



Snoqualmie Valley School District

School Improvement Plan



2009-2010

Fall City Elementary School

33314 SE 42nd St.
Fall City, WA 98024

Mission: To inspire a community of lifelong learners

Motto: Caring, Sharing, Learning, Growing

Philosophy:

- To promote educational partnerships involving students, staff, parents, and the community
- To provide a safe and nurturing learning environment
- To celebrate innovation and creativity
- To respect everyone's right to learn

Mission, Vision, Guiding Principles

Provided By OSPI,
Adapted from ESD 113 and
Modified by the SVSD



School Improvement Plan

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I. Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives of as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- The School Improvement document is only as good as the quality of thought that goes into it and the time and commitment that is given by everyone who has a stake in the plan.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.





II. Description of School Community

A. Overview of Fall City Elementary School

Background on Fall City Elementary School and our organization for school improvement.

Fall City Elementary School is one of five elementary schools in the Snoqualmie Valley School District. The school was built in 1962. In 1999 Fall City Elementary School went through a major remodel. This remodel increased the size of our library and updated our gymnasium, which was built in 1917.

Our school has a librarian, computer laboratory technician, physical education teacher, and music teacher. Students currently rotate through these classes on a six day schedule. Fall City Elementary School also has a full time counselor, a speech and language pathologist, psychologist, nurse, and occupational therapist.

Students at FCES also participate in our Science and Artist in Action (Sci/Art) program. This program provides our students with specialized instruction in both the arts and science. The instructors are local professionals in the fields of science and art. Each classroom participates in this program once a month for a half school day.

Fall City Elementary School's PTSA is an extremely supportive part of our community. For the past two years our PTSA has received state recognition for having one hundred percent participation from our families and staff. Currently we have over 250 volunteers that put in numerous hours of quality work every week. Our PTSA supports many important programs at our school including Sci/Art and our fifth grade outdoor education camp. Each year our PTSA organizes a walk-a-thon in which all of our students participate. Fall City Elementary has also hired an additional instructional assistant that focuses on reading and writing. This person is paid for through PTSA funds.

FCES' Learning Improvement Team is made up of staff and parent representatives. This team is responsible for gathering and analyzing performance data. The LIT discusses and makes decisions on budgeting and other daily routines at our school. Sub-committees include our school Math Committee, Literacy Committee, Technology Committee, and Emergency Committee. The Learning Improvement Team's purpose is to work with the entire staff and initiate the implementation of improvement plans decided on by the staff.



B. Leadership/Planning Team Members

List the names of the leadership team members.

Dan Schlotfeldt Principal
Name & Title

Dana Stairs Teacher
Name & Title

Hailey Meyer Teacher
Name & Title

Jolene Witsil Teacher
Name & Title

Morann Johnson Teacher
Name & Title

Kristie Babbitt Special Education Teacher
Name & Title

Betsy Zurfluh Teacher
Name & Title

Meg Handy Librarian
Name & Title

Melissa Danberg Teacher
Name & Title

Jillian Rosendale Teacher
Name & Title

Susan Giles Teacher
Name & Title

Geri Flanagan P.E. Teacher
Name & Title





D. District Review Team Members

List the names and titles of the District Review Team Members.

Marci Busby - President – Board of Directors
Name & Title

Date Review: _____

Caroline Loudenbeck - V. P – Board of Directors
Name & Title

Date Review: _____

Dan Popp – Board of Directors
Name & Title

Date Review: _____

Craig Husa – Board of Directors
Name & Title

Date Review: _____

Rudy Edwards – Board of Directors
Name & Title

Date Review: _____

Joel Aune – Superintendent of Schools
Name & Title

Date Review: _____

Don McConkey – Curriculum Director
Name & Title

Date Review: _____





III. School Portfolio

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern

A. School Data Collection

1. Demographic Data

October Enrollment: K-5th = (608 students)

Socio-Economic Status: 6.6% of our students receive free or reduced lunch

Class size average: 23.7 students

Parental Involvement: 650 plus volunteers

Ethnicity:

85% of our students are white

1% Native American

4% Asian/Pacific Islander

3% Hispanic

1% Black

6% Multi-Racial

Special Populations:

3.8% English Language Learners

6.5% Receive Special Education services

8.2% 4th and 5th Highly Capable





2. Description of Data Analysis

The staff at Fall City Elementary School review student's achievement and perceptual data throughout the school year. Each year our staff and Learning Improvement Team members identify areas of success as well as opportunities for growth. After the appropriate data is gathered our staff creates narrative statements from which the entire staff prioritize and develop specific school improvement goals. After specific goals are created, activities are designated to address the goals. These activities are specifically designated to create focus and a direct improvement in the areas specified by the goals. Below is a list of the narratives developed from the data gathered and reviewed by our staff.

3. Student Achievement Data

Reading:

- In reading on the third grade WASL, 86.3 met or exceeded standard in 2009; 13.7 % scored below standard, with 5.1% scoring in Level 1.
- In the area of comprehension on the third grade reading WASL, the students scored 86.2%, a 1.2% increase.
- In the area of analysis on the third grade reading WASL, the students scored 81%, a 1.5% increase.
- In reading on the fourth grade WASL, from 2002-2009, there was an overall upward trend of 10.8% of students meeting standard.
- In special education reading on the fourth grade WASL, from 2005-2009, there was a decrease of 4.8% of students meeting or exceeding standard.
- On the 4th grade WASL in the area of reading, there was an increase of 16.5% of males meeting standard from 2002-2009.
- In 2009, in the area of reading on the 4th grade WASL, 91.5% of males met or exceeded standard and 87.9% of females met or exceeded standard.
- In the area of comprehension on the fourth grade reading WASL, 84.1% of students met or exceeded standard.
- In the area of comprehension on the fifth grade reading WASL, the students scored 89.2%, a 2.6% increase.
- In the area of analysis on the fifth grade reading WASL, the students scored 89.2%, a 6.3% decrease.
- On the third grade WASL, in the area of literary text, the students scored 89.1% in comprehension, an 8.2% increase.
- On the third grade WASL, in the area of literary text, the students scored 80.9% in analyzing and interpreting, a 7.3% increase.
- On the third grade WASL, in the area of informational text, the students scored 80.9% in the area of comprehension, a 5.4% decrease.
- On the third grade WASL, in the area of informational text, the students scored 78.2% in the area of analyzing and interpreting, a 4.6% increase.
- In the area of analysis on the fourth grade reading WASL, 88.5% of students met or exceeded standard.





Reading:

- In the area of comprehending informational text on the 4th grade WASL, 77.7% of students met standard.
- In the area of analyzing informational text on the 4th grade WASL, 81.6% of students met standard.
- On the fifth grade WASL, in the area of literary text, the students scored 78.2% in the area of comprehension, a 10.2% decrease.
- On the fifth grade WASL, in the area of literary text, the students scored 94.1% in the area of analyzing and interpreting, a 5.7% increase.
- On the fifth grade WASL, in the area of informational text, the students scored 95% in the area of comprehension, a 6.6% increase.
- On the fifth grade WASL, in the area of informational text, the students scored 97% in the area of analyzing and interpreting, an 8.6% increase.

Writing:

- Between 2004 and 2009 there was an 11.1% increase of students meeting standard at Fall City Elementary School on the fourth grade WASL (76.1% to 87.2%).
- There was a 17.3% increase from 2004 to 2009 of males meeting standard on the fourth grade writing WASL (69.1% to 86.4%).
- There was a 12.5% increase from 2006 to 2009 in the number of students scoring at level 4 on the fourth grade writing WASL (20.8 to 33.3%).
- In the area of conventions, 89.5% of fourth grade students met standard.
- There was a 5.9% increase from 2004 to 2009 in the number of females meeting standard on the fourth grade writing WASL (82.0% to 87.9%).
- In 2009, 47.6% of special education students met standard and 52.4% of special education students did not meet standard on the fourth grade writing WASL.

Math:

- Between 2006 and 2009, there was a 1.8% decrease in the number of students meeting standard on the 3rd grade math WASL.
- Between 2004 and 2009, there was a 3.1% decrease in the number of students meeting standard on the 4th grade math WASL.
- Between 2006 and 2009, there was an 8.1% increase in the number of students meeting standard on the 5th grade math WASL.
- On the 2009 4th grade WASL, there was a 6.7% increase in the number of male students that met standard in math.
- Between 2005 and 2009, there was a 31.8% decrease in the number of special education students meeting standard on the 4th grade math WASL.
- Under mathematical content in the area of number sense on the 2008 4th grade WASL, 68.3% have met standard.
- Under mathematical content in the area of measurement on the 2008 4th grade WASL, 75% of students met standard.
- Under mathematical content in the area of geometric sense on the 2008 4th grade WASL, 76% of students met standard.
- Under mathematical content in the area of probability/statistics on the 2008 4th grade WASL, 67.3% of students met standard.





- Under mathematical content in the area of number sense on the 2008 3rd grade WASL, 81.8% of students met standard.
- Under mathematical processes in the area of problem solving/reasoning on the 2008 3rd grade WASL 88.2% of students met standard.
- Under mathematical content in the area of probability and stats on the 2008 3rd grade WASL, 60% of students met standard.
- Under mathematical content in the area of algebraic sense on the 2008 3rd grade WASL, 81.8% of students met standard.
- Under mathematical content in the area of number sense on the 2008 4th grade WASL, 68.3% of students met standard.
- Under mathematical content in the area of measurement on the 2008 4th grade WASL, 75% of students met standard.
- Under mathematical content in the area of geometric sense on the 2008 4th grade WASL, 76% of students met standard.
- Under mathematical content in the area of probability/statistics on the 2008 4th grade WASL, 67.3% of students met standard.
- Under mathematical content in the area of algebraic sense on the 2008 4th grade WASL, 58.7% of students met standard.
- Under mathematical processes in the area of solve problems/reason logically on the 2008 4th grade WASL, 85.6% of students met standard.
- Under the area of mathematical processes in the area of communicate understanding on the 2008 4th grade WASL, 58.7% of students met standard.
- Under mathematical processes in the area of making connections on the 2008 4th grade WASL, 76% of students met standard.
- Under mathematical content in the area of algebraic sense on the 2008 5th grade WASL, 90% of students met standard.
- Under mathematical content in the area of measurement on the 2008 5th grade WASL, 89% of students met standard.
- Under mathematical content in the area of probability and statistics on the 2008 5th grade WASL, 87% of students met standard.

