp" new student induction system
Provide love and logic training for parents	Debbie Hartigan	10/15-11/15	District Budget	10/15 1/16	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	9/15-6/16	Building Budget	10/15 1/16 3/16	Records of participation

***Continue family involvement activities for LAP, ELL, Special Education and General Education	Jan Boitano Cathy Ramirez Tara Shepson	8/15-6/16	Building Budget	10/15 1/16 3/16	Meeting Minutes Parent attendance records Surveys
Continue participation with Kiwanis, City of Fife, Lions, Milton Police/Firefighters, Local Veterans	Jeanne Berg	8/15-6/16	Building Budget	10/15 1/16 3/16	Records of participation
Collaboration with community organizations to provide resources for families in need	Debbie Hartigan	8/15-6/16	Fife Family Resource Mountain View Community Center St Vincent Community Resource Center	10/15 1/16 3/16	Data from sign in sheets/ needs met resource data
Plan for stocking playground with developmentally appropriate playground equipment	Cathy Paris Stacie Jones Julie Schlumpf	8/15-6/16	Building Budget	10/15 1/16 3/16	Written inventory
Create lessons for the intentional use of playground equipment	Viveca Tarrant Stacy Jones Julie Schlumpf	8/15-6/16	Building Budget	10/15 1/16 3/16	Lessons in PBIS binders

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

Specific School Goal #4: Recruit and mentor a high quality work force

District Strategic Goal: Recruit and retain a high quality work force throughout Fife Public Schools

Attainment of this goal will be measured by:

New teacher survey results, successful implementation of Cel 5D framework, accomplishment of student growth goals

Increase the number of teachers who are Nationally Board Certified.

	On Point	Start/End	Budget/ Resources	Monitoring Date	Indicators of Success
Teachers will participate in ongoing professional development using the Cel 5D+ framework	Julie Bartlett	8/15-6/16	Building Budget	10/15 1/16 3/16	New staff survey results Staff meeting agendas
Provide mentorship for teachers participating in National Board Certification	Karen Antonowicz	9/15-6/16	District Budget	10/15 1/16 3/16	Participation in National Board Certification process Meeting agendas
Develop a plan for accomplishing School Strategic Plan and sharing leadership for accomplishing collaborative work	Julie Bartlett	9/15-10/15	Collaboration Time	10/15	Working Smarter Matrix Meeting Minutes
Provide induction for new staff on school wide systems, culture, and curriculum	Jeanne Berg	8/15-6/16	Building Budget	10/15 1/16 3/16	Completion of induction cycle Staff survey results
Provide staff development to assistants for instructional practices in writing	Mary Mahoney	9/15-6/16	Building Budget	10/15 1/16 3/16	Assistant meeting agendas

List of Acronyms in this document:

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

ELA – English Language Arts

ELL – English Language Learners

DRA – Developmental Reading Assessment

GLAD – Guided Language Acquisition Development

LAS – Language Acquisition Screener

LAP – Learning Assistance Program

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

STEM- Science, Technology, Engineering, Math

WELPA – Washington English Language Proficiency Assessment