Science:

- Between 2005 and 2009 there was an increase of 46% in the number of students who met standard on the 5th grade science WASL (43.4% to 89.4%).
- There was a 29.8% increase in the number of students scoring at a level 4 on the 5th grade science WASL from 2007-2009.
- On the 2009 science WASL, 92.5% of females met standard and 86.7% of males met standard.





4. Perceptual Data Staff Educational Effectiveness Survey

Perceptual Data: Staff Survey

Staff Survey – Readiness to Benefit

- 100% of the Fall City Staff welcome new and innovative ideas.
- 100% of the Fall City Staff are willing to work at changing our school for the better.
- There was an increase of 13% (60% to 73%) of FCES staff members that believe that all students can meet reading standards.
- There was an increase of 13% (83% to 96%) of FCES staff members who believe that all students can meet math standards.
- 83% of FCES staff believe that when there is a problem in our school we talk about how to solve it.

Staff Survey – Clear and Shared Focus

- 96% of the staff I work with demonstrates commitment to our mission.
- 96% of the staff believes their work contributes to the mission/purpose of this school.
- 77% of the staff believes resources are allocated based on the mission/purpose of this school.

Staff Survey – High Levels of Parent and Community Involvement

- 58% of the staff believes this school has activities to celebrate the cultures of its community.
- 100% of FCES staff believes that the school encourages parent involvement.
- 50% of FCES staff believes the school communicates effectively to families of all cultures; this is an increase of 21%.

Staff Survey – High Standards and Expectations

- 96% of FCES staff report knowing what is expected in terms of their work performance.
- 100% of FCES staff believe that the staff that they work with demonstrates a commitment to quality education.
- 92% of FCES staff members who believe students understand the expectations and standards of this school.
- 81% of FCES staff members believe parents and community members understand the expectations and standards of this school.
- 88% of FCES staff believes that the staff holds one another accountable for behavior that is culturally sensitive, a 54% increase.

Staff Survey – Supportive Learning Environment

- 88% of FCES teachers report they were encouraged by their peers to work toward advancement.
- 65% of teachers report that they understood and applied concepts of cultural responsiveness in daily work at FCES.
- 100% of staff at FCES stated that the school is orderly and supports learning.
- Fall City Elementary School teachers stated that 97% of the students in the school are engaged in learning.

Staff Survey – Monitoring of Teaching and Learning





- 88% of FCES teachers actively participate in the evaluation of performance objectives.
- 84% of FCES teachers talk with their principal about progress on performance goals.
- 84% of the teachers at FCES stated that they were frequently informed about how well they were doing.

Staff Survey – Effective Leadership

- There was an increase of 14% of FCES staff members who felt they were treated fairly (74% to 88%).
- 96% of FCES staff members who believed that the principal listened to their ideas and concerns.
- 100% of the FCES staff believes that the principal provided the tools needed to do their jobs right. In 2006, 89% held that belief.

Staff Survey – High Levels of Collaboration and Communication

- 73% of FCES staff who felt there was effective 2–way communication between the district and our school.
- There is a 50% of staff members report the understanding of the reasons behind the allocation of resources in this district.
- 81% of the FCES staff reported that that our school met regularly to monitor implementation of our school improvement plan. This was a 10% increase from 2006.

Staff Survey – Focused Professional Development

- 77% of FCES staff believes that the principal talks to staff about personal professional development. This is an increase of 10% from the previous year.
- 77% of FCES staff believes that appropriate data is used to guide building directed professional development.
- 80% of FCES staff members report being provided with training to collaborate on improving student learning.

Staff Survey – High Quality Curriculum Instruction and Assessment

- 68% of teachers at FCES believe that struggling students receive early intervention and remediation to acquire skills.
- 92% of FCES staff believes that all teachers on staff integrate literacy and numeracy concepts into their teaching. This is a 32% increase from last year.
- 100% of FCES staff believes that our school provides curriculum that is relevant and meaningful.
- 96% of FCES staff believes that assessment data is used to identify student needs and appropriate instructional intervention, a 22% increase from last year.

Perceptual Data: Parent Survey

Parent Survey – Clear and Collaborative Relationships

- 94% of parents almost always or often feel that they are welcome to visit FCES at any time.
- 87% of FCES parents feel that they are informed about what is going on at school.
- 85% of FCES parents report that it is easy to communicate with this school.
- 85% of parents report that they know many ways to be involved at FCES.
- 78% of parents almost always or often feel that they are given opportunities to discuss their child's progress at school.
- 77% of FCES parents state that they understand the, mission/purpose of this school.





- 82% of parents believe that this school communicates effectively to all families.
- 73% of parents report that this school communicates with me about the progress of their child.
- 77% of parents consider that this school respects the different cultures represented in their community and celebrates those differences. 12% believe that this component is missing from our school.
- 64% of parents believe that the principal or other administrators at this building almost always or often listen to their ideas/concerns.

Parent Survey – Supportive Learning Environment

- 90% of the parents at FCES believe that their child feels safe at school.
- 90% of FCES parents believe that this school provides a caring/supportive environment for their child.
- 83% of parents believe that teachers in this school are dedicated to helping all students succeed.
- 82% of parents feel that this school has clear behavior rules that are consistently applied to all students.
- 79% of parents believe that teachers have high expectations for student learning at this school.
- 74% of FCES parents believe that this school is doing a good job of preparing students for a successful future.
- 68% of parents believe that additional help is available to their child if he/she needs it.
- 59% of parents feel that their child is challenged with a rigorous, ambitious course of study at this school.
- 50% of parents believe that struggling students receive early intervention and additional help at this school. 34% believe that this component is missing from our school.





Assessing Strengths and Areas of Opportunities Using the Data Carousel

5. Summary of Fall City Elementary School's Strengths:

Academic Strengths:

- Between 2004 and 2009 there was an 11.1% increase of students meeting standard at Fall City Elementary School on the fourth grade writing WASL (76.1% to 87.2%).
- There was a 17.3% increase from 2004 to 2009 of males meeting standard on the fourth grade writing WASL (69.1% to 86.4%).
- There was a 12.5% increase from 2006 to 2009 in the number of students scoring at level 4 on the fourth grade writing WASL (20.8 to 33.3%).
- Between 2006 and 2009, there was an 8.1% increase in the number of students meeting standard on the 5th grade math WASL.
- In 2009, in the area of reading on the 4th grade WASL, 91.5% of males met or exceeded standard and 87.9% of females met or exceeded standard.
- There was a 29.8% increase in the number of students scoring at a level 4 on the 5th grade science WASL from 2007-2009.

Parent Involvement/Contextual Strengths:

- Fall City Elementary School PTSA has raised over \$70,000 to support programs and students at Fall City Elementary School this year.
- Fall City Elementary School averages over 1000 volunteer hours per month.

Perceptual Strengths: Fall City Elementary School Parent Survey

- 90% of the parents at FCES believe that their child feels safe at school.
- 90% of FCES parents believe that this school provides a caring/supportive environment for their child.
- 94% of parents almost always or often feel that they are welcome to visit FCES at any time.
- 87% of FCES parents feel that they are informed about what is going on at school.

6. Fall City Elementary School's Prioritized Areas of Opportunities

Academic Opportunities:

- Between 2006 and 2009, there was a 1.8% decrease in the number of students meeting standard on the 3rd grade math WASL.
- Between 2004 and 2009, there was a 3.1% decrease in the number of students meeting standard on the 4th grade math WASL.
- Between 2005 and 2009, there was a 31.8% decrease in the number of special education students meeting standard on the 4th grade math WASL.
- In special education reading on the fourth grade WASL, from 2005-2009, there was a decrease of 4.8% of students meeting or exceeding standard.





- Between 2005 and 2009 there was a 1.5% decrease in the number of students meeting standard on the 4th grade reading WASL.

Perceptual Opportunities: Fall City Elementary School Staff on the Nine Characteristics of Highly Effective Schools

- 68% of teachers at FCES believe that struggling students receive early intervention and remediation to acquire skills.
- There was a decrease from 78% to 65% of FCES teachers that understood and applied concepts of cultural responsiveness in daily work at FCES.
- 50% of FCES staff believes the school communicates effectively to families of all cultures.

Perceptual Opportunities: Fall City Elementary School Parent Survey

- 59% of parents feel that their child is challenged with a rigorous, ambitious course of study at this school.
- 50% of parents believe that struggling students receive early intervention and additional help at this school. 34% believe that this component is missing from our school.
- 73% of parents report that this school communicates with me about the progress of their child.
- 77% of parents consider that this school respects the different cultures represented in their community and celebrates those differences. 12% believe that this component is missing from our school.





IV. Developing Improvement Goals Worksheet

Goal #1

Area for Improvement	<ul style="list-style-type: none"> • To improve students' total writing skills • To improve students' scores in writing on the MSP
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> • Fourth Grade MSP • District Adopted writing prompts • Common on grade level writing assessments
Current Results	<ul style="list-style-type: none"> • On the 2009 WASL, 87.2% of students met standard in writing.
Target	<ul style="list-style-type: none"> • 90% of 4th grade students will meet or exceed standard on the 2010 MSP.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> • Each year there will be a minimum increase of 3% of the 4th grade students tested, meeting or exceeding standard in writing as measured by the MSP.
Completed Goal Statement	<ul style="list-style-type: none"> • On the 4th grade MSP, 90% of students will meet or exceed standard in writing.



Goal #2

Area for Improvement	<ul style="list-style-type: none"> To improve students' total math skills To improve upon the number of students meeting state standard
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 3rd, 4th, and 5th grade MSP Common district and school adopted formative and summative assessments
Current Results	<ul style="list-style-type: none"> On the 2009 WASL, 85.5% of students met standard in math at the 3rd grade level. On the 2009 WASL, 75.2% of students met standard in math at the 4th grade level. On the 2009 WASL, 85.0% of students met standard in math at the 5th grade level.
Target	<ul style="list-style-type: none"> 88% of fourth grade students will meet or exceed standard on the 2009 WASL.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> Each year there will be a 3% minimum increase in the number of students tested, meeting or exceeding standard in math on the MSP.
Completed Goal Statement	<ul style="list-style-type: none"> On the 2010 3rd grade MSP, 93% of students will meet or exceed standard in Math. On the 2010 4th grade MSP, 88% of students will meet or exceed standard in Math. On the 2010 5th grade MSP, 85% of students will meet or exceed standard in Math.



Goal #3

Area for Improvement	<ul style="list-style-type: none"> To improve students' total reading skills To improve upon the number of students meeting state standard in reading
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> 3rd, 4th, and 5th grade MSP DRA and RAI DIBELS Common grade level formative and summative assessments
Current Results	<ul style="list-style-type: none"> On the 2009 3rd grade, WASL 86.3% of students met standard in Reading. On the 2009 4th grade, WASL 89.7% of students met standard in Reading. On the 2010 5th grade, WASL 92.0% of students met standard in Reading.
Target	<ul style="list-style-type: none"> On the 2010 MSP, students will score 20% higher than the state in Reading. On the 2010 MSP, students will score 20% higher than the state in the area of analyzing and interpreting text.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> Each year there will be a 3% minimum increase of students tested, meeting or exceeding standard in Reading.
Completed Goal Statement	<ul style="list-style-type: none"> On the 3rd grade MSP in reading 95% of students will meet or exceed standard. On the 4th grade MSP in reading 95% of students will meet or exceed standard. On the 5th grade MSP in reading 95% of students will meet or exceed standard.



Goal #4

Area for Improvement	<ul style="list-style-type: none"> • Staff will improve their understanding of cultural responsiveness and apply these concepts in their daily practice.
How will you measure improvement towards these goal(s)	<ul style="list-style-type: none"> • Staff and Parent Surveys • Parent conferences • Individual teacher conferences
Current Results	<ul style="list-style-type: none"> • There was a decrease from 78% to 65% of FCES teachers that understood and applied concepts of cultural responsiveness in daily work at FCES • 50% of FCES staff believes the school communicates effectively to families of all cultures. • In 2006 38% of parents state that FCES almost always has activities to celebrate different cultures.
Target	<ul style="list-style-type: none"> • On the 2009 Educational Survey 80% of teachers will understand and apply concepts of cultural responsiveness in daily work at FCES.
Standard 3 – 5 year goal	<ul style="list-style-type: none"> • On the Educational Effectiveness Survey there will be an increase of 5% each year in the number of staff that apply concepts of cultural responsiveness in daily work.
Completed Goal Statement	<ul style="list-style-type: none"> • Staff will improve their understanding of cultural responsiveness and apply these concepts in their daily practice.





V. ACTION PLANS

School Improvement Goal #1 (Kindergarten): To improve our students writing skills in the area of content, organization, and style.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Focus on placement: starting at the top of the page & writing from left to right ▪ Model correct form of draw, label, caption 	<ul style="list-style-type: none"> ▪ Writing classes during annual Kindergarten Conference ▪ Collaborate regarding student progress at grade-level meetings 	<ul style="list-style-type: none"> ▪ Throughout the year ▪ During conference time 	<ul style="list-style-type: none"> ▪ Blank page writing journals ▪ Journals with lined paper ▪ Teacher created class book pages ▪ Handwriting worksheets 	<ul style="list-style-type: none"> ▪ Kindergarten teachers ▪ District Literacy Cohort ▪ Building Literacy Committee ▪ Regie Routman 	<ul style="list-style-type: none"> ▪ Monthly grade level assessments ▪ Review student writing ▪ Writing prompts
<ul style="list-style-type: none"> ▪ Focus on penmanship & placement of capital letters 	<ul style="list-style-type: none"> ▪ Yearly meeting with first grade teachers to collaborate on writing goals 	<ul style="list-style-type: none"> ▪ Year long progression as new letters are learned 	<ul style="list-style-type: none"> ▪ First grade lined writing journals ▪ Handwriting worksheets 	<ul style="list-style-type: none"> ▪ Kindergarten teachers ▪ SVSD Literacy TOSA ▪ District Literacy Cohort ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Progression throughout the year in journals ▪ Monthly grade level assessments ▪ Handwriting worksheets ▪ Monthly writing prompt
<ul style="list-style-type: none"> ▪ Self-selection of topics & writing more than one sentence on topic 	<ul style="list-style-type: none"> ▪ Writing classes during annual Kindergarten Conference ▪ Collaboration with grade-level cohort 	<ul style="list-style-type: none"> ▪ Jan. – throughout the year 	<ul style="list-style-type: none"> ▪ Teacher-created class book pages ▪ First grade lined writing journals 	<ul style="list-style-type: none"> ▪ Kindergarten teachers ▪ SVSD Literacy TOSA ▪ District Literacy Cohort ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Monthly grade level assessments ▪ Review journals ▪ Monthly writing prompt
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret monthly grade-level prompts, formative assessments, and journals.</p>					
<p>How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative classroom assessments, monthly grade-level prompts, and journals.</p>					



School Improvement Goal #2 (Kindergarten): To improve our students' math skills in the area of problem solving and reasoning logically.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Lessons in <i>Growing with Math</i> Curriculum ▪ <i>Investigations</i> Curriculum ▪ Common Language Focus (Poster with steps) 	<ul style="list-style-type: none"> ▪ Attendance at all District Directed Math Days ▪ Kindergarten conference 	<ul style="list-style-type: none"> ▪ Throughout the year 	<ul style="list-style-type: none"> ▪ <i>Growing with Math</i> curriculum ▪ <i>Investigations</i> curriculum ▪ DMI ▪ Problem solving steps posters in every classroom ▪ Pooled Kindergarten cohort resources 	<ul style="list-style-type: none"> ▪ District Math Committee ▪ Building Math Committee ▪ Kindergarten teachers 	<ul style="list-style-type: none"> ▪ <i>Growing with Math</i> Assessments ▪ Ongoing teacher observation
<ul style="list-style-type: none"> ▪ Application and integration of questioning strategies during 'Calendar' and formal math lessons 	<ul style="list-style-type: none"> ▪ Collaborate with grade-level cohort ▪ Attend Kindergarten conference 	<ul style="list-style-type: none"> ▪ District cohort meetings ▪ Daily application & lessons - throughout the year 	<ul style="list-style-type: none"> ▪ Pooled Kindergarten cohort resources 	<ul style="list-style-type: none"> ▪ Kindergarten teachers 	<ul style="list-style-type: none"> ▪ Anecdotal notes on student progress ▪ Formative and summative assessments
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret assessments from daily work, individual assessment, and monthly problem-solvers.</p>					
<p>How will you know these interventions are working? Students are meeting trimester benchmarks as determined by grade-level expectations.</p>					





School Improvement Goal #3 (Kindergarten): To improve our students’ reading skills in the area of analyzing literary text.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Read aloud to model comprehension, connections, and asking questions ▪ Class discussions about strategies and text ▪ Small group discussions about selected text 	<ul style="list-style-type: none"> ▪ Understand state GLEs and district standards ▪ Attendance at quarterly District Literacy Cohort meetings 	<ul style="list-style-type: none"> ▪ Read-aloud – daily ▪ Read-aloud discussions/lessons – several times weekly 	<ul style="list-style-type: none"> ▪ District Reading Curriculum and included materials ▪ Read-aloud books (school library & individual teacher supply) ▪ Primary Comprehension Toolkit ▪ Poetry & Nursery Rhymes 	<ul style="list-style-type: none"> ▪ Individual Kindergarten teachers ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Teacher observation of student understanding through classroom discussions ▪ Grade level benchmark assessments ▪ Teacher conferencing
<ul style="list-style-type: none"> ▪ Trimester focus of literary analysis during reading lessons 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ Attendance at quarterly District Literacy Cohort meetings 	<ul style="list-style-type: none"> ▪ Throughout the year 	<ul style="list-style-type: none"> ▪ Building Literacy Committee ▪ Literature and materials gathered at conferences and workshops ▪ Pooled Kindergarten resources 	<ul style="list-style-type: none"> ▪ Individual Kindergarten teachers ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Formative assessment of whole class, small group, and/or individual student discussions
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret trimester grade-level assessments, whole class, small group, and/or individual student discussions.</p>					
<p>How will you know these interventions are working? Students are meeting trimester benchmarks as determined by grade-level expectations.</p>					





School Improvement Goal #1 (1st Grade): Students will improve their writing in the area of content, organization, and style.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Common Language K-5 	<ul style="list-style-type: none"> ▪ Cohort meetings ▪ District Trainings ▪ “Crafting Writers” 	<ul style="list-style-type: none"> ▪ All year – continual 	<ul style="list-style-type: none"> ▪ Literacy Team ▪ “Crafting Writers” 	<ul style="list-style-type: none"> ▪ First Grade teachers ▪ SVSD Literacy TOSA ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Improvement in student writing: journals, response journals, published pieces, trimester writing prompts
<ul style="list-style-type: none"> ▪ Content – Writer’s Workshop 	<ul style="list-style-type: none"> ▪ Book study on Interactive Writing ▪ Book group “Lucy Calkins” 	<ul style="list-style-type: none"> ▪ March/April ▪ (meetings once a week) 	<ul style="list-style-type: none"> ▪ Book by Lucy Calkins – author “Units of Study for primary writing; A year long curriculum” ▪ “Crafting Writers” 	<ul style="list-style-type: none"> ▪ First Grade teachers ▪ SVSD Literacy TOSA ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Improvement in student writing: journals, response journals, published pieces, trimester writing prompts
<ul style="list-style-type: none"> ▪ Using grade level cohort resources for writing instruction, writing prompts, anchor papers, and assessments ▪ Collaborate across the grade levels regarding assessment data and action plans 	<ul style="list-style-type: none"> ▪ Trimester meetings ▪ “Crafting Writers” 	<ul style="list-style-type: none"> ▪ 3 times a year ▪ One per trimester 	<ul style="list-style-type: none"> ▪ Resources gathered from cohort meeting from peers ▪ WASL data ▪ District Prompts 	<ul style="list-style-type: none"> ▪ First Grade teachers ▪ SVSD Literacy TOSA ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ School improvement in Writing MSP scores & on district prompts ▪ Change in action plan

Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.

How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative classroom assessments, and district summative assessments.





School Improvement Goal #2 (1st Grade): To improve our student’s math skills, in preparation for 3rd grade MSP assessment

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Monthly Problem Solvers & interim practice problems ▪ Common Language Focus (K-5) 	<ul style="list-style-type: none"> ▪ First Grade Team Meetings ▪ District Directed Math Days ▪ District Math Cohort 	<ul style="list-style-type: none"> ▪ Monthly School-wide posted Problem Solving ▪ Weekly Interim Problem Solving work 	<ul style="list-style-type: none"> ▪ Problem solving templates generated by Building Math Committee ▪ Problem solving steps posters in every classroom 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Math TOSA ▪ District Math Committee ▪ Building Math Committee ▪ First grade teachers ▪ District Math Cohort 	<ul style="list-style-type: none"> ▪ Using Building Math Rubric to assess problem solving abilities ▪ Teacher observation and anecdotal notes of oral language
<ul style="list-style-type: none"> ▪ Problem Solving Strategies ▪ Review and compare solved problems across the grade-levels 	<ul style="list-style-type: none"> ▪ Guidance from Building Math Committee ▪ First Grade Team Meetings ▪ Building Directed Days 	<ul style="list-style-type: none"> ▪ Weekly Lessons - throughout the year ▪ Monthly 	<ul style="list-style-type: none"> ▪ Read it; Draw it; Solve it ▪ Solved problems ▪ GWM Problem Solvers 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Math TOSA ▪ District Math Committee ▪ Building Math Committee ▪ First grade teachers ▪ District Math Cohort 	<ul style="list-style-type: none"> ▪ Ongoing common formative assessment of problem solving strategies ▪ Solved problems
<ul style="list-style-type: none"> ▪ Lessons in Growing with Math Curriculum ▪ Investigations Explorations 	<ul style="list-style-type: none"> ▪ District Directed Math Days ▪ District Math Cohort Meetings 	<ul style="list-style-type: none"> ▪ Daily lessons in district adopted curricula 	<ul style="list-style-type: none"> ▪ Growing with Mathematics curriculum ▪ Investigations curriculum 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Math TOSA ▪ District Math Committee ▪ Building Math Committee ▪ First grade teachers ▪ District Cohort Meetings 	<ul style="list-style-type: none"> ▪ Growing with Math problem solving assessments ▪ FCES “Problem Solvers”

Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.

How will you know these interventions are working? Improved achievement in math as measured by the ongoing formative classroom assessments, and MSP-like summative assessments.



School Improvement Goal #3 (1st Grade): To improve our student's reading skills, in preparation for 3rd grade MSP assessment.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Reading Workshop ▪ Model reading with recognition of literary conventions ▪ Common Language ▪ Purposefully grouped reading (with/shared/guided) ▪ Independent reading 	<ul style="list-style-type: none"> ▪ Professional book group (Debbie Miller) ▪ Staff literacy meetings ▪ District Literacy Cohort ▪ Staff Meeting – reading strategies 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Daily Reading & Reader's Workshop ▪ Monthly 	<ul style="list-style-type: none"> ▪ On Solid Ground ▪ Revisit Reflect & Retell (Hoyt) ▪ <i>Strategies that Work</i> "Book" ▪ Literacy for life Team ▪ Comprehension Tool Kit 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ First grade teachers 	<ul style="list-style-type: none"> ▪ Individual student reading conferencing ▪ Weekly group/individual reading performance notes
<ul style="list-style-type: none"> ▪ Specific reading skill lessons (summarization, sequencing, retelling, literary conventions) 	<ul style="list-style-type: none"> ▪ 1st grade team literacy meetings ▪ Professional book group 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Bi-weekly skill focus ▪ 1st Trimester skill introduction; 2nd & 3rd Trimester progressive expectations 	<ul style="list-style-type: none"> ▪ Summary Binder (Lee & Hammond) ▪ Debbie Miller ▪ Harcourt Trophies 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ First grade teachers 	<ul style="list-style-type: none"> ▪ DRA assessments each trimester ▪ Periodic Harcourt comprehension assessments ▪ DIBELS ▪ Discussions/ conferences between student and teacher
<ul style="list-style-type: none"> ▪ Review building developed assessments 	<ul style="list-style-type: none"> ▪ IRA Professional Development Series 	<ul style="list-style-type: none"> ▪ Each trimester 	<ul style="list-style-type: none"> ▪ Assessments (K-5) 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ First grade teachers 	<ul style="list-style-type: none"> ▪ Review assessments and collaborate across grade levels ▪ FCES Grade Level Assessment
<ul style="list-style-type: none"> ▪ Reading Response Journals (written journal entries, whole group & one-on-one reading) 	<ul style="list-style-type: none"> ▪ 1st grade team literacy meetings ▪ Pool & share resources from previous 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Intermittently dispersed throughout the month as recommended by the 	<ul style="list-style-type: none"> ▪ Harcourt Trophies ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy 	<ul style="list-style-type: none"> ▪ Weekly Reading Response Journals ▪ Trimester story prompt



discussions)	professional development classes	curriculum		Committee <ul style="list-style-type: none"> ▪ Building Literacy Committee ▪ First grade teachers 	
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in reading as measured by the ongoing formative classroom assessments, literary text assessments, and WASL-like summative assessments.</p>					





School Improvement Goal #1 (2nd Grade): Students will improve writing skills as measured by the district writing prompts.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Common Language K-5 ▪ 6 Traits Model ▪ Lucy Calkins Units of Study in Primary Writing 	<ul style="list-style-type: none"> ▪ IRA Conferences ▪ Crafting Writers by Elizabeth Hale Book Group 	<ul style="list-style-type: none"> ▪ Year long 	<ul style="list-style-type: none"> ▪ Video support ▪ Books “Crafting Writers” ▪ Curriculum 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ District prompt ▪ 3-4 common Assessment pieces per trimester ▪ Portfolio-efolio
<ul style="list-style-type: none"> ▪ Pre-writing Strategies ▪ Steve Peha/Amy Wright “First 20 Days of Writing” ▪ Crafting Writers lessons 	<ul style="list-style-type: none"> ▪ District Literacy Cohort Meetings ▪ FCE Team meetings to work on plan (action) 	<ul style="list-style-type: none"> ▪ Fall – Year Long 	<ul style="list-style-type: none"> ▪ Video support ▪ Books ▪ District Writing Summit Curriculum 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ District prompt ▪ 3-4 common Assessment pieces per trimester ▪ Portfolio
<ul style="list-style-type: none"> ▪ Writer’s Workshop & ▪ Writing Process 	<ul style="list-style-type: none"> ▪ Book Clubs ▪ Videos ▪ Grade level team meetings 	<ul style="list-style-type: none"> ▪ Year long 	<ul style="list-style-type: none"> ▪ Video support ▪ Books ▪ Curriculum 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ District prompt ▪ 3-4 common Assessment pieces per trimester ▪ Portfolio
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP, district writing prompts and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative district assessments, scoring of district writing assessments and WASL-like summative assessments.</p>					





School Improvement Goal #2 (2nd Grade): To improve our students’ math skills in the area of problem solving.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Monthly Problem Solvers & practice problems (Analyze student samples with class) ▪ Common Language Focus (K-5) 	<ul style="list-style-type: none"> ▪ 2nd Grade Team Meetings ▪ District Directed Math Days. 	<ul style="list-style-type: none"> ▪ Monthly School-wide Problem Solvers ▪ By-weekly Interim Problem Solving work 	<ul style="list-style-type: none"> ▪ Problem solving templates generated by Building Math Committee ▪ Problem solving steps posters in every classroom 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ FCES “Problem Solving” Assessments Results (Monthly)
<ul style="list-style-type: none"> ▪ Problem Solving Strategies ▪ <i>Growing with Math Curriculum</i> ▪ Graphing Modules 	<ul style="list-style-type: none"> ▪ Shared student work & ensuing professional discussions ▪ Grade level meetings 	<ul style="list-style-type: none"> ▪ Weekly Lessons - throughout the year 	<ul style="list-style-type: none"> ▪ Math websites for parents ▪ <i>Growing with Mathematics curricula</i> ▪ <i>Investigations</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ <i>Growing with Math problem solving assessments</i>
<ul style="list-style-type: none"> ▪ Practice provided through additional resources as directed by the building & district math committees 	<ul style="list-style-type: none"> ▪ Building Math Committee and 2nd grade team math discussions 	<ul style="list-style-type: none"> ▪ Practice Problem Solver – posted monthly 	<ul style="list-style-type: none"> ▪ Literature gathered to support problem solving strategies ▪ Problem solving posters in every classroom 	<ul style="list-style-type: none"> ▪ Librarian ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ Problem Solving Assessments Results (Monthly) ▪ <i>Growing with Math problem solving assessments</i>
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in math as measured by the ongoing formative classroom assessments, and WASL-like summative assessments.</p>					





School Improvement Goal #3 (2nd Grade): To improve our student’s reading skills in the area of analyzing literary text.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Model reading strategies ▪ Read-aloud ▪ Common Language K-5 ▪ Literacy For Life ▪ Half hour of Power. 	<ul style="list-style-type: none"> ▪ District Literacy Cohort ▪ FCES Literacy Team ▪ Reading Summit 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Daily Reading ▪ Staff Dev. Mtgs. ▪ Cohorts 	<ul style="list-style-type: none"> ▪ Focus on student behavior in literacy ▪ Literacy For Life ▪ Barry Hoonan 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ DRA assessments ▪ Anecdotal observations ▪ FCES grade Level Reading Assessment ▪ DIBELS ▪ Comprehension Reading Assessment
<ul style="list-style-type: none"> ▪ Lessons from <i>Strategies That Work</i>, Harcourt, & Reading with Meaning ▪ Stephanie Harvey “Tool Kit” 	<ul style="list-style-type: none"> ▪ Book Group including <i>Strategies That Work</i> ▪ <i>Crafting Writers E. Hale</i> ▪ Reading with Meaning Videos 	<ul style="list-style-type: none"> ▪ Nov. – June ▪ Weekly or bi-weekly as it fits with the curricula 	<ul style="list-style-type: none"> ▪ Reading with Meaning ▪ <i>Strategies That Work</i> ▪ Harcourt ▪ Videos ▪ Literacy For Life 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ Harcourt assessment ▪ Teacher designed curriculum-based reading assessments
<ul style="list-style-type: none"> ▪ Intentional discussions and collaboration of lessons ▪ Bulletin Board showcasing student work focusing on student goal 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ Debbie Miller Video 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly 2nd grade team meetings ▪ Work posted to refresh the bulletin board as needed 	<ul style="list-style-type: none"> ▪ Building Literacy Committee ▪ Literacy Cohort ▪ Literacy For Life 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Second grade teachers 	<ul style="list-style-type: none"> ▪ Monitored ongoing student performance during classroom discussions
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in reading as measured by the ongoing formative classroom assessments, literary text assessments, and MSP-like summative assessments.</p>					





School Improvement Goal #1 (3rd Grade): 90% of students will meet or exceed grade level expectations in the area of content, organization, and style as measured by district level writing prompt.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Content – use pre-write strategies that develop ideas and depth ▪ Amy Wright “First 20 Days of Writing” ▪ Common Language K-5 ▪ District Expository/Narrative writing prompts 	<ul style="list-style-type: none"> ▪ Workshops ▪ In-services ▪ Formats ▪ District Grade level discussions 	<ul style="list-style-type: none"> ▪ September through June 	<ul style="list-style-type: none"> ▪ Amy Wright’s “First 20 Days of Writing” ▪ <i>Step Up to Writing</i> ▪ Revising forms ▪ Thinking skills ▪ Pre-write forms ▪ Writing Program User Guide K-6 ▪ <i>Crafting Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Periodic Assessments ▪ District Writing Prompts ▪ Rubrics ▪ Conferencing & Author’s Chair to develop & revise
<ul style="list-style-type: none"> ▪ Organization – pre-write strategies that transfer into the drafting stage (application) ▪ Procedural writing ▪ Use of <i>Step up to Writing</i> program 	<ul style="list-style-type: none"> ▪ Workshops ▪ In-services ▪ Formats ▪ District Grade level discussions 	<ul style="list-style-type: none"> ▪ September through June 	<ul style="list-style-type: none"> ▪ Pre-write forms ▪ Organization forms ▪ Editing forms ▪ Writing Program User Guide K-6 ▪ <i>Crafting Writers</i> ▪ <i>Guiding Readers and Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Periodic Assessments ▪ District Writing Prompts ▪ Rubrics ▪ Conferencing & Author’s Chair to develop & revise
<ul style="list-style-type: none"> ▪ Style – mini-lessons to model good writing; instruction on using a thesaurus and other writing resources 	<ul style="list-style-type: none"> ▪ Workshops ▪ In-services ▪ Formats ▪ District Grade level discussions 	<ul style="list-style-type: none"> ▪ September through June 	<ul style="list-style-type: none"> ▪ 6 Traits books & resources ▪ Thinking Skills ▪ Writing Program User Guide K-6 ▪ <i>Crafting Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Periodic Assessments ▪ District Writing Prompts ▪ Rubrics ▪ Conferencing & Author’s Chair to develop & revise

Procedures for evaluating success in reaching this goal: Classroom lessons on content and skills for trimester benchmarks and assessments. Monitor and adjust pedagogy accordingly. Evaluate and interpret data from State Standardized Tests and building-based assessments.

How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative classroom assessments, and State Standardized styled summative assessments.





School Improvement Goal #2 (3rd Grade): On the 2010 State Standardized Test students will score 20% higher than the state in math.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Model number sense Data/Statistics/Probability ▪ Weekly practice of number sense, Data/Statistics/Probability 	<ul style="list-style-type: none"> ▪ Third Grade Team Meetings ▪ District Directed Grade-Level Math Mtgs. 	<ul style="list-style-type: none"> ▪ Weekly Classroom Number Sense, Data/Statistics/Probability Lessons 	<ul style="list-style-type: none"> ▪ <i>Growing with Math</i> curriculum ▪ Technology: websites, flipcharts ▪ OSPI ▪ Literature to supplement 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Periodic Assessments ▪ Weekly number sense, data/statistics/probability
<ul style="list-style-type: none"> ▪ Real world everyday examples ▪ Thinking skills lessons ▪ Student generated problems 	<ul style="list-style-type: none"> ▪ Cohort Directed Math Meetings ▪ OSPI conferences ▪ Grade level discussions 	<ul style="list-style-type: none"> ▪ Weekly Lessons - throughout the year ▪ Math nights for families 	<ul style="list-style-type: none"> ▪ Current events (for real world everyday problems) 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Student Math Journals ▪ Peer conferencing
<ul style="list-style-type: none"> ▪ Implementation of math programs: <i>Growing with Math & Investigations</i> 	<ul style="list-style-type: none"> ▪ District Directed Math Meetings 	<ul style="list-style-type: none"> ▪ Daily lessons embedded in the curriculum throughout the 2009-2010 school year 	<ul style="list-style-type: none"> ▪ <i>Growing with Math & Investigations</i> curricula 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Third grade teachers 	<ul style="list-style-type: none"> ▪ Comparing 'Initial assessments' to 'Trimester assessments' ▪ Formative assessment will be taken on a weekly basis ▪ Topic Assessments ▪ Admin observation ▪ Third Grade Math State Standardized Test

Procedures for evaluating success in reaching this goal: Classroom lessons on content and skills for trimester benchmarks and assessments. Monitor and adjust pedagogy accordingly. Evaluate and interpret data from State Standardized Test and building-based assessments.

How will you know these interventions are working? Improved achievement in math as measured by the ongoing formative classroom assessments, and State Standardized styled summative assessments.





School Improvement Goal #3 (3rd Grade): On the 2010 State Standardized Test, students will score 20% higher than the state in the area of analyzing text.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Model comprehension strategies ▪ Compare/Contrast ▪ Read-aloud ▪ Common Language K-5 ▪ Non-fiction text features study ▪ Guided literature circles 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ Staff development on reading strategies 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Daily Reading 	<ul style="list-style-type: none"> ▪ Pegasus ▪ <i>Strategies That Work: Teacher Resource Guide, Videos</i> ▪ <i>Houghton Mifflin</i> ▪ Literacy Cohort ▪ Pinnell’s “Guided Readers & Writers” 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ Building Administration ▪ Individual teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Classroom benchmark assessments ▪ State & district standard comparison ▪ HM tests ▪ Response Journals ▪ Literacy Circles ▪ Class discussions ▪ DRA assessment ▪ RAI assessment
<ul style="list-style-type: none"> ▪ Lessons from <i>Strategies That Work</i> ▪ Book reports ▪ Novel study ▪ Response Activities ▪ Non-fiction text features study ▪ Guided literature circles 	<ul style="list-style-type: none"> ▪ District Grade Level Cohort Meetings ▪ Monthly grade level and whole staff meetings ▪ Revisit <i>Strategies That Work</i> 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly 	<ul style="list-style-type: none"> ▪ Supplemental skill resources ▪ <i>Strategies That Work: Teacher Resource Guide, Videos</i> ▪ Books on tape ▪ Anchor books from library ▪ <i>Reading With Meaning</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ Building Administration ▪ Individual teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Reading rubrics ▪ Classroom benchmark assessments ▪ Teacher conferencing
<ul style="list-style-type: none"> ▪ School wide Reading time allocation ▪ Provide students with time for self-reflection and reading ▪ Literacy Responses ▪ Non-fiction text features study ▪ Guided literature circles 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Intermittently dispersed throughout the month as recommended by the curriculum 	<ul style="list-style-type: none"> ▪ <i>Time For Kids</i> ▪ Building Literacy Committee ▪ District Reading Assessment Committee ▪ <i>Comprehension Toolkit</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ Building Administration ▪ Individual teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Reading Response Journals ▪ Classroom benchmark assessments ▪ Monitored ongoing student performance during classroom discussions

Procedures for evaluating success in reaching this goal: Periodic assessments to reach trimester benchmark. Monitor and adjust pedagogy accordingly. Evaluate and interpret data from State Standardized and building-based assessments.

How will you know these interventions are working? Improved achievement in reading as measured by the ongoing formative classroom assessments, literary text assessments, and State Standardized styled summative assessments.



School Improvement Goal #1 (4th Grade): To improve our students writing skills in the area of conventions on the 2010 4th Grade MSP.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Power Editing ▪ Word Studies 	<ul style="list-style-type: none"> ▪ OSPI Conferences ▪ Professional Development Texts ▪ District Wide Cross grade-level scoring ▪ Professional Development discussion and implementation with Crafting Writers 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly practice 	<ul style="list-style-type: none"> ▪ Information gathered from workshops ▪ Anchor lessons ▪ <u>Writer's Express</u> ▪ <u>Crafting Writers</u> 	<ul style="list-style-type: none"> ▪ Fourth Grade Team ▪ Curriculum Director ▪ Building Administration ▪ Individual teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Washington State Standardized Testing ▪ District Writing Prompts ▪ Students' Writing Portfolios
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from Washington State Standardized Testing, district and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative classroom assessments, and standardized testing-like summative assessments.</p>					





School Improvement Goal #2 (4th Grade): In the area of Statistics and Probability, 80% of our students will meet or exceed standard according to a 4th grade summative assessment.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Teach multiple strategies to create and read a table, diagram, graphs and charts. ▪ Hands on games and activities ▪ Morning Warm-ups ▪ Internet math manipulative activities for the Activboard 	<ul style="list-style-type: none"> ▪ Teacher collaboration 	<ul style="list-style-type: none"> ▪ Sept. – June 	<ul style="list-style-type: none"> ▪ OSPI released problems ▪ Investigations ▪ Growing with Math ▪ Teacher Created Source “Maps, Charts, Graphs, & Diagrams” ▪ National Library of Virtual Manipulatives 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ Building Math Committee ▪ Fourth Grade Teachers 	<ul style="list-style-type: none"> ▪ Weekly Lessons ▪ Two Formative Assessments ▪ 4th Grade Summative Assessments ▪ Growing with Math Assessment Generator
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from the 4th grade formative and summative assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in math as measured by the ongoing formative classroom assessments and 4th grade summative assessments.</p>					





School Improvement Goal #3 (4th Grade): On the 4th Grade 2010 MSP, students will improve in the area of analyzing and interpreting text.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Teach multiple strategies for analyzing literary text ▪ Reader’s Workshop ▪ Novel Study ▪ District Adopted textbooks: <i>Houghton Mifflin</i> ▪ Read-aloud ▪ Common Language K-5 ▪ ½ Hour of Power 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ Revisit <i>Strategies That Work</i> ▪ Monthly grade level and whole staff meetings ▪ Staff Development on Reading Strategies 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Daily Reading ▪ Weekly ▪ Monthly 	<ul style="list-style-type: none"> ▪ <i>Strategies That Work</i>: Teacher Resource Guide, Videos ▪ Novels ▪ <i>Houghton Mifflin</i> ▪ Literacy Cohort ▪ Reading <i>Tool Kit</i> ▪ RAI assessment ▪ 4th grade formative assessments 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Literacy Committee ▪ Building Literacy Committee ▪ Fourth Grade Teachers 	<ul style="list-style-type: none"> ▪ Daily Reading Response Journals ▪ Classroom Trimester assessments - Basal ▪ Washington State Standardized Testing ▪ Unit Projects ▪ RAI assessment
<ul style="list-style-type: none"> ▪ Integrate WASL Stem questions for analyzing literary text into classroom instruction 	<ul style="list-style-type: none"> ▪ Monthly grade level and whole staff meetings ▪ Grade Level Comprehension Strategies 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly 	<ul style="list-style-type: none"> ▪ OSPI WASL Stem Questions 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Literacy Committee ▪ Fourth Grade Teachers 	<ul style="list-style-type: none"> ▪ Daily Reading Response Journals ▪ Classroom benchmark assessments ▪ Washington State Standardized Tests
<ul style="list-style-type: none"> ▪ Literacy Homework Responses ▪ Literary Element Games 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Intermittently dispersed throughout the month as recommended by the curriculum 	<ul style="list-style-type: none"> ▪ Learning Well Games ▪ Teacher Created Materials ▪ OSPI WASL Stem Questions ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Literacy Committee ▪ Fourth Grade Teachers 	<ul style="list-style-type: none"> ▪ Daily Reading Response Journals ▪ Washington State Standardized Tests
<ul style="list-style-type: none"> ▪ Procedures for evaluating success in reaching this goal: Evaluate and interpret data from Washington State Standardized Tests and building-based assessments. Monitor and adjust pedagogy accordingly. 					
<p>How will you know these interventions are working? Improved achievement in reading as measured by the ongoing formative classroom assessments, literary text assessments, and standardized testing-like summative assessments.</p>					





School Improvement Goal #1 (5th Grade): More than 90% of students will meet standard on the scored District Prompt in the areas of content, organization, and style.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
Content: <ul style="list-style-type: none"> ▪ Teach multiple pre-write strategies ▪ Writer’s Workshop ▪ Common Language K-5 	<ul style="list-style-type: none"> ▪ District classes in <i>Step Up to Writing & Six Traits</i> ▪ Pool & share resources from previous professional development classes ▪ District scoring training 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Daily practice ▪ December & March 	<ul style="list-style-type: none"> ▪ <i>Writer’s Express</i> ▪ Six Traits ▪ Building Literacy Committee ▪ Amy Wright’s “First 20 Days of Writing” ▪ <i>Step Up to Writing</i> ▪ District rubric ▪ <i>Crafting Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ District Prompts ▪ Building Prompts ▪ Classroom-based assessments in content areas ▪ Individual writing conferences ▪ Six-Trait rubric used for classroom prompts
Organization: <ul style="list-style-type: none"> ▪ Model entire writing process (pre write, draft, revise, edit, publish) ▪ Teach multiple organizational strategies 	<ul style="list-style-type: none"> ▪ District classes in <i>Step Up to Writing & Six Traits</i> ▪ District scoring training 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Progressive instruction throughout the year ▪ December & March 	<ul style="list-style-type: none"> ▪ <i>Writer’s Express</i> ▪ Six Traits ▪ Building Literacy Committee ▪ Amy Wright’s “First 20 Days of Writing” ▪ <i>Step Up to Writing</i> ▪ District rubric ▪ <i>Crafting Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ District Prompts ▪ Building Prompts ▪ Classroom-based assessments in content areas ▪ Individual writing conferences ▪ Six- Trait rubric used for classroom prompts
Style: <ul style="list-style-type: none"> ▪ Focused mini-lessons on word choice ▪ Focused mini-lessons on voice ▪ Focused mini-lessons on sentence fluency 	<ul style="list-style-type: none"> ▪ District classes in <i>Step-Up to Writing & Six Traits</i> ▪ District scoring training 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly lessons ▪ December & March 	<ul style="list-style-type: none"> ▪ <i>Writer’s Express</i> ▪ Six Traits ▪ Building Literacy Committee ▪ Amy Wright’s “First 20 Days of Writing” ▪ <i>Step Up to Writing</i> ▪ District rubric ▪ <i>Crafting Writers</i> 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ District Prompts ▪ Building Prompts ▪ Classroom-based assessments in content areas ▪ Individual writing conferences ▪ Six- Trait rubric used for classroom prompts

Procedures for evaluating success in reaching this goal: Evaluate and interpret data from district scoring, and building-based assessments. Monitor and adjust pedagogy accordingly.

How will you know these interventions are working? Improved achievement in writing as measured by the ongoing formative classroom assessments, district scored items, and MSP-like summative assessments.





School Improvement Goal #2 (5th Grade): On the 2010 5th Grade MSP, more than 88% of students will meet or exceed standard in math.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Monthly Problem Solvers & Weekly practice Problem Solvers ▪ Common Language Focus (K-5) ▪ Daily problem solving embedded in Scott Foresman <i>enVision</i> 	<ul style="list-style-type: none"> ▪ 5th Grade Team Meetings ▪ District Directed Math Days 	<ul style="list-style-type: none"> ▪ Monthly School-wide posted Problem Solvers ▪ Weekly practice Problem Solvers ▪ Daily lessons 	<ul style="list-style-type: none"> ▪ Problem solving templates and rubrics generated by Building Math Committee ▪ Problem solving steps posters in every classroom ▪ Problems released from OSPI ▪ Scott Foresman <i>enVision</i> ▪ WASL released items 	<ul style="list-style-type: none"> ▪ District Math Committee ▪ SVSD Math TOSA ▪ Building Administration ▪ Building Math Committee ▪ 5th Grade teachers 	<ul style="list-style-type: none"> ▪ Building Rubrics for Problem Solving Assessment Results (Weekly & Monthly) ▪ Math MSP ▪ Student Learning Plans ▪ FCES Problem Solvers ▪ Team based assessment using <i>Envision</i>
<ul style="list-style-type: none"> ▪ Specific instruction of content strategies ▪ Real world multi-disciplinary application of mathematics 	<ul style="list-style-type: none"> ▪ Building Math discussions around problem solving strategies ▪ 5th Grade team meetings 	<ul style="list-style-type: none"> ▪ Daily lessons on content (focus on division and fractions) ▪ Daily integration of real world connections 	<ul style="list-style-type: none"> ▪ Off-site field trips for real world application ▪ Scott Foresman <i>enVision</i> & <i>Investigations</i> curricula 	<ul style="list-style-type: none"> ▪ Building Math Committee ▪ 5th Grade teachers 	<ul style="list-style-type: none"> ▪ Topic Assessments ▪ Quick Checks ▪ Anecdotal notes on consistent & effective use of problem solving strategies and assertion of real world connections and skills
<ul style="list-style-type: none"> ▪ Implementation of math programs: Scott Foresman <i>enVision</i> & <i>Investigations</i> 	<ul style="list-style-type: none"> ▪ District Directed Math Meetings ▪ OSPI conferences 	<ul style="list-style-type: none"> ▪ Formal daily lessons throughout 2009-2010 school year 	<ul style="list-style-type: none"> ▪ Scott Foresman <i>enVision</i> & <i>Investigations</i> curricula 	<ul style="list-style-type: none"> ▪ Curriculum Director ▪ District Math Committee ▪ SVSD Math TOSA ▪ Building Administration ▪ Building Math Committee ▪ 5th Grade teachers 	<ul style="list-style-type: none"> ▪ Comparing 'Initial assessments' to 'Trimester assessments' ▪ Topic Assessments ▪ Quick Checks ▪ Student Learning Plans ▪ Admin observation ▪ Math MSP
<p>Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP, district trimester assessments, Topic assessments, quick checks, and building-based assessments. Monitor and adjust pedagogy accordingly.</p>					
<p>How will you know these interventions are working? Improved achievement in mathematics as measured by the ongoing formative classroom topic assessments, monthly building-based problem solvers, and WASL-like summative assessments.</p>					





School Improvement Goal #3 (5th Grade): On the 2010 5th Grade MSP, students will score 20% or higher than the state in the area of analyzing & understanding text.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Teach multiple strategies for analyzing literary text using graphic organizers ▪ Teach informational text through non-fiction text ▪ Reader’s Workshop ▪ Common Language K-5 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ Staff Development trainings on specific reading strategies 	<ul style="list-style-type: none"> ▪ Sept. – June - formative ▪ Daily Practice ▪ Building Directed Time ▪ Summative – each trimester 	<ul style="list-style-type: none"> ▪ Building/District Literacy Committee ▪ <i>Strategies That Work</i> ▪ <i>Houghton Mifflin Pegasus</i> ▪ <i>Comprehension Tool Kit</i> ▪ <i>Time for Kids</i> ▪ <i>Puzzlewise</i> ▪ Non fiction comprehension checks 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ Formative curriculum-based assessments – Houghton Mifflin ▪ Literary Text Assessments – Novel Study ▪ Fifth Grade WASL-like Summative Assessments ▪ RAI ▪ DRA ▪ DIBELS
<ul style="list-style-type: none"> ▪ Provide instruction (cause & effect, inferences, main ideas, sequencing) ▪ Model multiple synthesis strategies ▪ Model strategies for identifying main idea vs. details ▪ Model strategies for finding evidence in the text. 	<ul style="list-style-type: none"> ▪ District classes & state conferences as needed ▪ Grade level and building literacy meetings ▪ Grade Level Comprehension Strategies 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly Lessons 	<ul style="list-style-type: none"> ▪ Thinking Skills & Reading Workshops ▪ Building/District Literacy Committee ▪ <i>Comprehension Tool Kit</i> ▪ <i>Time for Kids</i> ▪ <i>Puzzlewise</i> ▪ Non fiction comprehension checks 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ Formative curriculum-based assessments – Houghton Mifflin ▪ Literary Text Assessments – Novel Study ▪ Fifth Grade WASL-like Summative Assessments ▪ RAI ▪ DRA ▪ DIBELS
<ul style="list-style-type: none"> ▪ Focused mini-lessons on analyzing, interpreting, and synthesizing information ▪ Literature Circles & Novel Studies 	<ul style="list-style-type: none"> ▪ Pool & share resources from previous professional development classes ▪ District classes & state conferences as needed 	<ul style="list-style-type: none"> ▪ Sept. – June ▪ Weekly mini-lessons ▪ Progressive Instruction building throughout the year ▪ Daily literature circles 	<ul style="list-style-type: none"> ▪ Building/District Literacy Committee ▪ District Reading Assessment Committee ▪ Novels ▪ <i>Houghton Mifflin Comprehension Tool Kit</i> ▪ OSPI WASL stem questions 	<ul style="list-style-type: none"> ▪ SVSD Literacy TOSA ▪ Building Administration ▪ Fifth grade teachers ▪ Building Literacy Committee ▪ District Reading Assessment Committee 	<ul style="list-style-type: none"> ▪ Student Learning Plans ▪ Formative curriculum-based assessments – Houghton Mifflin ▪ Literary Text Assessments – Novel Study ▪ Fifth Grade WASL-like Summative Assessments ▪ RAI ▪ DRA ▪ DIBELS



Procedures for evaluating success in reaching this goal: Evaluate and interpret data from MSP and building-based assessments. Monitor and adjust pedagogy accordingly.

How will you know these interventions are working? Improved achievement in reading as measured by the ongoing formative classroom assessments, literary text assessments, DIBELS, RAI, and WASL-like summative assessments.





School Improvement Goal #3: Staff will improve their understanding of cultural responsiveness and apply these concepts in their daily practice.

Activities to Achieve this Goal <i>What action will occur? What steps will staff take?</i>	Professional Development <i>How will staff acquire the necessary skills & attitudes to implement the activity</i>	Timeline <i>When will this strategy or action begin and end?</i>	Resources Available <i>What existing and new resources will be used to accomplish the activity</i>	Who is Responsible <i>Who will provide the leadership?</i>	Monitoring Effectiveness <i>What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?</i>
<ul style="list-style-type: none"> ▪ Pen Pals with classroom with diverse culture ▪ Articles in Newsletters highlighting Cultural Activities and Awareness ▪ Building based communications ▪ Cultural Norm sFlipcharts 	<ul style="list-style-type: none"> ▪ Grade Level Meetings ▪ Staff Meetings ▪ Cultural Responsiveness Literature 	<ul style="list-style-type: none"> ▪ Throughout the School year 	<ul style="list-style-type: none"> ▪ Public schools of Washington State ▪ Classroom and school newsletters 	<ul style="list-style-type: none"> ▪ Teachers ▪ Principal 	<ul style="list-style-type: none"> ▪ Spring Parent Survey ▪ Spring Teacher Survey
<ul style="list-style-type: none"> ▪ Culturally Diverse Assemblies ▪ Bolivian Fair ▪ Cultural Art Walk 	<ul style="list-style-type: none"> ▪ Cultural Awareness Literature 	<ul style="list-style-type: none"> ▪ 1 per trimester ▪ 2 trimester ▪ 3 trimester 	<ul style="list-style-type: none"> ▪ PTSA Assemblies ▪ Gloria Hall ▪ Artists in Action 	<ul style="list-style-type: none"> ▪ Teachers ▪ PTSA ▪ Principal ▪ Assemblies Committee ▪ Artists in Action 	<ul style="list-style-type: none"> ▪ Spring Teacher Survey ▪ Spring Parent Survey
<ul style="list-style-type: none"> ▪ Multi-Cultural Community Dinner ▪ Cultural Family Shields (Mixed Grade Level Families) ▪ Multi-Cultural Bulletin Boards 		<ul style="list-style-type: none"> ▪ Winter 2010 ▪ Throughout the school year 	<ul style="list-style-type: none"> ▪ Staff ▪ PTSA 	<ul style="list-style-type: none"> ▪ Administration ▪ PTSA ▪ Teachers 	<ul style="list-style-type: none"> ▪ Spring Parent Survey ▪ Parent Feedback
<p>Procedures for evaluating success in reaching this goal: Compilation and analysis of data from spring surveys</p>					
<p>How will you know these interventions are working? Evaluating Spring Parent/Staff EES survey.</p>					





VI. School Improvement Budget

SAMPLE #1

Snoqualmie Valley School District
Administrative Cabinet Work Session Summary

Area of Celebration	Score	Area of Opportunity	Score
94% of our staff are willing to work at changing their school for the better (change)	18	Less than half of our staff believe all students can meet state reading and math standards(achievement)	18
95% of all staff understands the mission of their school and believes their work contributes to it(communication)	17	More than 50% of all district school staff believes there is not an effective two way communication between district and the school(communication)	16
82% of certified staff believe they are provided curriculum that is relevant and meaningful(Tch/lrng)	11	More than 49% of all staff believe that struggling students do not receive early intervention and remediation to acquire skills(achievement)	10
60% of our teachers are engaging in professional development activities to learn and apply math skills and strategies(Tch/lrng)	8	22% of certified staff indicate their principal either seldom or never talked to them about their professional development(communication)	8
71% of the staff believes the district leaders effectively communicate a positive public image for the district and encourages open communication and parent involvement.(communication)	7	49% of all school staff do not believe district administrators communicate a clear vision of good instruction and essential curriculum(communication)	5
75% of school staff believes the district encourages and welcomes community and parent involvement (community)	6	30% of teachers do not use assessment data to identify student needs and appropriate instruction intervention(achievement)	5
Over 60% of all school staff participate in professional development and learning opportunities(tch/lrng)	2	More than 29% of the school staff are not aware that the school has a data driven school improvement plan(communication/achievement)	4
63% of certified staff believes there are systems and processes in place to support school improvement(communication)	1	Over 60% of staff do not understand the reasons behind allocations within the district(finance)	3
71% of all staff are willing to work at changing their school for the better(change)	0	Less than half of our staff believe all students can meet state reading and math standards(achievement)	2
63% of certified staff believe there is a consistent vision of school improvement throughout the district(communication)	0	63% of staff believe the district is committed to improve student learning(achievement)	2
Over 50% of certified staff believe the district communicates a clear vision of good instruction and essential curriculum(communication)	0	51% of certified staff and 79% of classified staff believe that not all students will meet reading standards(achievement)	0
78% of certified staff believe the district supports effective classroom practices(tch/lrng)	0	43% of my colleagues do not welcome new and innovative ideas(change)	0

SAMPLE #2

1. Student Characteristics	Possible Indicators
Enrollment	The number of students in the school broken down by grade; students in special programs (Title 1, special education, Talented and Gifted, etc.); racial and ethnic composition; or other meaningful categories
Daily Attendance	Number and % of students of students not attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes can also be tracked.
Mobility/Stability	The mobility rate is the percent of children who move in-and-out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
Socioeconomic Status (SES)	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse, or other at-risk behavior.
Student Participation in Co-curricular Activities	Degree to which the number of student participants in a co-curricular activity (basketball, math club, Science Olympiad, etc) represent the entire student population.
Student Attitudes	Student attitudes toward school analyzed and reported from surveys or other methods
Limited English Proficiency	The percent of students with limited English proficiency. The percent of families who speak English as a second language.

2. School & Teacher Characteristics	Possible Indicators
Average Class Size	Staff/student ratio, average class sizes
Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that students do not participate in a fragmented instruction.
School Organization	Grade levels, departments, interdisciplinary teams, schedule design, etc
Professional Development	The existence of district-and school-level professional development plans; professional development opportunities available to teachers; participation in professional development activities; the number of professional days or district resources dedicated to professional development; sessions and the amount of teacher-generated professional development.
Staff Attendance	Average daily attendance of teachers and support staff
Staff Mobility & Stability	Teacher and support staff turnover rate



Management and Governance	The presence of school learning improvement teams, certificated, classified and parent input into decision-making.
Discipline Policy	Clearly defined and articulated student management and discipline policy.

3. Curriculum and Instruction	Possible Indicators
School Mission	Statement of the underlying philosophy of the school.
Learning Expectations	Clear expectations that are communicated to the community, teachers, parents, and students about what students can and should learn. Written goals and objectives that reflects classroom and school practice.
Instructional Program	Assessment of the school by staff regarding the attributes of effective schooling.
Instructional techniques	Lecture, problem solving, cooperative learning, performance tasks, etc
Instructional Materials	The amount and quality of instructional materials. Usage data from the library, information and media services
Support Personnel	Use of paraprofessionals and special program staff.
School Climate	The quality of student-teacher interactions, student attitudes towards school, teacher job satisfaction, teacher expectation and beliefs about what students can accomplish. Safety of students and teachers.
Technology	The availability or access to computers. CD-ROM and other educational hardware and software. Ability to link with other schools, districts and/or information sources. Evidence of how technology has contributed to increased use of data for decision-making.

4. Family & Community Involvement	Possible Indicators
Parental Involvement	Evidence of a parent involvement, a plan for volunteering, home learning activities, program review, and development
Communication with Parents	Amount and frequency of information disseminated to parents. Quality of information disseminated. The frequency of parent/teacher interactions.
Parent/Community Input	Amount and frequency of opportunity for involvement in decision-making.
Parent Training	The number of training's provided; parent workshop evaluations. Evidence of teachers trained in parent involvement.

5. Student Achievement	Possible Indicators
Academic Performance	State and local testing (Norm-referenced and criterion referenced tests); advanced placement testing results, progress on desired standards, indicators and outcomes; performance assessments; district and school assessments,



	classroom assessments; grades.
Completion Rates	Graduation/promotion rate, retention rates, percentage of dropouts.
Multi-year Trends	Longitudinal academic performance data.
Comparative Data	Performance of Title 1 students versus non-Title 1 students at the school (or other meaningful categories); similar comparison of school or sub-groups at the state and federal levels.
Post Graduation follow-up	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed services.

SAMPLE #3

Sample Completed Goal Statement

Our goal is to improve students' writing skills across the curriculum.

❖ Current Status:

Based on the 1999 spring assessments administered to 3rd, 4th, and 5th grade students:

- *58% of the 3rd graders scored in the upper two quartiles in total language*
- *Fifth grade students scored at the 61st percentile in total language*
- *47.6% of our fourth grade students met or exceeded the standard (400) on the spring Washington Assessment of Student Learning (WASL)*

❖ Short Term Target:

The target for the 2000-2001 school year is:

- *70% of third grade students score in the upper two quartiles in total language on the ITBS.*
- *Fifth grade students will score at the 65th percentile in total language on the ITBS.*
- *60% of fourth grade students will meet or exceed the standard (400) on the spring 2001 WASL.*

❖ 3 to 5 Year Target:

The long-term goal for the next 3 to 5 years will be:

- *80% of third grade students will score in the upper two quartiles in total language on the ITBS.*



- *Fifth grade students will score at the 80th percentile in total language based on the ITBS.*
- *80% of fourth grade students will meet or exceed the standard on the WASL or other building developed writing assessments*



SAMPLE #4

SAMPLE Action Plan Outline (*One form for each goal*)

School Improvement Goal: Improve students’ knowledge and skills in mathematics as measured by a 25% increase in students meeting grade-level unit exams and 45.8% of students meeting standard on the 7th grade WASL by the year 2004.

Strategy: Align instruction and curriculum to the math EALRs and grade-level unit exams and increase student engagement/excitement about math.

Rational: Students will perform better on assessments if the concepts are taught and practiced.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Curriculum mapping in math at each grade level.	3 half-day trainings on curriculum mapping	March 20 April 16 May 12 early release days	pre-existing early release days ESD 112	J. J. contacts ESD M.J. gets food Math teachers, VP, & Dist. Curriculum staff attend	Performance on grade-level unit exams
Investigate and purchase class sets of manipulatives - Digiblocks, etc	View video from publisher. Devote math team meetings to discussions.	By June 15	materials budget - \$1500	D.R. gets purchase order, examines other options.	Performance on grade-level unit exams. Observations of students.
Do hands-on project each quarter in each math class.	Meet for one day in August to develop project options and rubric for grading.	Aug. 28	School improvement budget to pay staff	T.W. works with principal to authorize payment. Each math teacher brings resources. M.J. contacts ESD math specialist.	Student performance based on rubric.

Procedures for evaluating success in reaching this goal: what SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes? Analysis of WASL scores in math.



SAMPLE #5

Monitoring and Evaluating Your Plan

	Readiness	Data Collection	Data Analysis	Goal Writing
S T E P S	<input type="checkbox"/> Established Leadership Team <input type="checkbox"/> Assessed willingness and ability of stakeholders to participate in planning process <input type="checkbox"/> Introduced School Improvement Process to staff <input type="checkbox"/> Determined a decision-making process <input type="checkbox"/> Outlined a School Improvement process calendar	<input type="checkbox"/> Leadership team assessed willingness and ability to collect data. <input type="checkbox"/> Collected data from multiple indicators <input type="checkbox"/> Displayed the data in a user-friendly format <input type="checkbox"/> Set a date for data carousel	<input type="checkbox"/> Leadership team assessed willingness and ability to analyze data. <input type="checkbox"/> Facilitate the “Data Carrousel” or another process to involve all stakeholders in data analysis <input type="checkbox"/> Identified strengths & challenges <input type="checkbox"/> Prioritized challenges	<input type="checkbox"/> Leadership team assessed willingness and ability to write goals. <input type="checkbox"/> Identified themes from list of prioritized challenges <input type="checkbox"/> Established & prioritized goals based on identified challenges
W H A T W A S L E A R N E D	Which members of the school community participated in the planning process? Who was missing? What could you do to assure their participation in the future?	What data did the group review? What data was missing? What data is being collected now?	What was learned from the data? What questions were raised from the data? What questions are still not answered by the data?	What have you identified as formative evidence of goal attainment? What have you identified as summative evidence of goal attainment? Explain how each goal will be sustained
I M P R O V E M E N T S	What improved as a result of the planning process? In what ways is the improvement significant? Where in the process was improvement noticed? In what ways can this improvement influence other improvement? How will the improvement be sustained?			



SAMPLE #5 *continued*

	Study	Action Planning	Monitoring Progress	Evaluation
S T E P S	<input type="checkbox"/> Established Study Teams <input type="checkbox"/> Identified barriers to meeting goals <input type="checkbox"/> Completed a “plan for study” with timelines <input type="checkbox"/> Completed study process	<input type="checkbox"/> Facilitated a process for study teams to report findings, including recommendations and rationale for strategies selected <input type="checkbox"/> Completed action plans with lead person responsible, timeline, and resources needed	<input type="checkbox"/> Determined how plan will be monitored <input type="checkbox"/> Identify data to be collected to evaluate effectiveness of strategies selected	<input type="checkbox"/> Determined if goals were met <input type="checkbox"/> Celebrated success and begun process again
W H A T W A S L E A R N E D	What was studied? What strategies were identified to help meet your goals? What new questions did the study process raise for the group? What does the staff need to know in order to implement the plan?	Describe the direct relationship between the needs for improvement, the goals, the strategies and the outcomes in your plan What do parents need to know in order to support the plan? What does the community need to know in order to understand the plan? What do students need to know in order to benefit from the plan?	At what point during the year will you determine if you have to make changes to your strategies if you are not seeing progress?	How has the plan and planning process affected student achievement?
I M P R O V E M E N T S	What improved as a result of the planning process? In what ways is the improvement significant? Where in the process was improvement noticed? In what ways can this improvement influence other improvement? How will the improvement be sustained?			



SAMPLE #6

Three Tips for Writing Powerful Narrative Statements

- 1. Keep it simple – communicate a single idea about student performance.**

“7” grade reading achievement on the WASL increased 34% between 1999 and 2001.”

- 2. Make the narrative statement short and easy to read.**

“The number of English Language Learners at our school increased from 25 to 45 between 1997 and 2001.”

- 3. Avoid evaluative statements – just describe what you see in the data, not why or what to do about it.**

“38% of parents state they do not receive information about ways to help their children learn at home.”



